

Department of Counseling and Student Affairs
Programs in Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School
Counseling
2012/2013 Assessment Report

Introduction

Each academic year faculty review program assessment/student progression data for the previous and current year on a regular basis in faculty meetings. During the spring of 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 year. This report is posted in the spring 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 had the following GPA averages: CMHC – 3.42, MCFC – 3.06, and School Counseling – 3.02. The faculty anticipate that undergraduate GPAs of incoming students will continue to increase. In general, the undergraduate GPA of admitted and enrolled students generally 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, overall, were, with some variation, reasonably consistent with undergraduate GPAs and were a good predictor of academic performance. The total GRE scores for admitted students were: CMHC – 296, MCFC – 292, and School Counseling – 292. The same observations hold true for performance on the MAT: CMHC – 394, MCFC – 397, and School Counseling – 391. 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.
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 prompts were revised for the 2012 admissions process to avoid redundancy and provide more focus for applicants' responses. 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 admitted students ranged from 32.24/40 for school counseling students and 33.45/40 for CMHC students. Because of some redundancy between applicants' personal statement papers and interview responses, interview questions should be further modified.

- Applicants' performance during the admissions interview gave faculty considerable information regarding applicants' potential as counseling students. Faculty felt constrained by the admissions interview questions and rubrics. As a result, interview questions were modified for the 2013 admissions process. The faculty believe that the admissions interview requires further consideration to maximize the potential of the interview assessment. Interview rubric scores ranged from 32.90/50 for MCFC students to 39.95/50 for school counseling students. Faculty plan to continue discussion and study the admissions interview process and indicate a desire to make changes in the 2014/2015 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 (rubric ratings) for all counseling program students was 3.69/4.0 on all Professional Identity Standards. Rubric ratings across core courses are continuing a gradual increase. Instructional outcomes indicate a strong and improving 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/documents/cacrep_core_standards.pdf

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 and Transcript
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

Students appear to be developing satisfactory skills at conclusion of the semester, but ratings appear to be higher than the actual skill level observed by faculty in subsequent clinical courses. Skills assessments in CNS 559 will now be done with all instructors of clinical courses present. Clinical course instructors will implement basic skills reviews at the start of their classes.

CNS 590

Spring 2013

Midterm Supervisor Ratings: 4.49/5

Final Supervisor Ratings: 4.5/5

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

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

School counseling students in the 2009 standards program began internship Fall 2013, thus there is no data to report until next year.

CNS 596

Fall 2013

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

Conversations with site supervisors regarding student performance and results of evaluations are occasionally inconsistent. Program faculty will be developing site supervisor meetings to be held each fall with the intent of doing additional training on evaluation and supervision.

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.

Fall 2012

CNS 595:

School counseling students in the 2009 standards program began internship Fall 2013, thus there is no data to report until next year.

CNS 596: 3.48/4

Spring 2013

Fall 2012

CNS 595:

School counseling students in the 2009 standards program began internship Fall 2013, thus there is no data to report until next year.

CNS 596: 3.33/4

Based on this assessment and site supervisor feedback, students demonstrate very good program area knowledge in an applied setting.

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 locations.

http://www.wku.edu/csa/documents/cacrep_cmhc_standards.pdf

http://www.wku.edu/csa/documents/cacrep_mcfc_standards.pdf

http://www.wku.edu/csa/documents/cacrep_school_counseling_standards.pdf

http://www.wku.edu/csa/documents/cacrep_core_standards.pdf

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.

a. CMHC: 3.60/4

b. MCFC: 3.51/4

c. School Counseling: 3.75/4

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

http://www.wku.edu/csa/documents/cacrep_cmhc_standards.pdf

http://www.wku.edu/csa/documents/cacrep_mcfc_standards.pdf

http://www.wku.edu/csa/documents/cacrep_school_counseling_standards.pdf

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.

Faculty members have concluded that the Professional Performance Review process is an effective way to provide students faculty feedback about their dispositions and that the admissions process is helping to identify applicants with necessary dispositions.

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%

2012/2013 Passing Rate on Program Essay Examination: 93%

Students (n=2) 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 often inconsistent with academic performance. Without being able to review the CPCE items, this is speculative.
- b. Investigate other standardized exam possibilities or consider developing an exam focusing on Professional Identity standards.
- c. Professors should consider using more multiple choice exams to prepare students for CPCE and, eventually, the NCE.
- d. Essay questions are effective and will now be revised annually for rigor and to ensure that question content is current.
- e. Based on their experience with the comprehensive essay exams, the faculty have developed the following policy. Persons who do not pass essay exam will take another essay exam. Those 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 32 item graduating student survey is 4.20/5. (For item means see http://www.wku.edu/csa/student_satisfaction_survey_results.pdf.) The faculty believe that the overall survey results indicate students are very satisfied with educational experiences. The graduating student survey will be revised during the 2014/2015 academic year prior to fall comprehensive examinations.

The supervisor/employer survey has produced an extremely poor response rate. Faculty recommend revising the survey during the 2014.2015 academic year and using methods to increase the response rate. Conclusions at this point involve extrapolating recommendations and assessments from site supervisors. This information would suggest that graduates are regarded as skilled, ethical, and professional. Finally, interns and practicum students consistently are regarded as demonstrating very solid academic preparation.