**2015-16 Annual Report**

**Department of Counseling**

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| A. HIGHLIGHTS OF THE YEAR |
| Major accomplishments (including student accomplishments) of unit/department/college during the year reported by Academic Affairs Goal. |

1. To educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century:

* The Department of Counseling Spring and Fall semester of 2015 produced 6 graduates from Ph.D. Program, 30 graduates from MA Program-Clinical Mental Health, 19 graduates from MA Program-School Counseling, 1 graduate from the MA Program-Addiction Counseling, 13 Play Therapy Certificate graduates, 11 graduates in Post Masters Certificate Program in School Counseling, and 3 graduates from the Substance Abuse certificate Program in School Counseling.
* The Department of Counseling is currently conducting a self-study based on the 2016 CACREP Standards in all program areas. Numerous program changes are being made to reflect the new standards that will enhance student learning. The self-study is being led by Drs. Culbreth, Foxx, and Furr.
* The Department supported the Mu Tau Beta Master’s Student Conference in April and two students (one doctoral and one Master’s) were accepted into the National Board for Certified Counselors Minority Fellowship Program (NBCC MFP). This program is supported by grants awarded to NBCC by the Substance Abuse and Mental Health Services Administration (SAMHSA) Grants (Master’s grant worth up to 11k and doctoral grant up to 20k).
* The Department of Counseling proposed to change the name of the Ph.D. program in the Department of Counseling from “Ph.D. in Counseling” to “Ph.D. in Counselor Education and Supervision.”

1. To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education:

* Faculty published 12 peer-reviewed manuscripts and 6 book chapters. Some of the journals included *Counseling and Values, Journal of Mental Health Counseling,, Counselor Education and Supervision, The Professional Counselor, Journal of Sexual Addiction and Compulsivity, Counseling and Wellness Journal, and Journal of School Counseling*. Faculty also have two edited books focused on Addiction Counseling with fall 2016 publication dates.
* Twelve faculty members conducted over 20 presentations at either state, regional, and or national conferences, Drs. Merlin and Lamberson received UNC Charlotte Faculty Research Grants, and 1 faculty member received a grant from the Chancellor’s Diversity Fund.
* Dr. Wierzalis took the lead and drafted an a new mission statement and commitment to social justice statement emphasizing our program’s commitment to educating a diverse student body.
* Dr. Gutierrez and Mu Tau Beta provided Level 1 Gottman Couples Therapy training to 35 MA counseling students on March 25 and April 1.

1. To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region:

* Dr. Gutierrez developed a partnership with Bethesda Health Center to provide counseling services to low income Spanish Speaking populations. Dr. Culbreth engaged discussion with leaders from Renaissance West concerning the possibility of creating clinic supported by CSLG faculty, Master’s, and doctoral students to serve clients from the community across the lifespan from early childhood to senior adults.
* Drs. Abrams, Harris, and Lamberson reviewed local external grants for Autism Speaks in October of 2015.
* Dr. Foxx collaborated with doctoral students and community partners to engage in research (CMS-Cato Early Engineering High School, Cabarrus School District-Performance Learning Center). Each of these sites was supported by doctoral students who serve students and conduct research.
* The Department of Counseling hosted three educational events: (1) the Dr. Jonnie H. McLeod Institute on Addiction-(101 Attendees) also partnered with the International Association of Addiction & Offender Counseling, May, 2015, (2) Special Topics in Play Therapy Conference, June, 2015, (196 Attendees) International expert and researcher, Garry Landreth-main presenter, and (3) The Bob Barret Distinguish Lecture Series on Multicultural Issues in Counseling Conference (66 Attendees) -topic focused on individuals who were transgendered October, 2015.

