



Unit Assessment Plan Report

2016-2017 Assessment Cycle

Master in Clinical Mental Health Counseling

Hodges University Mission

Hodges University provides transformational, learner-driven educational opportunities.

VALUES

Respect: Valuing the talents and dignity of each individual.

Inclusion: Engaging all members of our communities by building on their varying perspectives, experiences, and traditions.

Excellence: Providing superior educational experiences and services.

Integrity: Conducting all of our interactions and activities in an ethical manner.

Unit Mission Statement

The Hodges University Clinical Mental Health Counseling program prepares the student for professional counseling positions in the mental health and substance abuse fields, as well as, eligibility for candidacy for licensing as a Mental Health Counselor in the State of Florida.

<u>Tracking #:</u>	108
Objective/Outcome Short Name:	Student Entry Level Knowledge and Skill
Objective/Outcome Type:	Student Learning Outcome
Objective/Outcome Statement:	Alumni and Employer ratings regarding application of Alumni counseling knowledge and skill domains will be consistent.
HU Strategic Plan Alignment:	
SP 1	Programmatic Excellence
SACS Requirements Alignment:	
CS 3.3.1.1	The institution identifies expected outcomes, assesses the extent to which it achieves these

outcomes, and provides evidence of improvement based on analysis of the results: Educational programs, to include student learning outcomes

Overall Justification/Rationale:	<p>CACREP Standard I.AA.2: Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.</p> <p>CACREP Standard I.AA.3: Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.</p> <p>CACREP Section 2 Standards for counseling competence.</p>
Timeframe for Completion:	Five-year objective: 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019
Estimated Resources Needed:	<p>\$300 for postage and follow-up clerical support</p> <p>5,000 for faculty time to create and refine the comprehensive exam.</p>
Summary of Previous Assessment / Focus of Current Assessment Year:	<p>During the 2015-2016 assessment year alumni rated themselves at a 3 (at expected proficiency level for an entry level professional) or higher on all domains, except 1 respondent indicated a 2 (below proficiency level) in the area of clinical documentation standards. The area with the lowest average of 3.75 was in knowledge of applying evidence-based practices and relevant research.</p> <p>During the 2015-2016 assessment year, we only surveyed employers for alumni who graduated within the past year. The CMHC faculty did not get employer information from all alumni, as some of the alumni did not yet have employment, and a few worked in settings where they were not yet using their clinical counseling skills, thus the smaller sample size on the employer survey. The faculty will add a question to the alumni survey where they can anonymously provide their employer information to help us get more accurate employer information for the next administration in early 2017.</p>
Resources Requested for this Year:	None
Implementation Actions	A 13-item survey will be distributed to alumni

for this Year: graduating in the previous academic year. A Likert scale from 1 = "Very Ineffectively" to 5 = "Very Effectively" will be provided in order for the participant to give a numerical rating to each question. A space for comments will be provided after each question to allow for participant explanations.

A 13-item survey will be distributed to employers of alumni graduating in the previous academic year. A Likert scale from 1 = "Very Ineffectively" to 5 = "Very Effectively" will be provided in order for the participant to give a numerical rating to each question. An additional response option will be available as "Unable to evaluate at this time." A space for comments will be provided after each question to allow for participant explanations.

The alumni and employer surveys will be deployed during the Winter 2017 semester.

Method 1:	Indirect
Measure 1:	Alumni Survey
Target 1:	Each of the 10 domains must attain an average score of the entire respondent sample of 3.5 or higher.
Finding 1:	Target was met. The average rating for each of the 13 domains ranged between 4 and 5, with an overall average of 4.52.
Method 2:	Indirect
Measure 2:	Survey of employers
Target 2:	An average rating of over 3.5 on each of the 10 domains from the sample of respondents. Each area is rated by the employer on a 1-5 scale. There is also an overall score.
Finding 2:	Target was met. The average rating for each of the 13 domains ranged between 4 and 4.8, with an overall average of 4.4.
Method 3:	Direct
Measure 3:	100 question comprehensive exam based on CACREP Section 2 Standards
Target 3:	To pass, a student must score a 75.
Finding 3:	Target was met. The average overall score was 84.77.
Summary and Improvements:	Measure 1: Number of alumni emailed for the survey: 16 Number responded: 12 Response rate: 75%

Alumni rated themselves at a 3 (at expected proficiency level for an entry level professional) or higher on all domains. The area with the lowest average of 4 was in knowledge of understanding diagnostic processes and using the DSM-5.

