

**2015-2016  
ANNUAL ASSESSMENT REPORT  
Due November 1<sup>st</sup>, 2016**

<b>Name of College</b>	
College of Social and Behavioral Sciences	
<b>Name of Department/Unit</b>	
School of Applied Human Sciences	
<b>Program</b>	
School/Mental Health Counseling	
<b>Department/Unit Mission</b>	
Our academic vision for the School is to engage students in rigorous and high quality programs of study that prepare students for advanced graduate study or participation in the workforce as leaders and highly trained and skilled professionals. To accomplish this, our vision also entails students being exposed to up-to-date classroom technology and relevant content, high caliber instruction, multifaceted learning opportunities and faculty of excellence.	
<b>Program Learning Goals</b>	
<i>Provide a comprehensive list of department/unit/program learning goals</i>	
The Master of Arts degree in Counseling is designed to prepare graduates to work with diverse populations in our complex society. The Counseling degree offers two areas of specialization: the school counseling specialization qualifies candidates to be eligible for the guidance counseling K-12 certification; and the second specialization in clinical mental health counseling qualifies candidates to be eligible to take the National Counselor Exam (NCE) and make them eligible to be licensed clinical mental health counselors. Both specializations are accredited by the Council of Accredited Counseling and Related Educational Programs (CACREP) and grounded in the eight basic accrediting areas : 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.	
<b>Person submitting this report (name and e-mail)</b>	
Roberto Swazo (roberto.swazo@uni.edu)	
<b>Date submitted</b>	
October 24, 2016	

## Follow-Up Report on Changes Recommended in 2014-2015

This section recognizes that assessment can result in extended actions that span more than one academic year. As such, this section provides the opportunity to comment on any on-going actions that are the result of the previous year's assessment findings.

<p><b>Learning Outcome(s) Assessment</b>  <i>Identify the learning outcome(s) you assessed in 2014-2015</i></p>
<p><i>For Learning Outcome(s) Assessment see first column of table below.</i></p>
<p style="text-align: center;"><b>Use of Assessment Findings to Improve Student Learning</b></p> <p><i>Describe any changes to courses, curriculum, assessment plan, learning outcomes or other actions taken last year as a result of your 2014-2015 assessment findings.</i></p>
<p><i>Overall, the same Learning Outcomes remained the same for the 2015-2016 as a result of the assessment findings.</i></p>

## 2015-2016 Assessment Activities

<p><b>Outcome</b>  <i>Identify the learning outcome(s) that you are measuring</i></p>
<p><i>Enter information here</i></p>
<p><b>Assessment Procedures</b></p> <p><i>Include brief description of what is to be assessed/measured</i></p> <p><i>Date(s) of administration. Description of sample.</i></p> <p><i>Name and/or brief description of the instruments/rubrics being used for <b>direct assessment</b>.</i>  <i>Attach   copy of the instrument to this document (if appropriate).</i></p> <p><i>Name and/or brief description of the instruments/rubrics being used for <b>indirect assessment</b>.</i>  <i>Attach   a copy of the instrument to this document (if appropriate).</i></p>
<ul style="list-style-type: none"> <li>● <i>See first column entitled Student Learning Outcome to be Assessed for brief description of what is to be assessed.</i></li> <li>● <i>Name and description of rubrics/instruments used for direct assessment:</i> <ul style="list-style-type: none"> <li>○ <i>Progress Review Evaluation Form--used at the end of the year to evaluate the progress of the student in terms of professional dispositions and academic progress.</i></li> <li>○ <i>Group Evaluation--used twice a semester during the Group Counseling course to measure the development and progress of counseling skills in a group setting.</i></li> <li>○ <i>Professional Counseling Performance Evaluation Form--used by the Practicum, Internship, and Counseling Skills instructors to measure the development of counseling skills and mastery of counseling theories during these clinical courses. It is administered twice during the semester.</i></li> <li>○ <i>Counselor Preparation Comprehensive Examination (CPCE)--National standardized exam used by CACREP accredited program as an exit requirement for completion of masters program. It contains 160 questions and 136 are used for purposes of students'</i></li> </ul> </li> </ul>

*academic knowledge evaluation. The content areas are: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Assessment, Research and Program Evaluation, and Professional Orientation and Ethics.*

**Summary of Findings/Data Analysis**

- See summary provided below

<b>Student Learning Outcome to be Assessed</b>	<b>Competency</b>	<b>Assessment Procedures and Dates of Administration</b>	<b>Summary of Findings</b>
Students will exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.	Students will demonstrate an alignment with the professional counseling identity.	Progress Review Evaluation Form  Administered: End of spring semester	<b>N= 42</b>  <b>99% of students met the target criterion regarding professional dispositions, with 30% exceeding expectations</b>
Students will exhibit knowledge of group dynamics, group leadership, group development and apply these concepts in a variety of group types.	Students will demonstrate competency in facilitating groups and command of intervention skills.	Group Evaluation Form  Administered: End of spring semester	<b>N=21</b>  <b>Students were rated on their demonstration of group counseling skills:</b>  <b>23% mastered a total of 7-9 skills, and 77% mastered a total of 10-12 skills</b>

<p>Students will be able to implement basic and advanced counseling techniques in the framework of helping relationships.</p>	<p>Students will demonstrate command of counseling techniques at the basic and advanced levels.</p>	<p>Professional Counseling Performance Evaluation Form (Practicum/Internship courses)  Administered: End of fall and spring semester</p>	<p>N=45  100% of students met the expected criteria, with 78% exceeding expectations</p>
<p>Students will show command of counseling theories and how to conceptualize cases from a wellness perspective.</p>	<p>Students will be able to implement the knowledge about counseling theories and conceptualize cases from a wellness perspective.</p>	<p>Professional Counseling Performance Evaluation Form (Practicum/Internship courses)  Administered: End of fall and spring semesters</p>	<p>N=45  100% of students met the expected criteria, with 53% exceeding expectations</p>
<p>Students will provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.</p>	<p>Students will demonstrate knowledge of human growth and Developmental principles using the principles of assessment and evaluation.</p>	<p>Counselor Preparation Comprehensive Examination (CPCE)  Administered: Fall, end of October. Spring, end of March. Reports generated by the NCE/CPCE and sent directly to the program with statistical analysis.</p>	<p><b>Spring 2016: N=13 UNI Mean:99</b>  <b>National Mean:86.60</b>  <b>54% (1/ 3.5) of students scored 1 SD above mean</b>  <b>Fall 2016: Additional data to be collected later in November when national results are provided.</b></p>

Students will illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.	Students will demonstrate the infusion of multicultural principles in counseling interventions.	Professional Counseling Performance Evaluation Form (Practicum/Internship courses)  Administered: End of fall and spring semesters	N=45  100% of practicum and internship students met the expected criteria, with 73% exceeding their supervisor's expectations
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<b>Methods for Sharing Assessment Information</b>	
<i>of</i>	<i>If information related to various outcomes is delivered in more than one way, include explanations how the differing outcomes were reported.</i>
	<ul style="list-style-type: none"> <li>● <i>Results of national exams are shared with students as it is a required Exit Exam. Results are also conveyed by the Graduate College via a formal letter.</i></li> <li>● <i>Results of evaluations and rubrics are provided by instructors of courses.</i></li> <li>● <i>Also, overall results are posted online for all constituents connected to the program.</i></li> </ul>