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| |  | | --- | | B. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR | | Describe 3 examples of how the unit/department/college has used assessment data for the purpose of improvement during the year.  **Example 1**: The Department completely revised the Doctoral Comprehensive Exam Rubric as a result of low inter-rater reliability amongst counseling faculty. Inter-rator reliability is a process used to evaluate the degree to which faculty provide consistent scores on the comp questions in four areas that includes: (1) Counseling Theory, (2) Counseling Supervision, (3) Multicultural Counseling, and (4) Research. The goal is to increase inter-rator reliability which will improve the accuracy of evaluations.  **Example 2:** The Department of Counseling created a Research Internship required for newly admitted doctoral students. The internship consists of 200 hours of various research-based activities with a specific faculty member and department research team. The Doctoral Program began in 2001 and since then 62 students have graduated from the program; however less than 20% of the completed dissertations have produced published manuscripts. This decision was based on 2016 CACREP Standard and the goal to also increase doctoral student and faculty publication record. Doctoral students are more marketable in pursuit of faculty positions when they graduate with a beginning publication record.  **Example 3:** Feedback from alumni and current students from school counseling program indicated that they desired more school-specific courses. As a result CSLG 7140-Consultation in School Counseling was revised. The revised course also complied CACREP Standards for School Counselors and with the American School Counseling Association (ASCA) National Model. | |
| |  | | --- | | REQUIRED ATTACHMENTS TO 2015-16 ANNUAL REPORT | |  | | 1. **ANNUAL PROGRESS ASSESSMENT OF PERFORMANCE OUTCOMES FOR 2015-2020 STRATEGIC PLAN GOALS**: After completing sections III H and III I of your 2015-2020 Strategic Plan, attach the entire 2015-2020 Strategic Plan to the annual report.   **Goal 1**: The College of Education’s *undergraduate and pre-service teacher preparation programs* will produce highly effective and engaged professionals for all settings, including urban and high needs areas.   * CSLG faculty infused diversity in all courses to help prepare culturally competent, ethical, clinically skilled, and knowledgeable masters and doctoral students for positions as school counselors, licensed professional counselors, and as counselor educators in university settings or as clinicians and/or counselor supervisors in schools and community settings. * During summer, fall, and spring semester 181 masters and doctoral students had clinical experiences various urban, rural, and suburban settings.   **Goal 2**: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of graduate education (MEd, EdD, PhD) that span the disciplines.   * Department exploring the idea to revise the College Student Personnel Track in the MA Counseling Program. This track is a CACREP approved concentration area. * Department exploring the option of creating Certificate Programs in Marriage and Family Counseling and Military Counseling. * Dr. Harris submitted two long forms to create two new courses focused on serving military populations: CSLG 6202/8202 Counseling Military Families and Children and CSLG 6204/8204 Counseling Military Veterans. * New course CSLG 6104-Counseling Across the Lifespan approved. * In alignment with the 2016 CACREP Standards, Dr. Post led the process to revise the following doctoral courses: CSLG 8141, 8440, 8442 and 8445. * Dr. Foxx revised CSLG 7140 Consultation in School Counseling to make this a required course for school counseling students and students enrolled in the Post Master’s Certificate Program in School Counseling. * Dr. Post submitted short form to change name of the Graduate Certificate in Play Therapy to Play Therapy Concentration for current students to be in alignment with Graduate school policy. * Dr. Lassiter submitted short form to change name of Graduate Certificate in Substance Abuse Counseling to Graduate Certificate in Addiction Counseling.   **Goal 3**: The College of Education will expand the frontiers of knowledge and leverage discovery for the public benefit through innovative *programs of research* that span the disciplines.   * Dr. Merlin is developing a qualitative study on school counselor multicultural education behaviors. Goal is to for school counselors to provide culturally responsive services to K-12 students to help them feel culturally validated, emotionally supported, and better able to success academically. * Dr. Gutierrez is a conducting research on marital satisfaction with Latino couples. * Dr. Lassiter formed a research team consisting of Master’s and doctoral students focused on exploring LGBT individuals. * Dr. Merlin and Lamberson obtained a Faculty Research Grant with a focus college student-athlete mental health programming that will potentially benefit college athletic coaches, student-athletes, and the public via an understanding of the transmission of mental health awareness.   **Goal 4:** The College of Education will engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.   * Drs. Foxx and Gutierrez continued their Faculty Research Grant Intervention research project with students at the Performance Learning Center High School in Cabarrus County. * Dr. Merlin submitted a grant with Bill Anderson to partner with a local elementary school to invite elementary teachers and COED teachers to a joint book study on multicultural awareness. * Dr. Foxx partnered with Terri Smith in Charlotte Mecklenburg Schools to develop a closer partnership and to also place more school counseling students in diverse urban CMS schools. * Dr. Gutierrez partnered with Camino Community Center and Bethesda Health Center to develop counseling capacity and pursue external funding. Dr. Wierzalis also provided support in this effort. * Dr. Gutierrez is serving on the Steering committee for Academy of Research on Community Health Engagement and Services (ARCHES) serving to develop inter-department collaboration for community engaged research. * Dr. Lamberson worked with a group of ARCHES members and Catholic Charities to address sources related to adolescent substance abuse and inter-generational communication within refugee families. * Met with the Programs Director, Research and Planning Manager, and Adult Programs Manager of the Mecklenburg County jail with goals to (1) allow students to complete their practicum in the jails in efforts of providing counseling services to the inmates, (2) develop after-care programming for inmates, (3) discuss substance use and mental health programming for inmates, (4) program evaluation, and (5) provide a 3-day Motivational Interviewing training workshop for jail staff.   **Goal 5**: The College of Education will *increase visibility and connectedness* within the College of Education and across communities.   * Dr. Foxx was recognized as Counselor Educator of the Year by the North Carolina School Counselor Association. * Dr. Harris won the College of Education Research Award. * Dr. Merlin and Lamberson reached out to undergraduate students in the psychology program to inform them about the MA program in Counseling. * Drs. Foxx and Merlin made a short video about the School Counseling Program under the direction of Wills Citty. Drs. Abrams, Harris, and Post also participated. * Drs. Foxx and Merlin participated in a segment of the The Live Wire hosted by Wills Citty with the focus on School Counseling in the 21st Century. * Dr. Foxx invited to White House-–called conference with a designed focus to strengthen school counseling and college advising.  1. **STUDENT LEARNING OUTCOMES ASSESSMENT DATA:** Attacha 2015Student Learning Outcomes Assessment Plan and Reportfor each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only by each department. **Colleges that do not submit the required *Student Learning Outcomes Assessment Plans and Reports* will be contacted by the Office of Academic Affairs.** 2. **INSTITUTIONAL EFFECTIVENESS REPORT ASSESSMENT FINDINGS:**   Attach the 2015-16 Institutional Effectiveness Report template with assessment findings. | |  | | **Spring 2015 and Fall 2015**  **Ph.D. – CSLG SLO Report**  **College: College of Education**  **Department: Counseling**  The Ph.D. Program in Counseling prepares culturally competent, ethical sound and clinically skilled knowledgeable professionals for positions as counselor educators in university settings or as clinicians and/or counselor supervisors in schools and community settings. The assessments used for this program evaluate various skills that all counselor educators and clinicians should possess regardless of specialization area.   |  | | --- | | **Reflection on the** **Continuous Improvement of Student Learning**  1. List the changes and improvements your program planned to implement as a result of last year’s student learning outcomes assessment data.  2. Were all of the changes implemented? If not, please explain.  3. What impact did the changes have on student learning? | | Based upon the Assessment Report, the doctoral program met all performance outcomes and showed a positive impact on candidate learning; however, SLOs are currently being revised for continuous improvements to be in aligned with the new 2016 CACREP standards. |  |  | | --- | | **Student Learning Outcome 1**  (knowledge, skill or ability to be assessed) | | **SLO 1:** Candidates for other professional school roles demonstrate an understanding of the professional and contextual knowledge expected in their fields; and use data, current research and technology to inform their practices. |  |  | | --- | | **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. | | The Student Learning Outcome has not been modified since our last submission and no changes were made in effectiveness measures. However the passing rate on the Performance Outcomes on the Doctoral Comprehensive Exams was reduced from 90% to 75% because of the rigor of the exams. The data provided on Comprehensive exams was expanded for greater clarity. |  |  | | --- | | **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. | | The Department of Counseling (CSLG) program faculty members collect and analyze data on students/candidates’ knowledge and skills to evaluate and improve the performance of the students/candidates and the CSLG doctoral program. A list of the required student projects and presentations that are scored for evaluation of both students/candidate and CSLG program are:   * Doctoral Comprehensive Examination * Proposal Defense * Dissertation Defense   To ensure that all students/candidate are treated fairly and equitably, all projects are administered and evaluated by three faculty members. The following sections describe the specific procedures used for each student/candidate project/presentation   1. **Doctoral Comprehensive Exams-** The primary objective of this exam is to ensure that the students demonstrate an in-depth understanding of the counseling professions, hence, exhibiting adequate preparation to write a dissertation and to be counselor educators. The exam consists of four questions: counseling theories, supervision, research methodology, and multicultural counseling. The doctoral program committee selects a total of eight questions, two per each content area. Students are required to only respond to one question per content area. Each question is evaluated independently and anonymously using the Rubric. A minimum of 15 points is considered passing and if two of three faculty members do not rate the question as passed, the overall question will be considered a fail. Students must pass all four questions in to completely pass the comprehensive exam. A 5 point Comprehensive Rubric Scale is used to evaluate the criteria: (a) answered all parts of question, (b) responses are accurate,(c) demonstrated depth and breadth of knowledge in the subject matter, (d) provided appropriate and sufficient citations of literature and references, as required for question. The scale points are reduced when evaluating the final three criteria: (a) responses are clear, organized, and logical; (b) mechanics of writing (spelling, typing, grammar, format and sequencing), and (c) adherence to APA style as able within the structure of the comprehensive exam. 2. **Dissertation Proposal** - Upon completion of the comprehensive exam, all candidates are required to successfully complete a dissertation proposal (DP). The formal dissertation proposal is presented after the student and his or her dissertation committee are satisfied that the proposal is ready for defense. The proposal presentation is open to all university faculty members. Faculty present may ask for clarification and/or offer suggestions regarding the proposed study. After the student has concluded the proposal presentation, the student and any other observers leave the room and the Committee Chair allows faculty members a time for additional comments to render a decision based on the criteria outlined in the Proposal Rubric. Subject to review by the Dean of the College of Education and the Dean of the Graduate School, the student’s Doctoral Committee has final recommending authority. The proposal is evaluated on the quality of the introduction chapter, literature review, and methodology. The Proposal Rubric is a 3 point scale used to evaluate the proposal on the following criteria; (1) does not meet expectations, (2) meet expectations, and (3) Exceeds Expectations. Candidates must score a minimum of 6 in order to proceed to the dissertation defense. 3. **Dissertation Defense** Upon completion of the dissertation proposal all candidates will have to successfully complete a dissertation defense by presenting a dissertation consisting of five chapters: (a) Introduction, (b) Literature Review, (c) Methodology, (d) Results, and (e) Conclusion. The dissertation defense is scored using a 3 point scale rubric by a committee of at least four faculty members. The dissertation defense is conducted by the Doctoral Committee, which includes a graduate faculty representative. Following the candidate’s presentation and questions that are posed by committee members, and possibly other observers, the Committee renders a decision. The decision is based on the criteria outlined in the Dissertation Defense Rubric. The Dissertation Defense Rubric is based on a 3 point scale and is used to evaluate the dissertation defense on the following criteria; (1) does not meet expectations, (2) meet expectations, and (3) Exceeds Expectations. Candidates must score a minimum of 10 points for a successful dissertation defense. |  |  | | --- | | **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. | | Doctoral Comprehensive Exams are typically given annually in January, May, and August. Candidates in final semester of coursework are eligible to sit for the exam. Candidates must: (a) be able to analyze and synthesize information obtained from coursework and research within a multicultural counseling context; (b) demonstrate advanced knowledge and apply principles of multiculturalism in the core areas of supervision and counseling theory; and (c) demonstrate competencies in research methodology and evaluation. The responses are blindly reviewed by three different faculty members and scored using the Comprehensive Rubric.  The proposal is conducted after only after the candidate has successfully passed the comprehensive exam. It includes the first three chapters of the dissertation that includes the Introduction, Literature Review, and Methodology. All the Counseling program faculty, Department Chair, the Dissertation Committee members, and the Graduate School representative are invited to the presentation of the proposal.  Upon successful completion of the proposal, candidates defend their dissertation only when the student’s dissertation committee believes that the dissertation is in satisfactory form. The committee evaluates the defense using the Dissertation Rubric and the results are immediately provided to the candidate.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |  |  | | --- | | **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. | | 1. The program expects at least 75% of Counseling Doctoral students to score a minimum of “15” points (pass) out of 26 pts. [Doctoral Comprehensive Exam (DCE)] 2. The program expects 90% of the Counseling Doctoral students to score 2” or “3” (meet or exceed expectations) on a 3 point scale on the Introduction, Literature Review, Methodology sections of the proposal. [Dissertation Proposal Rubric (DPR)] 3. The program expects 90% of the Counseling Doctoral students to score a 2” or “3” (meet or exceed expectations) on a 3 point scale on the Introduction, Literature Review, Methodology, Results, and Conclusion sections of the defense. [Dissertation Defense Rubric (DDR)] |  |  |  |  | | --- | --- | --- | | **Spring 2014 –Fall 2014 Assessment Data** | **Spring 2015 - Fall 2015 Assessment Data** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Counseling Comprehensive Exams** |  |  |  |  | | **Semester/Year** | **Spring 2014** | **Fall**  **2014** | **Spring 2015** | **Fall**  **2015** | | Comprehensive Examination Four Areas |  |  |  |  | |  |  |  |  |  | | 1. Counseling Theory Area Count | 6 | 1 | 6 | 1 | | Number/Percent Passed | 6 = 100% | 0 = 0% | 100% | 1 = 100% | |  |  |  |  |  | | 2. Counseling Supervision Area Count | 6 | 2 | 7 | 1 | | Number/Percent Passed | 6 = 100% | 2 = 100% | 100% | 1 = 100% | |  |  |  |  |  | | 3. Research Area Count | 6 | 1 | 7 | 2 | | Number/Percent Passed | 84% | 0 = 0% | 100% | 1 = 50% | |  |  |  |  |  | | 4. Multicultural Counseling Area Count | 6 | 1 | 7 | 1 | | Number/Percent Passed | 5 = 84% | 0 = 0% | 100% | 1 = 100% | |  |  |  |  |  | | Total of Comprehensive Areas Count | 24 | 5 | 8 | 5 | | **Total** Number/Percent Passed | 22 = 92% | 2= 40% | 6 = 86% | 4 = 80% | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Counseling Dissertation** |  |  |  |  | | **Semester/Year** | **Spring 2014** | **Fall**  **2014** | **Spring 2015** | **Fall**  **2015** | |  |  |  |  |  | | Count | 5 | 3 | 2 | 2 | | Dissertation Proposal Defenses | 100% | 100% | 100% | 100% | |  |  |  |  |  | | Count | 2 | 6 | 2 | 3 | | Dissertation Defenses | 100% | 100% | 100% | 100% | |  |  |  |  |  |  |  | | --- | | **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? | | Based upon the Assessment Report, the doctoral program met all performance outcomes and showed a positive impact on candidate learning; however, SLOs are currently being revised for continuous improvements to be in aligned with the new 2016 CACREP standards. |  |  | | --- | | **Student Learning Outcome 2**  (knowledge, skill or ability to be assessed) | | **SLO 2:** Candidates for other school professions demonstrate professional behaviors consistent with fairness and the belief that all students can learn, including creating caring, supportive learning environments, encouraging student-directed learning, and making adjustments to their own professional dispositions when necessary. |  |  | | --- | | **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. | | The Student Learning Outcome has not been modified since our last submission. |  |  | | --- | | **Effectiveness Measure:**  Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability | | 1. As a part of the completion of both the Practicum and the Internship clinical experiences, (CSLG 8431 and CSLG 8440) site supervisors (SS) complete the ***Supervisor’s Final Evaluation of Counselor Trainee (SFECT).*** The evaluation is scored on a 3-point scale. A score of 2 is considered passing and seven elements from this evaluation are used to assess SLO #2: *Dispositions, Professional Behavior, Working in the Counseling Environment, Counseling and Process Skills, Conceptualization Skills, Personalization Skills, and Supervision Conduct*. 2. Upon completion of the CSLG 8345 Advanced Multicultural Counseling and CSLG 8346   Applied Multicultural Counseling all candidates submit a Multicultural Synthesis Paper (MSP) that document their growth and development in multicultural competencies. The paper is scored using the Multicultural Rubric that has three criteria: (a) documentation of growth in multicultural counseling knowledge, skills, and awareness; (b) discussion of growth in multicultural counseling in relation to relevant multicultural counseling literature; and (c) use of APA style. Each criteria is scored as inadequate (1 pts), Adequate (3pts), and Exceptional (5pts). The paper must score a minimum of 9 points to pass. |  |  | | --- | | **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. | | All candidates submit a Multicultural Synthesis paper upon completion of CSLG 8345 & 8346 that document their growth and development in multicultural competencies. Students are required to review and analyze their past journal entries that began in CSLG 8345 and at the end of the semester turn in an end-of-the-semester synthesis papersummarizing their journey or growth in multicultural awareness and competence. Students must write their synthesis paper based on a specific model of multicultural counseling competency found in the literature. Once the instructor has evaluated the paper students are expected to turn in this product in to their respective advisors to be placed in their file. Results of the papers may also be discussed in the faculty meetings when appropriate. The paper is scored on a rubric that has three criteria: (a) documentation of growth in multicultural counseling knowledge, skills, and awareness; (b) discussion of growth in multicultural counseling in relation to relevant multicultural counseling literature; and (c) use of APA style. Each criterion is scored as inadequate (1 pts), Adequate (3pts), and Exceptional (5pts). The paper must score a minimum of 9 points to pass.  As a part of the completion of CSLG 8431 Doctoral Practicum and CSLG 8440 Internship, site supervisors (SS) complete the *Dispositions (9 items), Professional Behavior (8 items), Working in the Counseling Environment(5 items, Counseling Process/Skills (13 items), Conceptualization Skills (5items), Personalization Skills (8items) and Supervision Conduct (9 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |  |  | | --- | | **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. | | 1. The program expects 90% of our students to score a minimum of “9” points (pass) out 15 points. [Multicultural Synthesis Paper (MSP)] 2. The program expects 90% of our students to score an average on each scale “2” or “3 (meet or exceed expectations) using a 3 point scale. (*Dispositions (9 items), Professional Behavior (8 items), Working in the Counseling Environment (5 items, Counseling Process/Skills (13 items), Conceptualization Skills (5items), Personalization Skills (8items) and Supervision Conduct (9 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). N/O responses are excluded in scoring calculation. |  |  |  |  | | --- | --- | --- | | **Spring 2014 – Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |  |  |  |  |  | | --- | --- | --- | --- | | **Program** |  |  |  | | Spring Semester | 2014 | 2015 |  | | Count | 7 | 4 |  | | Multicultural Synthesis Paper | 100% | 100% |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Program** |  |  |  |  | | **Practicum (8431)only Offered in Spring Semester** | **Spring**  **2014** | **Fall**  **2015** | **Spring**  **2015** | **Fall**  **2015** | | Count | 6 |  | 6 |  | | Practicum Evaluation: Dispositions | 100% |  | 100% |  | | Count | 6 |  | 6 |  | | Practicum Evaluation: Working in Counseling Environment | 100% |  | 100% |  | | Count | 6 |  | 6 |  | | Practicum Evaluation: Counseling Professional Behavior | 100% |  | 100% |  | | Count | 6 |  | 6 |  | | Practicum Evaluation: Counseling Process Skills | 100% |  | 100% |  | | Count | 6 |  | 6 |  | | Practicum Evaluation: Conceptualization Skills | 100% |  | 100% |  | | Count | 6 |  | 6 |  | | Practicum Evaluation: Personalization Skills | 100% |  | 100% |  | | Count | 6 |  | 6 |  | | Practicum Evaluation: Supervision Conduct | 100% |  | 100% |  | |  |  |  |  |  | | **Internship (CSLG 8440)** |  |  |  |  | | Count | 2 | 1 | 2 | 3 | | Internship Evaluation: Dispositions | 100% | 100% | 100% | 100% | | Count | 2 | 1 | 2 | 3 | | Internship Evaluation: Working in Counseling Environment | 100% | 100% | 100% | 100% | | Count | 2 | 1 | 2 | 3 | | Internship Evaluation: Counseling Professional Behavior | 100% | 100% | 100% | 100% | | Count | 2 | 1 | 2 | 3 | | Internship Evaluation: Counseling Process Skills | 100% | 100% | 100% | 100% | | Count | 2 | 1 | 2 | 3 | | Internship Evaluation: Conceptualization Skills | 100% | 100% | 100% | 100% | | Count | 2 | 1 | 2 | 3 | | Internship Evaluation: Personalization Skills | 100% | 100% | 100% | 100% | | Count | 2 | 1 | 2 | 3 | | Internship Evaluation: Supervision Conduct | 100% | 100% | 100% | 100% | |  |  |  |  |  |  |  | | --- | | **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? | | Based upon the Assessment Report, the doctoral program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed; however, SLOs are currently being revised for continuous improvements to be in aligned with the new 2016 CACREP standards. |  |  | | --- | | **Student Learning Outcome 3**  (knowledge, skill or ability to be assessed) | | **SLO 3:** Candidates for other professional school roles critique and reflect on their work within the context of student learning. They establish educational environments that support and engage student learning within the context which they work. Candidates demonstrate appropriate effective communication skills, instructional methods and are organized, knowledgeable, and responsive to students**.** |  |  | | --- | | **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. | | No changes made. |  |  | | --- | | **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. | | 1. As a part of the completion of CSLG 8203 Instructional Theory in Counselor Education, course supervisor completes the Doctoral Student Teacher Observation Rubric **(DSTOR)**.The evaluation is scored on a 5-point scale and a score of 3 is considered passing. Five elements from the DSTOR are used to assess SLO #3 including: *Organization, Communication, Knowledge of Subject, Appropriate Instructional Methods, and Responsive to Students.* |  |  | | --- | | **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. | | As a part of the completion of CSLG 8203 Instructional Theory in Counselor Education, students select a 30 minute segment of a videotape of their class lecture in a master’s class. If a video tape is not possible they may perform the demonstration live in class for evaluation. Students describe the context for this particular segment, objectives for the session, and structure of the class. Course instructor (CI) completes the followings sections on the **(DSTOR)**: *Organization (5 items), Communication (8 items), Knowledge of Subject (5 items), Appropriate Instructional Methods (5 items), and Responsive to Students* *(5 items).* The evaluation is scored on a 5-point scale.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |  |  | | --- | | **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. | | 1. The program expects 90% of students to score a minimum of 3 (meet expectations) on a 5-point scale. *Organization, Communication, Knowledge of Subject, Appropriate Instructional Methods, and Responsive to Student* sections on the Doctoral Student Teacher Observation Rubric. (DSTOR]. N/A responses are excluded in scoring calculation |  |  |  |  | | --- | --- | --- | | **Fall 2014 Assessment Data** | **Fall 2015 Assessment Data** |  |  |  |  |  |  | | --- | --- | --- | --- | | **DSTOR Evaluation (Fall Only)** |  |  |  | | **Semester** |  | Fall 2014 | Fall 2015 | | DSTOR: Organization | Count | 8 | 5 | | Meets or Exceeds Expectations |  | 100% | 100% | |  |  |  |  | | DSTOR: Communication | Count | 8 | 5 | | Meets or Exceeds Expectations |  | 100% | 100% | |  |  |  |  | | DSTOR: Knowledge of Subject | Count | 8 | 5 | | Meets or Exceeds Expectations |  | 100% | 100% | |  |  |  |  | | DSTOR: Appropriate Instructional Method | Count | 8 | 5 | | Meets or Exceeds Expectations |  | 100% | 100% | |  |  |  |  | | PCPE: Student Engagement | Count | 8 | 5 | | Meets or Exceeds Expectations |  | 100% | 100% |  |  | | --- | | **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? | | Based upon the Assessment Report, the doctoral program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed; however, SLOs are currently being revised for continuous improvements to be in aligned with the new 2016 CACREP standards. | | | |