The questions on the alumni survey were updated for clarity in the wording of the questions, and 3 questions were added to the alumni survey to further assess ethical decision-making and case conceptualization skills of alumni.

Faculty noted that the score on last year's lowest domain score "knowledge of applying evidence-based practices and relevant research" improved. However, process improvement discussion was held and change implemented in 2016-17. See below in this section for these changes and for faculty discussion of this year's lowest score, "understanding diagnostic processes and using the DSM-5".

Measure 2:

Number of employers emailed for the survey: 9

Number responded: 5

Response rate: 55%

Employers rated alumni at a 3 (at expected proficiency level for an entry level professional) or higher on all domains. The area with the lowest average of 4 was in knowledge of formulating cases to prepare a treatment plan.

The questions on the employer survey were updated for clarity in the wording of the questions, and 3 questions were added to the employer survey to further assess ethical decision-making and case conceptualization skills of alumni.

We only surveyed employers for alumni who graduated within the past year, as this survey was also sent out in 2016. The CMHC faculty did not get the employer information from all alumni, some of the alumni did not yet have employment, and a few worked in settings where they were not yet using their clinical counseling skills, thus the smaller sample size on the employer survey for this round of data collection. The faculty will added a question the alumni survey where the alumni can anonymously provide their employer information, and this helped to keep track of employer information for the administration of the employer survey in 2017.

Change: Faculty met several times to discuss and plan process improvements utilizing data that alumni rated their own diagnostic skills lowest, and employers rated alumni's case conceptualization skills lowest. With regard to diagnosis, a new textbook was adopted based on the data and the faculty's own perceptions of the weaknesses of the previous text after having had experience with it. The new text is viewed as a process improvement by faculty. Since the alumni and employers are surveyed annually, faculty will monitor this improvement with survey results and with comprehensive exam results. Case formulation issues were discussed several times as well. Faculty assessed the issues as partly developmental in nature. New counselors are still developing an understanding of more complex cases and an ability to deeper levels of client motivation and behavior triggers. At the same time, faculty concluded that case formulation must be understood within the entire treatment process. More emphasis has been placed on presenting evidence-based treatments which are effective with each diagnosis in order to assist students to choose appropriate methods for treatment. This can help students to better understand how to formulate a case by showing how best to intervene. In elective classes such as Family Treatment, Child/Adolescent Therapy and Advanced Addictions, more emphasis was placed on case formulation. A new approach which linked internal case formulation to family system formulation was initiated in Family Treatment. In Child/Adolescent Therapy a TF-CBT model was integrated which trains not only in intervention but in case formulation techniques. In Advanced Addictions, ASAM placement criteria were more heavily emphasized with case assessment and planning activities to assist students in substance abuse case formulation along axes of risk, severity and best practice referral. Faculty also already consistently update research knowledge in each class, including fast moving areas such as neuropsychological research and psychopharmaceutical advances and updates. Faculty will continue to monitor the Employer/Alumni survey and the CMHC Comprehensive Exam for feedback.

Measure 3: The 100 question comprehensive exam was given in Summer 2016, Fall 2016, and Winter 2017.

Number of students enrolled: 13
Number of students: 13

Number of students met the criterion: 13
 % of met assessed: 100%

100% of the students passed the exam within the 3 attempts with a score over 75. The faculty added two additional case studies to rotate as a part of the comprehensive exam, and will design more for the rotation in the coming year.

This was the second year the comprehensive exam has been delivered. The data will provide a baseline score to establish a trend for future assessments year.

Status: Complete
 Continue into next year: Not set

Tracking #: **420**

Objective/Outcome Short Name: **PLO 05 Formulate Career Plans**

Objective/Outcome Type: Student Learning Outcome

Objective/Outcome Statement: Model formulating career plans based on assessment of client desires and skills, and the facilitation of effective career-based problem solving strategies.

HU Strategic Plan Alignment: SP 1 Programmatic Excellence

SACS Requirements Alignment: CS 3.3.1.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results: Educational programs, to include student learning outcomes

Overall Justification/Rationale: PLO is one of the CACREP common core curricular areas required of all students in the CMHC program.