**Spring 2015 and Fall 2015**

**MA-CSLG Clinical Mental Health SLO Report**

**College: College of Education**

**Department: Counseling**

**Degree Program: Clinical Mental Health Counseling – Master of Arts**

The Clinical Mental Health Counseling concentration area prepares students for counseling positions in various community based agencies such as mental health centers, private counseling agencies, substance abuse treatment facilities, centers for counseling the elderly, children, and families, business and industry. The assessments used for this program evaluate various skills that all counselors should possess regardless of specialization area.

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| **Reflection on the** **Continuous Improvement of Student Learning**  1. List the changes and improvements your program planned to implement as a result of last year’s student learning outcomes assessment data.  2. Were all of the changes implemented? If not, please explain.  3. What impact did the changes have on student learning? |
| Based upon the Assessment data, the Clinical Mental Health Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified to reflect the 2016 CACREP Standards. |

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| **Student Learning Outcome 1**  (knowledge, skill or ability to be assessed) |
| **SLO 1:** Candidates for professional clinical mental health counseling roles have an understanding of knowledge in their field. Candidates must also demonstrate an understanding of the contextual knowledge expected in their field to support and improve client development. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| No changes were made on the Performance Outcomes; however the effective measure for the CPCE was expanded to also include the mean of a nationally representative sample as a minimum passing score. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. |
| 1. Clinical Mental Health candidates must pass a ***Counselor Preparation Comprehensive Examination (CPCE)*** administered by the National Board for Certified Counselors, Inc. (http://www.cce-global.org/Org/CPCE). This examination assesses students’ knowledge of the eight (8) core content areas: Human Development, Social & Cultural Foundations, Helping Relationship, Group Work, Career, Appraisal, Research, and Professional Orientation & Ethics. The Program set the pass rate on this test as either one (1) standard deviation below the mean of UNCC students’ scores or 82 which is 1 point below the national mean. 2. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and two elements from this evaluation are used to assess SLO #1: *Counseling Process/Skills and Conceptualization Skills sections.* 3. As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)***)***. The PCPE is based on a 3-point scale and a score of 2 is considered passing. Two elements from this evaluation are used to assess SLO #1: *Clinical and Academic* sections. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| The Counselor Preparatory Comprehensive Examination (CPCE) is a nation exam is offered once at the beginning of the Fall and Spring Semester. The CPCE measures students knowledge in 8 core content counseling areas and taken by candidates one semester prior to graduation. The 200 item exam is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to candidates. Nationally the passing score for the CPCE is determined during each administration. Counseling faculty has designated a minimum passing score to be at one standard deviation below the mean on the total score of UNCC’s students or 82 which is based on the national mean.  As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Counseling Process/Skills (13 items), Conceptualization Skills (5items), and School Related Experiences and Outcomes(11 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors (UI) complete the *Clinical (18 items) and Academic (7 items)* sections of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 85% of all community counseling students to pass (one standard deviation below the mean) on the exam. [Counselor Preparation Comprehensive Examination (CPCE)] 2. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3-point scale. [*Counseling Process/Skills and Conceptualization Skill* sections of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation 3. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Clinical and Academic* sections of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation. |