Timeframe for Completion: One year objective: 2016-2017

Estimated Resources Needed: Not significant over and above normal operations

Summary of Previous: The Formulate Career Plans outcome is being

Assessment / Focus of Current Assessment Year:	assessed during this assessment cycle for the first time since the program assessment plan was updated in 2014-2015.
Resources Requested for this Year:	None
Implementation Actions for this Year:	<p>A Career Development Case-Write Up rubric was developed in Fall 2015 to better assess students' ability to formulate career plans in addition to their writing skills. During the Winter 2017 term in the PSY5030 Career Counseling course, students will be given an assessment where they will need to demonstrate their ability to formulate a career development case write-up. The assignment will be scored using the Career Development Case Write-up Rubric. The scores will be averaged and reported in June 2017.</p> <p>During the Winter 2017 term in the PSY5030 Career Counseling course, students will be given an assessment to demonstrate their ability to understand and educate others on career counseling considerations for diverse populations. The assignment will be scored using the Career Development Presentation Rubric. The scores will be averaged and reported in June 2017.</p>
Method 1:	Direct
Measure 1:	PSY 5030 Theory of Career Development Paper Rubric
Target 1:	A class average of 90/100 for the rubric scores.
Finding 1:	Target was almost met. The average overall score on the paper rubric was 85, with scores ranging from 0-105. Three students did not turn in their assignments and received a 0 for the paper. Removing the scores of 0 due to an incomplete assignment from the aggregate, the target was met, with an average overall score of 95.2.
Method 2:	Direct
Measure 2:	PSY 5030 Career Development Presentation Rubric.
Target 2:	A class average of 90 for the rubric scores.
Finding 2:	Target was almost met. The average overall score on the presentation rubric was 89.21, with scores ranging from 0-100. One student did complete their presentation, and received a 0 for the assignment. Removing the score of 0 due to an incomplete assignment from the aggregate, the target was met, with an average overall score of 92.52.

Summary and
Improvements:

Measure 1:
Number of students enrolled: 28
Number of students: 28
Number of students met the criterion: 20
% of met assessed: 100%

Students completed a paper to assess an important event in their own career development by applying career counseling theories and concepts from the class.

Measure 2:
Number of students enrolled: 28
Number of students: 28
Number of students met the criterion: 22
% of met assessed: 100%

The students gave a presentation to the class to demonstrate their ability to understand and educate others on career counseling considerations for diverse populations. The instructor observed the presentations and completed a rubric with commentary and a numerical score.

Faculty decided that these scores ultimately met the target when students who did not attempt the assignment were removed.

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed again in 2019-2020.

Status: Complete
Continue into next year: Not set

Tracking #: **421**
Objective/Outcome **PLO 06 Prevention Strategies and Interventions**
Short Name:
Objective/Outcome Type: Student Learning Outcome

Objective/Outcome Statement: Construct evidence-based prevention strategies and interventions that utilize effective helping skills in order to assist clients in personal growth, orientations to wellness, and crisis resolution.

HU Strategic Plan Alignment:
SP 1 Programmatic Excellence

SACS Requirements Alignment: CS 3.3.1.1	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results: Educational programs, to include student learning outcomes
Overall Justification/Rationale:	PLO is one of the CACREP common core curricular areas required of all students in the CMHC program.
Timeframe for Completion:	One year objective: 2016-2017
Estimated Resources Needed:	Not significant over and above normal operations
Summary of Previous Assessment / Focus of Current Assessment Year:	The Prevention Strategies and Interventions outcome is being assessed during this assessment cycle for the first time since the program assessment plan was updated in 2014-2015.
Resources Requested for this Year:	None
Implementation Actions for this Year:	During the Summer 2016 term in the PSY5000 Counseling Theories course, students will be given an assessment to demonstrate their ability to use effective prevention and intervention strategies during an in-class role play. The assignment will be scored using the CMHC Basic and Advanced Counseling Skills Rubric. Students also will write a 10-page research paper explaining their theoretical perspective. The scores will be averaged and reported in June 2017.
Method 1:	Direct
Measure 1:	Score on CMHC basic and advanced counseling skills rubric in PSY 5000.
Target 1:	An average overall score on all rubrics of 90.
Finding 1:	Target was met. The average overall score on the counseling skills rubric was 94, with scores ranging from 85-100.
Method 2:	Direct
Measure 2:	The HU Professional Writing Rubric will be utilized and an overall score and commentary will be given to each student.

Target 2: Students will achieve an average grade of at least 3.0 in calculating all overall rubrics. This utilizes the University defined 1-4 grading scale.

Finding 2: Target was exceeded. The average overall score on this assessment was 3.5 (converting the 87.6 average to the rubric scale of 1-4).

Summary and Improvements: The conducted an in-class role-play, and the instructor completed a rubric with commentary and a numerical score based on his observations for measure 1. Students write a 10-page research paper defining their theoretical framework for measure 2.