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| **Spring 2014 - Fall 2014 Assessment Data** | **Spring 2015 –Fall 2015 Assessment Data** |  |

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| **CPCE** | Percentage of students who scored higher than one (1) standard deviation below the mean of our students’ scores | | | |
|  | **Clinical Mental Health**  **Counseling** | **Clinical Mental Health Counseling** | **Clinical Mental Health Counseling** | **Clinical Mental Health Counseling** |
| Semester | **Spring 2014** | **Fall 2014** | **Spring 2015** | **Fall 2015** |
| Number | 10 | 25 | 10 | 12 |
| Pass Rate | 100% | 100% | 100% | 100% |

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| --- | --- | --- | --- | --- | --- |
| **Practicum Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Counseling/Process Skills | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Conceptualization Skills | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Clinical | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Academic | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |

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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Clinical Mental Health Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified to reflect the 2016 CACREP Standards. |

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| **Student Learning Outcome 2**  (knowledge, skill or ability to be assessed) |
| **SLO 2**: Candidates for other school professions demonstrate professional behaviors consistent with fairness and the belief that all students can learn, including creating caring, supportive learning environments, encouraging student-directed learning, and making adjustments to their own professional dispositions when necessary. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. | | |
| The Student Learning Outcome has not been modified since our last submission. | | |
| **Effectiveness Measure:**  Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. A score of 2 is considered passing and four elements from this evaluation are used to assess SLO #2: *Dispositions, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct sections*. 2. As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The PCPE is based on a 3-point scale and a score of 2 is considered passing. One element from this evaluation are used to assess SLO #2: *Professionalism section* |
| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Dispositions (9 items), Professional Behavior (8 items), Working in the Counseling Environment (5items), and Supervision Conduct (9 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors complete the (UI) complete the *Professionalism* (9 items*)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3-point scale. *Dispositions, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation. 2. The program expects 90% of students to score on each section an average of 2” or “3” (meet or exceed expectations) on a 3 point scale. [*Professionalism* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation. |

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| **Spring 2014 –Fall 2014 Assessment Data** | **Spring 2015- Fall 2015 Assessment Data** |  |

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| **Program: Practicum** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Dispositions | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Professional Behavior | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Working in Counseling Environment | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Supervision Conduct | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Professionalism | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
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| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Dispositions | Count | 34 | 26 | 22 | 28 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Professional Behavior | Count | 34 | 26 | 22 | 28 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Working in Counseling Environment | Count | 34 | 26 | 22 | 28 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Supervision Conduct | Count | 34 | 26 | 22 | 28 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Professionalism | Count | 34 | 26 | 22 | 28 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |

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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes /improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Clinical Mental Health Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified to reflect the 2016 CACREP Standards. |

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| **Student Learning Outcome 3**  (knowledge, skill or ability to be assessed) |
| **SLO 3:** Candidates for other school professions establish positive educational environments that support and build upon the developmental levels of students, the diversity of students, families, and communities; and the policy contexts within which they work. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome has not been modified since our last submission. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Personalization Skills*. 2. As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Interpersonal*. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Personalization (8 items* section on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors complete the (UI) complete the *Interpersonal* (*11 items)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *.* |
| 1. The program expects of 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Personalization Skills* section of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation. 2. The program expects 90% of students to score on each section an average of 2” or “3” (meet or exceed expectations) on 3 point scale. [*Interpersonal* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation. |

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| **Spring 2014 – Fall 2014 Assessment Data** | **Spring 2015 –Fall 2015 Assessment Data** |  |

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| **Program: Practicum** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Personalization Skills | Count | 16 | 12 | 10 | 17 |
| Meets or Exceeds Expectations |  | 94% | 92% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Interpersonal | Count | 16 | 12 | 10 | 17 |
|  |  | 94% | 92% | 100% | 100% |
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| --- | --- | --- | --- | --- | --- |
| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Personalization Skills | Count | 34 | 26 | 22 | 28 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Interpersonal | Count | 34 | 26 | 22 | 28 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |

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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Clinical Mental Health Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified to reflect the 2016 CACREP Standards. |

**Spring 2015 and Fall 2015**

**MA \_CSLG School Counseling SLO Report**

**College: College of Education**

**Department: Counseling**

**Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program:**

The University of North Carolina at Charlotte offers 2 pathways to the Professional School Counseling Licensure required to work in North Carolina schools. Due to state regulations both must have the exact same student learning outcomes. Those pathways are a traditional MA degree in Counseling or a Graduate Certificate School Counseling that is earned after completing an approved MA or M.Ed degree in Counseling or Related Field.

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| **Reflection on the** **Continuous Improvement of Student Learning**  1. List the changes and improvements your program planned to implement as a result of last year’s student learning  outcomes assessment data.  2. Were all of the changes implemented? If not, please explain.  3. What impact did the changes have on student learning? |
| Based upon the Assessment Report the Professional School Counseling Program met all performance outcomes except for the CPCE in Spring 2015. However, students retook the examination in Fall 2015 and passed. Over all, the Professional School Counseling Program showed a positive impact on candidate learning. No changes were implemented based on the previous year’s outcomes assessment data. However, SLOs for this specific program will be modified for 2016. |

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| **Student Learning Outcome 1**  (knowledge, skill or ability to be assessed) |
| **SLO 1:** Candidates for other professional school roles demonstrate an understanding of the professional and contextual knowledge expected in their fields; and use data, current research and technology to inform their practices. Candidates pass the academic content examinations required for North Carolina licensure. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| No changes were made on the Performance Outcomes; however the effective measure for the CPCE was expanded to also include the mean of a nationally representative sample as a minimum passing score. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. |
| 1. All school counseling candidates are required to take and pass the ***PRAXIS Series School Counseling and Guidance*** <http://www.ets.org/praxis> examination through ETS to qualify for licensure in the State of North Carolina. The Program uses the pass rate established by the state of North Carolina at 156 on this standardized test as a measure of content knowledge. 2. School counseling candidates must pass a ***Counselor Preparation Comprehensive Examination (CPCE)*** administered by the National Board for Certified Counselors, Inc. (<http://www.cce-global.org/Org/CPCE>.This examination assesses students’ knowledge of the eight (8) core content areas: Human Development, Social & Cultural Foundations, Helping Relationship, Group Work, Career, Appraisal, Research, and Professional Orientation & Ethics. The Program set the pass rate on this test as a score of one (1) standard deviation below the mean of our students’ scores. 3. In CSLG 7141 all school counseling candidates complete the first part of [***Professional School Counselor Portfolio (PSCP)***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20School\SLO1_Rubric_PSCP-CSLG%207141.docx) that consists of eight (8) sections using a 150 point rubric. Minimum passing score is 110 points. The sections include: *Introduction to the Profession, Professional Mission Statement, Program Mission, Ethics & Legal Standards for School Counselors, National & State Standards for School Counselors, Academic, Career, & Personal/Social Domains (see Sample)*. 4. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20School\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and three elements from this evaluation are used to assess SLO #1: *Counseling Process/Skills (4), Conceptualization Skills (5), and School Related Experiences and Outcomes (8).*   As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20School\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)***)***. The PCPE is based on a 3-point scale and a score of 2 is considered passing. Two elements from this evaluation are used to assess SLO #1: *Clinical and Academic* sections |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| The 8 sections of the Professional School Counseling Portfolio are completed during the CSLG 7141. The work requires students to attain knowledge specific to professional school counselors and all sections are evaluated by a university instructor using the CSLG 7141 Portfolio Rubric.  The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam is offered once at the beginning of the Fall and Spring Semester. The CPCE measures students’ knowledge in 8 core content counseling areas and taken by candidates one semester prior to graduation. The 200 item exam is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to candidates. Nationally the passing score for the CPCE is determined during each administration. The counseling faculty has designated a minimum passing score to be at one standard deviation below the mean on the total score.  As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Counseling Process/Skills (13 items), Conceptualization Skills (5items), and School Related Experiences and Outcomes(11 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors (UI) complete the *Clinical (18 items) and Academic (7 items)* sections of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  The ***PRAXIS School Counseling and Guidance*** examination consists of 120 items and is taken during the final semester the candidate is enrolled in the program to measure their professional school counseling knowledge. The results are electronically scored by ETS.Org and disseminated to students and the College of Education Teacher Education, Advising, and Licensure (TEAL). The PRAXIS was revised in 2013 with a new passing score.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of graduating school counseling students will successfully pass (old score 570) or (new score 156) the state required exam. [PRAXIS Series School Counseling and Guidance examination]      1. The program expects 85% of all school counseling students to pass (one standard deviation below the mean) the exam. [Counselor Preparation Comprehensive Examination (CPCE) 2. The program expects 90% of school counseling students to score a minimum of “110” points (meet or exceed expectations) out of 150 points. [Professional School Counselor Portfolio (PSCP)] 3. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Counseling Process/Skills, Conceptualization Skills, and School Related Experiences and Outcomes sections* of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation   The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Clinical and Academic* sections of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation |

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| **Spring 2014- Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| **PRAXIS II** | Percentage of students > than 570 | | Percentage of students > than 156 |  |
|  | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 |
| Numbers | 7 | 4 | 5 | 6 |
| Avg. Score | 178.4 | 173.7 | 179.4 | 178.7 |
| Pass Rate | 100% | 100% | 100% | 100% |

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| **CPCE** |  |  |  |  |
|  | **School Counseling** | **School**  **Counseling** | **School Counseling** | **School**  **Counseling** |
| Semester | **Spring 2014** | **Fall 2014** | **Spring 2015** | **Fall 2015** |
| Number | 3 | 14 | 5 | 9 |
| Pass Rate | 100% | 93% | 60% | 100% |

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| **Portfolio** |  |  |  |  |
| Semester | **Sum 2014** | **Fall 2014** | **Sum 2015** | **Fall 2015** |
| Number | 7 | 14 | 3 | 16 |
| Meets or Exceeds Expectations | 100% | 100% | 100% | 100% |

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| **Practicum Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring 2014 | Fall  2014 | Spring 2015 | Fall  2015 |
| SFECT: Counseling/Process Skills | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Conceptualization Skills | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: School Related Experiences & Outcomes | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Clinical | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Academic | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |

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| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall  2014 | Spring  2015 | Fall  2015 |
| SFECT: Counseling/Process Skills | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Conceptualization Skills | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: School Related Experiences & Outcomes | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Clinical | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Academic | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes /improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment Report the Professional School Counseling Program most candidates met all performance outcomes and showed a positive impact on candidate learning. However, two candidates did not meet the minimum CPCE passing score which meant the passing rate for Spring 2015 was 60% instead of 85%. However, the students retook the exam in Fall 2015 and passed. Plans for 2016 include aligning the SLO”s with CACREP 2016 standards. |

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| **Student Learning Outcome 2**  (knowledge, skill or ability to be assessed) |
| **SLO 2:** Candidates for other school professions demonstrate professional behaviors consistent with fairness and the belief that all students can learn, including creating caring, supportive learning environments, encouraging student-directed learning, and making adjustments to their own professional dispositions when necessary. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome has not been modified since our last submission. |

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| **Effectiveness Measure:**  Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT).***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20School\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx) The evaluation is scored on a 3-point scale. A score of 2 is considered passing and four elements from this evaluation are used to assess SLO #2: *Dispositions, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct*. 2. As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20School\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The PCPE is based on a 3-point scale and a score of 2 is considered passing. One element from this evaluation are used to assess SLO #2: *Professionalism* |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Dispositions (9 items), Professional Behavior (8 items), Working in the Counseling Environment (5items), and Supervision Conduct (9 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors complete the (UI) complete the *Professionalism* (9 items*)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3-point scale. *Dispositions, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation.   The program expects 90% of students to score on each section an average 2” or “3” (meet or exceed expectations) on a 3 point scale. [*Professionalism* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation |

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| **Spring 2014 –Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| **Program: Practicum** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall  2014 | Spring  2015 | Fall  2015 |
| SFECT: Dispositions | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Professional Behavior | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Working in Counseling Environment | count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Supervision Conduct | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Professionalism | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |

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| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall  2014 | Spring  2014 | Fall  2014 |
| SFECT: Dispositions | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Professional Behavior | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Working in Counseling Environment | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Supervision Conduct | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Professionalism | Count | 13 | 14 | 23 | 14 |
| Consistently Meet Expectations |  | 100% | 100% | 100% | 100% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment Report the Professional School Counseling Program met all performance outcomes and showed a positive impact on candidate learning. While all students met or exceeded the performance outcomes, the SLO’s will be revised to align with the new 2016 CACREP standards. |

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| **Student Learning Outcome 3**  (knowledge, skill or ability to be assessed) |
| **SLO 3:** Candidates for other school professions establish positive educational environments that support and build upon the developmental levels of students, the diversity of students, families, and communities. Candidates establish positive educational environments that support the policy contexts within which they work using data, current research, and technology to inform their practices. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome has not been modified since our last submission. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. In CSLG 7646 all school counseling students complete the [***Professional School Counselor Portfolio (PSCP***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20School\SLO1_Rubric_PSCP-CSLG%207141.docx)***)***. The sections are evaluated using a 60-point rubric. Three sections from the portfolio are used to assess SLO #3: *School Counselor Leadership: Consultation and Coordination, Program Evaluation and Assessment, and the Advocacy Project.* 2. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20School\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Personalization Skills*. 3. As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20School\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)***)***. The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Interpersonal*. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| Three sections of the Professional School Counseling Portfolio are completed during the CSLG 7646. The work requires students to attain knowledge specific to professional school counselors and all sections are evaluated by a university instructor using the CSLG 7646 Portfolio Rubric.  As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Personalization (8 items* section on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors complete the (UI) complete the *Interpersonal* (*11 items)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435. Candidates also complete three portfolio sections when enrolled in CSLG 7646.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.* |
| 1. The program expects 95% of school counseling student to meet or exceed expectations by scoring a minimum of “54” points out of 60 points. [*School Counselor Leadership: Consultation and Coordination, Program Assessment & Evaluation, and the Advocacy Project* sections of the Professional School Counselor Portfolio (PSCP)] 2. The program expects of 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Personalization Skills* section of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation 3. The program expects 90% of students to score an average of “2” or “3” (meet or exceed expectations) on 3 point scale. [*Interpersonal* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation. N/O responses are excluded in scoring calculation |

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| **Spring 2014 – Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| --- | --- | --- | --- | --- |
| **Portfolio** | Percentage thatMeets or Exceeds Expectations | | | |
| Semester | **Spring 2014** | **Fall 2014** | **Spring 2015** | **Fall 2015** |
| Number | 11 | 13 | 6 | 14 |
| Meets or Exceeds Expectations | 100% | 100% | 100% | 100% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program: Practicum** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall  2014 | Spring  2015 | Fall  2015 |
| SFECT: Personalization Skills | Count | 12 | 9 | 5 | 10 |
| Meets or Exceeds Expectations |  | 92% | 90% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Interpersonal | Count | 12 | 9 | 5 | 10 |
| Consistently Meet Expectations |  | 92% | 90% | 100% | 100% |

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| --- | --- | --- | --- | --- | --- |
| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall  2014 | Spring  2015 | Fall  2015 |
| SFECT: Personalization Skills | Count | 13 | 14 | 23 | 14 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  | 23 | 14 |
| PCPE: Interpersonal | Count | 13 | 14 | 100% | 100% |
| Consistently Meet Expectations |  | 100% | 100% | 23 | 14 |

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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment Report the Professional School Counseling Program met all performance outcomes and showed a positive impact on candidate learning. While students met all outcomes, the program will revised the 2016 SLO’s to reflect the current 2016 CACREP standards. |

**Spring 2015 and Fall 2015**

**MA-CSLG Addiction SLO Report**

**College: College of Education**

**Department: Counseling**

**Degree Program: Addiction Counseling – Master of Arts**

The Addiction Counseling concentration area prepares students for counseling positions in various community based agencies such as mental health centers, private counseling agencies, substance abuse treatment facilities, centers for counseling the elderly, children, and families, business and industry. The assessments used for this program evaluate various skills that all counselors should possess regardless of specialization area.

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| **Reflection on the** **Continuous Improvement of Student Learning**  1. List the changes and improvements your program planned to implement as a result of last year’s student learning outcomes assessment data.  2. Were all of the changes implemented? If not, please explain.  3. What impact did the changes have on student learning? |
| Based upon the Assessment data, the Addiction Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs for 2016 are being modified to reflect the 2016 CACREP Standards. |

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| **Student Learning Outcome 1**  (knowledge, skill or ability to be assessed) |
| **SLO1:** Candidates for professional addiction counseling roles have an understanding of knowledge in their field. Candidates must also demonstrate an understanding of the contextual knowledge expected in their field to support and improve client development. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| No changes were made on the Performance Outcomes; however the effective measure for the CPCE was expanded to also include the mean of a nationally representative sample as a minimum passing score. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. |
| 1. Addiction Counseling candidates must pass a ***Counselor Preparation Comprehensive Examination (CPCE)*** administered by the National Board for Certified Counselors, Inc. (http://www.cce-global.org/Org/CPCE). This examination assesses students’ knowledge of the eight (8) core content areas: Human Development, Social & Cultural Foundations, Helping Relationship, Group Work, Career, Appraisal, Research, and Professional Orientation & Ethics. The Program set the pass rate on this test as either one (1) standard deviation below the mean of UNCC students’ scores or 82 which is 1 point below the national mean. 2. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and two elements from this evaluation are used to assess SLO #1: *Counseling Process/Skills and Conceptualization Skills sections.* 3. As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)***)***. The PCPE is based on a 3-point scale and a score of 2 is considered passing. Two elements from this evaluation are used to assess SLO #1: *Clinical and Academic* sections. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| The Counselor Preparatory Comprehensive Examination (CPCE) is a nation exam is offered once at the beginning of the Fall and Spring Semester. The CPCE measures students’ knowledge in 8 core content counseling areas and taken by candidates one semester prior to graduation. The 200 item exam is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to candidates. Nationally the passing score for the CPCE is determined during each administration. Counseling faculty has designated a minimum passing score to be at one standard deviation below the mean on the total score of UNCC’s students or 82 which is based on the national mean.  As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Counseling Process/Skills (13 items), Conceptualization Skills (5items), and School Related Experiences and Outcomes(11 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors (UI) complete the *Clinical (18 items) and Academic (7 items)* sections of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *.* |
| 1. The program expects 85% of all addiction counseling students to pass (one standard deviation below the mean) on the exam. [Counselor Preparation Comprehensive Examination (CPCE)] 2. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3-point scale. [*Counseling Process/Skills and Conceptualization Skill* sections of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation 3. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Clinical and Academic* sections of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation. |

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| **Spring 2014 - Fall 2014 Assessment Data** | **Spring 2015 -Fall 2015 Assessment Data** |  |

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| --- | --- | --- | --- | --- |
| **CPCE** | Percentage of students who scored higher than one (1) standard deviation below the mean of our students’ scores | | | |
|  | **Addiction**  **Counseling** | **Addiction Counseling** | **Addiction**  **Counseling** | **Addiction Counseling** |
| Semester | **Spring 2014** | **Fall 2014** | **Spring 2015** | **Fall 2015** |
| Number | 2 | 1 | 1 | 5 |
| Pass Rate | 100% | 100% | 100% | 100% |

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| --- | --- | --- | --- | --- | --- |
| **Practicum Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall  2014 | Spring  2015 | Fall  2015 |
| SFECT: Counseling/Process Skills | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Conceptualization Skills | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Clinical | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Academic | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |

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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Addiction Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified in 2016 to reflect to the 2016 CACREP Standards. |

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| **Student Learning Outcome 2**  (knowledge, skill or ability to be assessed) |
| **SLO 2:** Candidates for professional addiction counseling roles demonstrate professional behaviors consistent with fairness and the belief that all students can learn, including creating caring, supportive learning environments, encouraging student-directed learning, and making adjustments to their own professional dispositions when necessary**.** |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome has not been modified since our last submission. |

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| **Effectiveness Measure:**  Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. A score of 2 is considered passing and four elements from this evaluation are used to assess SLO #2: *Dispositions, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct sections*. 2. As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The PCPE is based on a 3-point scale and a score of 2 is considered passing. One element from this evaluation are used to assess SLO #2: *Professionalism section* |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Dispositions (9 items), Professional Behavior (8 items), Working in the Counseling Environment (5items), and Supervision Conduct (9 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors complete the (UI) complete the *Professionalism* (9 items*)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3-point scale. *Dispositions, Professional Behavior, Working in the Counseling Environment, Supervision Conduct, and Addiction and Substance Abuse Related Counseling Experiences* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation. 2. The program expects 90% of students to score on each section an average of 2” or “3” (meet or exceed expectations) on a 3 point scale. [*Professionalism* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation. |