Measure 1:
 Number of students enrolled: 33
 Number of students: 33
 Number of students met the criterion: 28
 % of met assessed: 100%

Measure 2:
 Number of students enrolled: 39
 Number of students: 39
 Number of students met the criterion: 38
 % of met assessed: 100%

Faculty decided that these scores met the target.

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed again in 2019-2020.

Status: Complete
 Continue into next year: Not set

Tracking #: **107**
 Objective/Outcome **Student Self-Awareness**
 Short Name:
 Objective/Outcome Type: Student Learning Outcome

Objective/Outcome Statement: Students will demonstrate a self-awareness of the following: professional strengths, professional areas needing improvement, seeking consultation when needed, integrating personal values with a professional ethic, and appropriate use of video review.

HU Strategic Plan Alignment:

SP 1	Programmatic Excellence
SACS Requirements Alignment:	
CS 3.3.1.1	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results: Educational programs, to include student learning outcomes
Overall Justification/Rationale:	This outcome is designed to assist students to become aware of their efficacy as counselors and then meet the standards of their profession.
Timeframe for Completion:	Five-year objective: 2012-2013; 2013-2014; 2014-2015; 2015-2016; 2016-2017
Estimated Resources Needed:	None over and above normal operations
Summary of Previous Assessment / Focus of Current Assessment Year:	During the 2015-2016 year, the CMHC faculty developed a new MCMHC Student Perceived Competency Survey in which students rated themselves on their competency in the following domains: basic helping skills, case conceptualization, multicultural competency, and professional development. Students completed this survey at 3 points during the program: at orientation during their first semester, at practicum, and at their final semester of internship. This assessment year will be utilized again this year.
Resources Requested for this Year:	None
Implementation Actions for this Year:	<p>The MCMHC Student Perceived Competency Survey is be given to students each semester who are beginning the program, in practicum, and in their last semester of internship. Students will rate themselves on their competency in the following domains: basic helping skills, case conceptualization, multicultural competency, and professional development. Competencies are rated on a Likert scale from 1 - not competent to 5 - highly competent.</p> <p>Students complete an in-class role play of a counseling session that is video recorded in PSY 5999 each semester. They transcribe the role-play session onto a Process Recording Form, and the Process Recording Form will be used to score the</p>

assignment. The scores will be averaged from the Summer 2016, Fall 2016, and Winter 2017 semesters, and reported in June 2017.

Method 1:	Indirect
Measure 1:	MCMHC Student Perceived Competency Survey
Target 1:	Students will demonstrate an increase their perceived competency in each major domain over the course of the program. The mean of each major domain will have increased by 0.5 from the orientation data point to the internship 3 data point. An average rubric score of 3.5 of 5 on each of the four domains will be achieved by Internship 3.
Finding 1:	Target was met. For 3 out of the 4 domains, the mean increased by at least 0.5 from the orientation data point to the internship 3 data point. The Basic Helping Skills domain had an increase of 0.66, the Case Conceptualization domain of 0.88, and the Professional Development domain of 0.67. The only domain that did not meet a 0.5 increase was the Multicultural Competency Domain, which had an increase of 0.37.
	The means on each domain exceeded 3.5 for students in internship 3.
Method 2:	Direct
Measure 2:	Role Play & Process Recordings in PSY 5999
Target 2:	An average overall score on all rubrics of 90.
Finding 2:	Target was met. The average overall score on the rubric was 92.76, with scores ranging from 88-100.
Summary and Improvements:	<p>Measure 1</p> <p>Mean scores of each major domain are as follows:</p> <p>Orientation (n = 21)</p> <p>Basic Helping Skills: 3.43</p> <p>Case Conceptualization: 2.97</p> <p>Multicultural Competency: 3.27</p> <p>Professional Development: 3.66</p> <p>Practicum (n = 13)</p> <p>Basic Helping Skills: 3.65</p> <p>Case Conceptualization: 3.38</p> <p>Multicultural Competency: 3.49</p> <p>Professional Development: 3.89</p> <p>Internship 3 (n=9)</p> <p>Basic Helping Skills: 4.09</p> <p>Case Conceptualization: 3.85</p> <p>Multicultural Competency: 3.64</p>

Professional Development: 4.33

Increase in Means from Orientation to Internship 3:

Basic Helping Skills: 0.66

Case Conceptualization: 0.88

Multicultural Competency: 0.37

Professional Development: 0.67

The Multicultural Competency domain did not meet the target of a 0.5 increase in means from orientation to internship 3. This competency area had the most items (n=21) and assessed for competency in working with various populations, thus this area has the most variation as some students may not be exposed to all populations assessed during their clinical experiences. Students reported being the most competent in working with Caucasian American populations, and the least competent in working with Native American populations. The faculty will discuss how to improve students' competency in working with Native American populations.