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| **Spring 2014 – Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| --- | --- | --- | --- | --- | --- |
| **Program: Practicum** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Dispositions | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Professional Behavior | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Working in Counseling Environment | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Supervision Conduct | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Addiction & Substance Abuse | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Professionalism | Count | 1 | 2 | 4 | 2 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall  2014 | Spring  2015 | Fall  2015 |
| SFECT: Dispositions | Count | 5 | 0 | 1 | 9 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Professional Behavior | Count | 5 | 0 | 1 | 9 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Working in Counseling Environment | Count | 5 | 0 | 1 | 9 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Supervision Conduct | Count | 5 | 0 | 1 | 9 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Addiction & Substance Abuse | Count | 5 | 0 | 1 | 9 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Professionalism | Count | 5 | 0 | 1 | 9 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |

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| **Plans for 2016:** Based upon the 2014 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Addiction Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.  However SLOs will be modified in 2016 to reflect to the 2016 CACREP Standards. |

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| **Student Learning Outcome 3**  (knowledge, skill or ability to be assessed) |
| **SLO 3:** Candidates for professional addiction roles establish positive educational environments that support and build upon the developmental levels of students, the diversity of students, families, and communities; and the policy contexts within which they work. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome has not been modified since our last submission. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of both the Practicum and the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Personalization Skills*. 2. As a part of the completion of both the Practicum and the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\MA%20Clinical\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Interpersonal*. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7430 Practicum and CSLG 7435 Internship, site supervisors (SS) complete the *Personalization (8 items* section on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors complete the (UI) complete the *Interpersonal* (*11 items)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects of 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Personalization Skills* section of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation. 2. The program expects 90% of students to score on each section an average of 2” or “3” (meet or exceed expectations) on 3 point scale. [*Interpersonal* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation. |

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| **Spring 2014 – Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| --- | --- | --- | --- | --- | --- |
| **Program: Practicum** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Personalization Skills | Count | 0 | 0 | 4 | 2 |
| Meets or Exceeds Expectations |  |  |  | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Interpersonal | Count | 0 | 0 | 4 | 2 |
|  |  |  |  | 100% | 100% |

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| --- | --- | --- | --- | --- | --- |
| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2015 | Spring  2015 | Fall 2015 |
| SFECT: Personalization Skills | Count | 0 | 0 | 1 | 7 |
| Meets or Exceeds Expectations |  |  |  | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Interpersonal | Count | 0 | 0 | 1 | 7 |
| Meets or Exceeds Expectations |  |  |  | 100% | 100% |

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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Addiction Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified in 2016 to reflect to the 2016 CACREP Standards. |

**Department of Counseling Certificate Programs**

**Spring 2015 and Fall 2015**

**MA –CSLG Post Master’s Certificate School Counseling SLO Report**

**College: College of Education**

**Department: Counseling**

**Degree Program: Professional School Counseling -Post Master’s Graduate Certificate in School Counseling**

The University of North Carolina at Charlotte offers 2 pathways to the Professional School Counseling Licensure required to work in North Carolina schools. Due to state regulations both must have the exact same student learning outcomes. Those pathways are a traditional MA degree in Counseling or a Graduate Certificate that is earned after completing an approved MA or M.Ed degree in Counseling or Related Field.

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| **Reflection on the** **Continuous Improvement of Student Learning**  1. List the changes and improvements your program planned to implement as a result of last year’s student learning  outcomes assessment data.  2. Were all of the changes implemented? If not, please explain.  3. What impact did the changes have on student learning? |
| Based upon the Assessment Report, the Post Master’s Certificate Program in School Counseling met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However the SLO’s for this program will be modified for 2016. |

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| **Student Learning Outcome 1**  (knowledge, skill or ability to be assessed) |
| **SLO 1:** Candidates for other professional school roles demonstrate an understanding of the professional and contextual knowledge expected in their fields; and use data, current research and technology to inform their practices. Candidates pass the academic content examinations required for North Carolina licensure. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome, measures of effectiveness, or methodology have been not modified since our last submission. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. |
| 1. All school counseling certificate candidates are required to take and pass the ***PRAXIS Series School Counseling and Guidance*** (http://www.ets.org/praxis) examination through ETS to qualify for licensure in the State of North Carolina. The Program uses the pass rate established by the state of North Carolina at 156 on this standardized test as a measure of content knowledge. 2. In CSLG 7141 all school counseling students complete the first part of [***Professional School Counselor Portfolio (PSCP***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\Post%20Mas%20Cert%20School%20Counseling\SLO1_SLO3_Rubric_PSCP.docx)***)*** that consists of eight (8) sections using a 150 point rubric. Minimum passing score is 110 points. The sections include: *Introduction to the Profession, Professional Mission Statement, Program Mission , Ethics & Legal Standards for School Counselors, National & State Standards for School Counselors, Academic, Career, & Personal/Social Domains (see Sample)*. 3. As a part of the completion of the Internship clinical experience, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\Post%20Mas%20Cert%20School%20Counseling\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. A score of 2 is considered passing and three elements from this evaluation are used to assess SLO #1: *Counseling Process/Skills, Conceptualization Skills, and School Related Experiences and Outcomes.* 4. As a part of the completion of the Internship clinical experience, university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\Post%20Mas%20Cert%20School%20Counseling\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The PCPE is based on a 3-point scale and a score of 2 is considered passing. Two elements from this evaluation are used to assess SLO #1: *Clinical and Academic* sections. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| The 8 sections of the Professional School Counseling Portfolio are completed during the CSLG 7141. The work requires students to attain knowledge specific to professional school counselors and all sections are evaluated by a university instructor using the CSLG 7141 Portfolio Rubric.  As a part of the completion of CSLG 7436 Internship, site supervisors (SS) complete the *Counseling Process/Skills (13 items), Conceptualization Skills (5items), and School Related Experiences and Outcomes (11 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale. University instructors (UI) complete the *Clinical (18 items) and Academic (7 items)* sections of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in and CSLG 7436. The ***PRAXIS School Counseling and Guidance*** examination consists of 120 items and is taken during the final semester the candidate is enrolled in the program to measure their professional school counseling knowledge. The results are electronically scored by ETS.Org and disseminated to students and the College of Education Teacher Education, Advising, and Licensure (TEAL).  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected |
| 1. The program expects 90% of Post Masters Certificate students will successfully pass the state required exam. [PRAXIS Series School Counseling and Guidance examination]. 2. The program expects 95% of school counseling student to score a minimum of “110” points (meet or exceed expectations) out of 150 points. [Professional School Counselor Portfolio (PSCP)]. 3. The program expects 90% of students to score an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Counseling Process/Skills, Conceptualization Skills, and School Related Experiences and Outcomes sections* of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation. 4. The program expects 90% of students to score “2” or “3” (meet or exceed expectations) on a 3 point scale on the [*Clinical and Academic* sections of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation. |

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| **2014 –Assessment Data** | **2015 Assessment Data** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PRAXIS II** | Percentage of students > 570 | Percentage of students > 156 | Percentage of students > 570 | Percentage of students > 156 |
|  | 2014 | 2014 | 2015 | 2015 |
| Numbers | 0 | 13 | 0 | 6 |
| Avg. Score | 0 | 174 | 0 | 171 |
| Pass Rate | 0 | 100% | 0 | 100% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Portfolio** | Percentage thatMeets or Exceeds Expectations | | | |
| Semester | **Sum 2014** | **Fall 2014** | **Sum 2015** | **Fall 2015** |
| Number | 12 | 7 | 12 | 0 |
| Meets or Exceeds Expectations | 100% | 100% | 100% | 0 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Counseling/Process Skills | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 90% |
|  |  |  |  |  |  |
| SFECT: Conceptualization Skills | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: School Related Experiences & Outcomes | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Clinical | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 90% |
|  |  |  |  |  |  |
| PCPE: Academic | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 90% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| The 2016 plan will be based on the revised student learning outcomes that are aligned with the 2016 CACREP standards and CAEP requirements. As such, the rubric for CSLG 7141 has been revised and the internship evaluation will be replaced by a rubric in CSLG 7646. The data will be collected in Taskstream. |

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| **Student Learning Outcome 2**  (knowledge, skill or ability to be assessed) |
| **SLO 2:** Candidates for other school professions demonstrate professional behaviors consistent with fairness and the belief that all students can learn, including creating caring, supportive learning environments, encouraging student-directed learning, and making adjustments to their own professional dispositions when necessary. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome, measures of effectiveness, or methodology have been not modified since our last submission. |

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| **Effectiveness Measure:**  Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of the Internship clinical experience, site supervisors (SS) complete the [**Supervisor’s Final Evaluation of Counselor Trainee (SFECT**).](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\Post%20Mas%20Cert%20School%20Counseling\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx) The evaluation is scored on a 3-point scale. A score of 2 is considered passing and four elements from this evaluation are used to assess SLO # 2: *Dispositions, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct*. 2. As a part of the completion of the Internship clinical experience university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\Post%20Mas%20Cert%20School%20Counseling\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The PCPE is based on a 3-point scale and a score of 2 is considered passing. One element from this evaluation are used to assess SLO #2: *Professionalism.* |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of and CSLG 7436 Internship, site supervisors (SS) complete the *Dispositions (9 items), Professional Behavior (8 items), Working in the Counseling Environment (5items), and Supervision Conduct (9 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale. University instructors complete the (UI) complete the *Professionalism* (9 items*)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected |
| 1. The program expects 90% of students to score “2” or “3” (meet or exceed expectations) on a 3-point scale. *Dispositions, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation 2. The program expects 90% of students to score 2” or “3” (meet or exceed expectations) on a 3 point scale. [*Professionalism* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation |

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| **Spring 2014 – Fall 2014 Assessment Data** | **Spring 2015- Fall 2015 Assessment Data** |  |

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| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
|  | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 90% |
|  |  |  |  |  |  |
| SFECT: Professional Behavior | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Working in Counseling Environment | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Supervision Conduct | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 90% |
|  |  |  |  |  |  |
| PCPE: Professionalism | Count | 11 | 6 | 2 | 10 |
| Consistently Meet Expectations |  | 100% | 100% | 100% | 90% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment Report, the Post Master’s Certificate Program in School Counseling met all performance outcomes and showed a positive impact on candidate learning. However, improvements will be made to measure student learning outcomes that are based on the CACREP 2016 standards. |

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| **Student Learning Outcome 3**  (knowledge, skill or ability to be assessed) |
| **SLO3:** Candidates for other school professions establish positive educational environments that support and build upon the developmental levels of students, the diversity of students, families, and communities; and the policy contexts within which they work. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome has been modified since our last submission. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. In CSLG 7646 all school counseling students complete the [***Professional School Counselor Portfolio***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\Post%20Mas%20Cert%20School%20Counseling\SLO1_SLO3_Rubric_PSCP.docx) ***(PSCP)***. The sections are evaluated using a 60-point rubric. Three sections from the portfolio are used to assess SLO #3: *School Counselor Leadership: Consultation and Coordination, Program Evaluation and Assessment, and the Advocacy Project.* 2. As a part of the completion of the Internship clinical experiences, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\Post%20Mas%20Cert%20School%20Counseling\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx)***).*** The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Personalization Skills*. 3. As a part of the completion of the Internship clinical experiences university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\Post%20Mas%20Cert%20School%20Counseling\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Interpersonal*. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7436 Internship, site supervisors (SS) complete the *Personalization (8items* section on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale. University instructors complete the (UI) complete the *Interpersonal* (*11 items)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7436. In addition candidates complete three portfolio sections when enrolled in CSLG 7646.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 95% of Post Master’s counseling candidates to meet or exceed expectations by scoring a minimum of “54” points out of 60 points. [*School Counselor Leadership: Consultation and Coordination, Program Assessment & Evaluation, and the Advocacy Project* sections of the Professional School Counselor Portfolio (PSCP)] 2. The program expects of 90% of Post Master’s counseling candidates to score “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Personalization Skills* section of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation 3. The program expects 90% of Post Master’s counseling candidates to score ““2” or “3” (meet or exceed expectations) on 3 point scale. [*Interpersonal* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation |

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| **Spring 2014- Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| **Portfolio** | Percentage thatMeets or Exceeds Expectations | | | |
| Semester | **Spring 2014** | **Fall**  **2014** | **Spring 2015** | **Fall**  **2015** |
| Number | 2 | 7 | 2 | 10 |
| Meets or Exceeds Expectations | 100% | 100% | 100% | 100% |

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| --- | --- | --- | --- | --- | --- |
| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall  2014 | Spring  2015 | Fall  2015 |
| SFECT: Personalization Skills | Count | 11 | 6 | 2 | 10 |
| Meets or Exceeds Expectations |  | 100% | 100% | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Interpersonal | Count | 11 | 6 | 2 | 10 |
| Consistently Meet Expectations |  | 100% | 100% | 100% | 100% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment Report, the Post Master’s Certificate Program in School Counseling met all performance outcomes and showed a positive impact on candidate learning. However, improvements will be made to measure student learning outcomes that are aligned to the CACREP 2016 standards. |

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**Spring 2015 and Fall 2015**

**MA-CSLG Sub Abuse Certificiate SLO Report**

**College: College of Education**

**Department: Counseling**

**Degree Program: Substance Abuse Counseling – Graduate Certificate**

The University of North Carolina at Charlotte offers a Graduate Certificate in Substance Abuse Counseling for current graduate students in the Department of Counseling and for professionals in other helping professions (i.e., students who have a master’s degree in social work or psychology) who want a specialization in the area of substance abuse counseling. The assessments used for this program evaluate various elements of skills that all counselors should possess regardless of specialization area.

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| **Reflection on the** **Continuous Improvement of Student Learning**  1. List the changes and improvements your program planned to implement as a result of last year’s student learning  outcome assessment data.  2. Were all of the changes implemented? If not, please explain.  3. What impact did the changes have on student learning? |
| Based upon the Assessment Report, the Professional School Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified to reflect the 2016 CACREP Standards. |

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| **Student Learning Outcome 1**  (knowledge, skill or ability to be assessed) |
| **SLO 1: Candidates for other professional school roles demonstrate an understanding of the professional and contextual knowledge expected in their fields; and use data, current research and technology to inform their practices.** |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome have not been modified since our last submission. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of Internship clinical experiences university instructors (UI) complete the ***Professional Counseling Performance Evaluation*** [***(PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\GC%20Subst%20Abuse\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The PCPE is based on a 3-point scale and a score of 2 is considered passing. Two elements from this evaluation are used to assess SLO #1: *Clinical and Academic* sections. 2. As a part of the completion of the Internship clinical experiences, site supervisors (SS) complete the ***Supervisor’s Final Evaluation of Counselor Trainee*** [***(SFECT).***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\GC%20Subst%20Abuse\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx) The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and two elements from this evaluation are used to assess SLO #1: *Counseling Process/Skills and Conceptualization Skill* sections*.* |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7435 Internship, site supervisors (SS) complete the *Counseling Process/Skills (13 items), Conceptualization Skills (5items), and Addiction and Substance Abuse Related Experiences (11 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors (UI) complete the *Clinical (18 items) and Academic (7 items)* sections of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3-point scale. [*Counseling Process/Skills and Conceptualization Skill* sections of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation 2. The program expects 90% of students to score on each section an average of “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Clinical and Academic* sections of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation |

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| **Spring 2014- Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Counseling/Process Skills | Count | 1 | 0 | 2 | 1 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| SFECT: Conceptualization Skills | Count | 1 | 0 | 2 | 1 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Clinical | Count | 1 | 0 | 2 | 1 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Academic | Count | 1 | 0 | 2 | 1 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Substance Abuse Certificate Program in Counseling met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified to reflect the 2016 CACREP Standards. |

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| **Student Learning Outcome 2**  (knowledge, skill or ability to be assessed) |
| **SLO 2**: Candidates for other school professions demonstrate professional behaviors consistent with fairness and the belief that all students can learn, including creating caring, supportive learning environments, encouraging student-directed learning, and making adjustments to their own professional dispositions when necessary. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome has not been modified since our last submission. |

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| **Effectiveness Measure:**  Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of Internship clinical experiences, site supervisors (SS) complete the Supervisor’s Final Evaluation of Counselor Trainee ([SFECT).](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\GC%20Subst%20Abuse\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx) The evaluation is scored on a 3-point scale. Four sections of this instrument address SLO #2 *Disposition, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct.* 2. As a part of the completion of the Internship clinical experiences university instructors (UI) complete the ***Professional Counseling Performance Evaluation (***[***PCPE)***.](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\GC%20Subst%20Abuse\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)  The PCPE is based on a 3-point scale and a score of 2 is considered passing. One element from this evaluation are used to assess SLO #2: *Professionalism.* |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7435 Internship, site supervisors (SS) complete the *Dispositions (9 items), Professional Behavior (8 items), Working in the Counseling Environment (5items), and Supervision Conduct (9 items)* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors complete the (UI) complete the *Professionalism* (9 items*)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students to score an average on each section “2” or “3” (meet or exceed expectations) on a 3-point scale. *Dispositions, Professional Behavior, Working in the Counseling Environment, and Supervision Conduct* sections on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation      1. The program expects 90% of students to score an average on each section 2” or “3” (meet or exceed expectations on a 3 point scale. [*Professionalism* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation |

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| **Spring 2014- Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | | |
| **Semester** | |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Dispositions | | Count | 1 | 0 | 2 | 1 |
| Meets or Exceeds Expectations | |  | 100% |  | 100% | 100% |
|  | |  |  |  |  |  |
| SFECT: Professional Behavior | | Count | 1 | 0 | 2 | 1 |
| Meets or Exceeds Expectations | |  | 100% |  | 100% | 100% |
|  | |  |  |  |  |  |
| SFECT: Working in Counseling Environment | | Count | 1 | 0 | 2 | 1 |
|  | |  | 100% |  | 100% | 100% |
|  | |  |  |  |  |  |
| SFECT: Supervision Conduct | | Count | 1 | 0 | 2 | 1 |
| Meets or Exceeds Expectations | |  | 100% |  | 100% | 100% |
|  | |  |  |  |  |  |
| PCPE: Professionalism | | Count | 1 | 0 | 2 | 1 |
| Consistently Meet Expectations | |  | 100% |  | 100% | 100% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Substance Abuse Certificate Program in Counseling met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified to reflect the 2016 CACREP Standards. |

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| **Student Learning Outcome 3**  (knowledge, skill or ability to be assessed) |
| **SLO 3:** Candidates for other school professions establish positive educational environments that support and build upon the developmental levels of students, the diversity of students, families, and communities; and the policy contexts within which they work. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| The Student Learning Outcome has not been modified since our last submission. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| 1. As a part of the completion of the Internship clinical experience, site supervisors (SS) complete the [***Supervisor’s Final Evaluation of Counselor Trainee (SFECT).***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\GC%20Subst%20Abuse\SLO1_SLO2_SLO3_Rubric_SFECT.10.docx) The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Personalization Skills*.      1. As a part of the completion of the Internship clinical experience university instructors (UI) complete the [***Professional Counseling Performance Evaluation (PCPE***](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\GC%20Subst%20Abuse\SLO1_SLO2_SLO3_Rubric_PCPE.10.docx)***)***. The evaluation is scored on a 3-point scale. An average score of 2 is considered passing and one element from this evaluation is used to assess SLO #3: *Interpersonal*. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| As a part of the completion of CSLG 7435 Internship, site supervisors (SS) complete the *Personalization (8 items* section on the Supervisor’s Final Evaluation of Counselor Trainee (SFECT). The evaluation is scored on a 3-point scale.  University instructors complete the (UI) complete the *Interpersonal* (*11 items)* section of the Professional Counseling Performance Evaluation (PCPE) when candidates are enrolled in CSLG 7430 Practicum and CSLG 7435.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects of 90% of students to score an average on each section “2” or “3” (meet or exceed expectations) on a 3 point scale. [*Personalization Skills* section of the Supervisor’s Final Evaluation of Counselor Trainee (SFECT)]. N/O responses are excluded in scoring calculation 2. The program expects 90% of students to score an average on each section 2” or “3” (meet or exceed expectations) on 3 point scale. [*Interpersonal* section of the Professional Counseling Performance Evaluation (PCPE)]. N/O responses are excluded in scoring calculation |

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| **Spring 2014- Fall 2014 Assessment Data** | **Spring 2015 – Fall 2015 Assessment Data** |  |

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| **Internship Evaluation** | Percentage thatMeets or Exceeds Expectations | | | | |
| **Semester** |  | Spring  2014 | Fall 2014 | Spring  2015 | Fall 2015 |
| SFECT: Personalization Skills | Count | 1 | 0 | 2 | 1 |
| Meets or Exceeds Expectations |  | 100% |  | 100% | 100% |
|  |  |  |  |  |  |
| PCPE: Interpersonal | Count | 1 | 0 | 2 | 1 |
| Consistently Meet Expectations |  | 100% |  | 100% | 100% |

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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon the Assessment data, the Substance Abuse Certificate Program in Counseling met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will be modified to reflect the 2016 CACREP Standards. |

**Spring 2015 and Fall 2015**

**MA-CSLG Play Therapy Certificate SLO Report**

**College: College of Education**

**Department: Counseling**

**Degree Program: Graduate Certificate in Play Therapy**

The University of North Carolina at Charlotte offers a Graduate Certificate in Play Therapy for current graduate students in the Department of Counseling and for professionals in other helping professions (i.e., students who have a master’s degree in social work or psychology) who want a specialization in the area of play therapy.