Summary of improvements. Faculty discussed learning perceptions of students in regard to Native American populations. Cultural competency itself is an exponential factorial of ethnicity, gender, socio-economic status, age and many other factors leading to an infinitude of possible client tendencies. Therefore, in the Social and Cultural foundations of Counseling Practice course even more emphasis will be placed on how students can research and assimilate diversity information quickly as a basic cultural competency skill to build confidence, rather than perceiving complete awareness as success. As well, to target this particular issue, more emphasis will be placed on local Native Americans populations the student is likely to encounter, such as the Seminoles, Miccosukee, and Calusa tribes in Florida. Faculty also are currently discussing the updating of the current text.

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed annually. Students will take the survey at 3 different points in the program, so the CMHC faculty will be able to use this data to track student development over time, and assess if there are areas in the curriculum which need enhanced focus to address students' needs.

Measure 2:

Number of students enrolled: 21

Number of students: 21
 Number of students met the criterion: 18
 % of met assessed: 100%

Students complete an in-class role play of a counseling session that is video recorded in PSY 5999 each semester. They transcribe the role-play session onto a Process Recording Form, and provide an analysis of the counseling skills they used during the role play. The instructor and other students observe the role play, and provide feedback on counseling skills in-class. The Process Recording Form was used to score the assignment.

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed annually.

Status: Complete
 Continue into next year: Not set

Tracking #: **418**

Objective/Outcome Short Name: **PLO 03 Knowledge of Diversity and Inclusion**

Objective/Outcome Type: Student Learning Outcome

Objective/Outcome Statement: Evaluate and apply increasing personal and professional knowledge of diversity and inclusion to their practice and advocacy for clients.

HU Strategic Plan Alignment: SP 1 Programmatic Excellence

SACS Requirements Alignment: CS 3.3.1.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results: Educational programs, to include student learning outcomes

Overall Justification/Rationale: PLO is one of the CACREP common core curricular areas required of all students in the CMHC program.

Timeframe for Completion: One year objective: 2016-2017

Estimated Resources: Not significant over and above normal operations

Needed:

Summary of Previous
Assessment / Focus of
Current Assessment Year:

The Knowledge of Diversity and Inclusion outcome is being assessed during this assessment cycle for the first time since the program assessment plan was updated in 2014-2015.

Resources Requested
for this Year:

None

Implementation Actions
for this Year:

During the Fall 2016 term in the PSY5010 Social and Cultural Foundations course, students will be given an assessment to demonstrate their ability to understand and educate others on counseling considerations for diverse populations. The assignment will be scored using the CMHC Basic Presentation Skills Rubric. The scores will be averaged and reported in June 2017.

Method 1: Direct
Measure 1: Score on CMHC basic presentation skills rubric for PSY 5010.
Target 1: An average overall score on all rubrics of 90.
Finding 1: Target was met. The average overall score on the presentation was 95, with scores ranging from 80-100.

Method 2: Direct
Measure 2: The HU Professional Writing Rubric will be utilized and an overall score and commentary will be given to each student.
Target 2: Students will achieve an average grade of at least 3.0 in calculating all overall rubrics. This utilizes the University defined 1-4 grading scale.
Finding 2: Target was exceeded. The average overall score on this assessment was 3.7 (converting the 92.5 average to the rubric scale of 1-4).

Summary and
Improvements:

The students gave a presentation to the class to demonstrate their ability to understand and educate others on counseling considerations for diverse populations. The instructor observed the presentations and completed a rubric with commentary and a numerical score.

Measure 1:
Number of students enrolled: 28
Number of students: 28
Number of students met the criterion: 27
% of met assessed: 100%

Measure 2:

Number of students enrolled: 28

Number of students: 28

Number of students met the criterion: 27

% of met assessed: 100%

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed again in 2019-2020.

The assessment process to "understand and educate others on counseling considerations for diverse populations" proved very successful based on student feedback. Several students expressed a very positive learning experience in finding themselves under the obligation to do a very good job on the projects in order to best educate their peers. Therefore, this assessment process will become a regular part of the class.

Pertaining to the Knowledge of Diversity and Inclusion PLO and the process improvement discussion there, 2 students did present on local native American populations. Faculty also identified a local faculty expert to guest speak in the next scheduled Social and Cultural Foundations course.

Status:	Complete
Continue into next year:	Not set