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| **Reflection on the** **Continuous Improvement of Student Learning**  1. List the changes and improvements your program planned to implement as a result of last year’s student learning  outcomes assessment data.  2. Were all of the changes implemented? If not, please explain.  3. What impact did the changes have on student learning? |
| No changes made in SLO’s since last submission. |

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| **Student Learning Outcome 1** |
| **SLO: 1** Candidates for the Graduate Certificate in Play Therapy demonstrate the professional skills expected in their field to support and improve client development. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| No changes made |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. |
| Skills: As a part of the final evaluation in the Introduction to Play Therapy (CSLG 7142) class, the university instructor completes the [Play Therapy Skills Checklist](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\GC%20Play%20Therapy\SLO1_SLO2_Rubric_Play%20Therapy%20Skills%20Checklist.docx) (PTSC) The evaluation is scored on a 3-point scale (Does Not Meet Expectations, or Not Observed, Meets Expectations, and Exceeds Expectations, with regard to the demonstration of specific play therapy verbal skills and non-verbal skills. This assessment assesses the desired skills of implementing child-centered play therapy. |

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| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| Students are required to demonstrate the skills of play therapy. The skills are evaluated by the student and the university instructor using the Play Therapy Skills Checklist. An assignment for the class is that students identify a normally developing child and conduct (with appropriate parental consent) 4 or 5 play sessions with the child. The sessions are video-recorded. Students meet with the instructor 3 times during the semester for supervision and feedback on these sessions. For each of these supervision sessions, students assess themselves using the assessment, and the Instructor assesses the student.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students will “Meet” or “Exceed Expectations” on items 1-10 using a 3 point scale of the Play Therapy Skills Checklist on the final typescript submitted in the class. |

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| **Spring 2014 – Summer 2014 Assessment Data** | **Spring 2015 – Summer 2015 Assessment Data** |  |

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| **Play Therapy Skills Checklist: Skills** |  |  |  |  |
| **Semester** | Spring 2014 | Summer 2014 | Spring 2015 | Summer 2015 |
| N | 16 | 14 | 18 | 16 |
| Scores “Meet” or Exceeds Expectations” | 88% | 93% | 100% | 91% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon assessment data, the course goal will be to include 3 supervision sessions in the semester rather than 2. |

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| **Student Learning Outcome 2** |
| **SLO 2:** Candidates work with children using play therapy in ways that reflect their self-awareness regarding their own work in their play sessions, as delineated in professional and institutional standards. Candidates for other school professions level of self-awareness and self-reflection establish positive educational environments that support and build upon the developmental levels of students, the diversity of students, families, and communities; and the policy contexts within which they work. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| No changes made since the last submission. |

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| **Effectiveness Measure:**  Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. |
| Self-Reflection: As a part of the final evaluation in the Introduction to Play Therapy (CSLG 7142) class, the university instructor completes 4 items of the [*Play Therapy Skills Checklist*](file:///\\filer02\dvol1\coed\Shared\SACS%20Reports\REVIEW%20and%20FEEDBACK%20for%20CoEd%202012%20Annual%20Reports\Counseling\GC%20Play%20Therapy\SLO1_SLO2_Rubric_Play%20Therapy%20Skills%20Checklist.docx). The evaluation is scored on a 3-point scale (Does Not Meet Expectations, or Not Observed, Meets Expectations, and Exceeds Expectations, with regard to the demonstration of specific students’ ability to reflect upon their behaviors and attitudes during play sessions. |
| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. |
| Students are required to demonstrate self-awareness/reflection about their ability to use the skills of play therapy. An assignment for the class is that students identify a normally developing child and conduct (with appropriate parental consent) 4 or 5 play sessions with the child. The sessions are video-recorded. Students meet with the instructor 3 times during the semester for supervision and feedback on these sessions. For each of these supervision sessions, student assesses themselves after their sessions; however, for the purposes of the SLO, the score for awareness is the instructor’s assessment of the student’s ability to self-reflect, as measured by the last 4 items of the PTSC.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education. |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students will “Meet” or “Exceeds Expectations” on the 3 point scale items 11-16 of the Play Therapy Skills Checklist on the final typescript submitted in the class. |

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| **Spring 2014 – Summer 2014 Assessment Data** | **Spring 2015 – Summer 2015 Assessment Data** |  |

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| **Play Therapy Skills Checklist: Self-Reflection** |  |  |  |  |
| **Semester** | Spring 2014 | Summer 2014 | Spring 2015 | Summer 2015 |
| N | 16 | 14 | 18 | 16 |
| Scores: “Meets” or “Exceeds Expectations” | 81% | 100% | 100% | 93% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon assessment data, no changes will be made in the assessment plan. |

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| **Student Learning Outcome 3** |
| **SLO: 3** Candidates for the Graduate Certificate in Play Therapy demonstrate an understanding of the professional and contextual knowledge expected in their field to support and improve client development. |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| No changes made. |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. |
| 1. Knowledge: Content knowledge is assessed by the sum of 17 chapter quizzes. Each quiz consisted of 5 questions each worth 2 points. The quizzes were on Moodle and students had 15 minutes to take each quiz. |
| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. | |
| Students are required to take 17 chapter quizzes that assess their knowledge of the information in the text book. The quizzes are posted in Moodle for 15 minutes during the week that the readings are due. Each quiz consists of 5 questions.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty within the College of Education. | |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students will “Meet” or “Exceed Expectations” on the total of the quiz scores for the semester. |

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| **Spring 2014 -Summer 2014 Assessment Data** | **Spring 2015 – Summer 2015 Assessment Data** |  |

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| --- | --- | --- | --- | --- |
| **Play Therapy Knowledge = Sum of Chapter Quizzes** |  |  |  |  |
| **Semester** | Spring 2014 | Summer 2014 | Spring 2015 | Summer 2015 |
| N | 16 | 14 | 18 | 16 |
| Scores: “Meets” or “Exceeds Expectations” | 100% | 100% | 100% | 100% |
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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| Based upon assessment data, a final exam will be given rather than chapter summaries to determine understanding of the information since there was no variability in the scores using the chapter reflections. |

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| **Student Learning Outcome 4** |
| **SLO: 4** Candidates for the Graduate Certificate in Play Therapy demonstrate an understanding of the professional and contextual knowledge, skills, and self-reflection regarding training parents based on their work in CSLG 7143 (Filial Therapy: An Approach to Training Parents). |

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| **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes. |
| No changes made |

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| **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability. | |
| Following each supervision session with students, the Instructor completes case notes about each student that focus on the students’ level of understanding of the content, ability to implement the groups, self-awareness, strengths, and areas for continued growth. These case notes are used at the end of the semester to assess using the Filial Therapy Skills Checklist (FTSC) regarding students’ knowledge, skills, and self-reflection as indicated below:   1. Knowledge: As a part of the final evaluation in the Filial Therapy: An Approach to Training Parents (CSLG 7143) class, the university instructor completes the 10 item FTSC rubric. The evaluation is scored on a 3-point scale (Exceeds Expectations, Meets Expectations, Does Not Meet Expectations, or Not Observed). The first two items focus on students’ knowledge and cultural of filial therapy and ability to use in within a multicultural context. 2. Skills: As a part of the final evaluation in the Filial Therapy: An Approach to Training Parents (CSLG 7143) class, the university instructor completes the 10 item FTSC rubric. The evaluation is scored on a 3-point scale (Exceeds Expectations, Meets Expectations, Does Not Meet Expectations, or Not Observed). Items 3-6 focus on students’ ability to implement the filial groups with parents. 3. Self-reflection. As a part of the final evaluation in the Filial Therapy: An Approach to Training Parents (CSLG 7143) class, the university instructor completes the 10 item FTSC rubric. The evaluation is scored on a 3-point scale (Exceeds Expectations, Meets Expectations, Does Not Meet Expectations, or Not Observed). The last four items focus on students’ ability to reflect upon their work. | |
| **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data. | |
| Students are required to demonstrate the skills of filial therapy. The skills are evaluated by the university instructor using the Filial Therapy Skills Checklist. An assignment for the class is that students identify a parent with a normally developing child and conduct (with appropriate parental consent) 8 sessions to train parents to have play sessions with their child. The sessions are video-recorded. Students meet with the instructor regularly during the semester for supervision and feedback on these sessions. For each of these supervision sessions, the Instructor assesses the student on dimensions related to the knowledge, skills, and self-reflection.  Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty within the College of Education. | |

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| **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. |
| 1. The program expects 90% of students will “Meet” or “Exceed Expectations” using a 3 point scale on the Filial Therapy Skills Checklist. |

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| **Spring 2014 – Assessment Data** | **Spring 2015 – Assessment Data** |  |

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| **Filial Therapy Skills Checklist: Knowledge** |  |  |
| **Semester** | **Spring 2014** | **Spring 2015** |
| N | 16 | 15 |
| Scores: “Meets” or “Exceeds Expectations” | 100% | 100% |
|  |  |  |
|  |  |  |
| **Filial Therapy Skills Checklist: Skills** |  |  |
| **Semester** | **Spring 2014** | **Spring 2015** |
| N | 16 | 15 |
| Scores: “Meets” or “Exceeds Expectations” | 90% | 100% |
|  |  |  |
|  |  |  |
| **Filial Therapy Skills Checklist: Self-Reflection** |  |  |
| **Semester** | **Spring 2014** | **Spring 2015** |
| N | 16 | 15 |
| Scores: “Meets” or “Exceeds Expectations” | 90% | 100% |

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| **Plans for 2016:** Based upon the 2015 assessment data included in this annual report, what changes /improvements will the program implement during the next academic year to improve performance on this student learning outcome? |
| No changes needed because all program expectations met. |