



---

**Unit Assessment Plan Report**

2017-2018 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>	<b>423</b>
Objective/Outcome Short Name:	<b>PLO 08 Methods of Appraisal</b>
Objective/Outcome Type:	Student Learning Outcome
Objective/Outcome Statement:	Apply reliable and valid, culturally relevant methods of appraisal to be utilized with individual clients and groups.
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: 2017-2018
Estimated Resources Needed:	Not significant over and above normal operations
Summary of Previous Assessment / Focus of Current Assessment Year:	
Resources Requested for this Year:	
Implementation Actions for this Year:	During the Fall 2017 term in the PSY 5001 Individual Evaluation & Assessment course, students were given an assessment to demonstrate their ability to understand various counseling instruments and to write a comprehensive assessment report utilizing the data from their assessment scores. This assignment was scored using the Assessment Report Rubric.
Method 1:	Direct
Measure 1:	Assessment Report 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 report rubric was 88.63, with scores ranging from 0-100. One student did not turn in their assignment and received a 0 for the report. Removing the score of 0 due to an incomplete assignment from the aggregate, the target was met, with a range of 70-100, and an average overall score of 91.18.
Summary and Improvements:	Measure 1: Number of students enrolled: 45 Number of students: 45 Number of students met the criterion: 28 % of met assessed: 100%
	Students completed an assessment report to compile and interpret data from counseling assessments taken throughout the semester,

utilizing the data to determine treatment goals for the pseudoclient.

Faculty decided that the target had been met, excluding one student who did not complete the assignment.

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed again in 2020-2021.

Status: Complete  
Continue into next year: Yes

Tracking #: **108**

Objective/Outcome **Student Entry Level Knowledge and Skill**  
Short Name:

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:  
CACREP Standard I.AA.2: Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

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.

CACREP Section 2 Standards for counseling competence.

Timeframe for Completion:	Five-year objective: 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019
Estimated Resources Needed:	\$300 for postage and follow-up clerical support 5,000 for faculty time to create and refine the comprehensive exam.
Summary of Previous Assessment / Focus of Current Assessment Year:	
Resources Requested for this Year:	
Implementation Actions for this Year:	<p>A 13-item survey will be distributed to 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. A space for comments will be provided after each question to allow for participant explanations.</p> <p>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.</p> <p>The alumni and employer surveys were deployed during the Winter and Summer 2018 semesters.</p>
Method 1:	Direct
Measure 1:	100 question comprehensive exam based on CACREP Section 2 Standards
Target 1:	To pass, a student must score a 75.
Finding 1:	Target was met. The average overall score was 85.41.
Method 2:	Indirect
Measure 2:	Alumni Survey
Target 2:	Each of the 13 domains must attain an average score of the entire respondent sample of 3.5 or higher.
Finding 2:	Target was met. The average rating for each of the 13 domains ranged between 4 and 5, with an

overall average of 4.69.

Method 3:	Indirect
Measure 3:	Survey of employers
Target 3:	An average rating of over 3.5 on each of the 13 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 3:	Target was met. The average rating for each of the 13 domains ranged between 4.5 and 5, with an overall average of 4.79.
Summary and Improvements:	<p>Measure 1:</p> <p>Number of alumni emailed for the survey: 14  Number responded: 9  Response rate: 64%</p> <p>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 4.33 was in knowledge of understanding diagnostic processes and using the DSM-5. The average score on the diagnostic process domain went up from a 4 in the 16-17 assessment to a 4.33 for this academic year, suggesting that the implementations by the faculty to improve the area of diagnostic processing in the curriculum are improving students' self-assessment in this area.</p> <p>The response rate to the alumni survey was lower than the previous year (75% for 16-17). Faculty can follow up via phone or text with alumni in the next implementation to improve the response rate.</p> <p>Measure 2:</p> <p>Number of employers emailed for the survey: 7  Number responded: 4  Response rate: 57%</p> <p>Employers rated alumni at a 3 (at expected proficiency level for an entry level professional) or higher on all domains. The three areas with the lowest average of 4.5 was in knowledge of formulating cases to prepare a treatment plan, understanding diagnostic processes, and working well with other professionals and disciplinary teams. The CMHC faculty did not get the 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 for</p>

this round of data collection.

The response rate to the alumni survey was approximately the same as the previous year (55% for 16-17). Faculty can follow up via phone or text with employers in the next implementation to improve the response rate.

Measure 3: The 100 question comprehensive exam was given in Summer 2017, Fall 2017, and Winter 2018.

Number of students enrolled: 14  
 Number of students: 14  
 Number of students met the criterion: 14  
 % of met assessed: 100%

100% of the students passed the exam within 2 attempts with a score over 75, with an average score of 85.41. The average score during the 16-17 assessment year was 84.77. Given the average score on the comprehensive exam from the past 2 years, faculty decided to raise the passing score to 80 starting in Fall 2018, and the change has been implemented in that class now. Faculty will also consider other modification to increase exam difficulty if the 80 target is met in the next measurement year.

Faculty decided that the target had been met.

Faculty added three additional case studies to rotate as a part of the comprehensive exam, and will design more questions for the rotation in the coming year.

This was the third year the comprehensive exam has been delivered. The data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed again in 2017-2018. The measure will include a delineation in performance between online and hybrid student populations on exam score.

Status: Complete  
 Continue into next year: Yes

Tracking #: **417**  
 Objective/Outcome **PLO 02 Strong Counselor Identity**  
 Short Name:  
 Objective/Outcome Type: Student Learning Outcome

Objective/Outcome Statement:	Develop a strong counselor identity through exposure to professional rules, supervision and consultation, professional membership and credentialing.
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: 2017-2018
Estimated Resources Needed:	Not significant over and above normal operations
Summary of Previous Assessment / Focus of Current Assessment Year:	<p>Students were assessed in the PSY5300 Counseling in Community Settings course during the Summer 2017 semester. Students were given an assessment where to demonstrate their understanding of the counseling profession and professional roles through interviewing a professional counselor in a specific community agency setting. The assignment was scored using the Workplace Interview Discussion Board Rubric.</p> <p>Students also took a Final Exam in the PSY5300 Counseling in Community Settings course during the Summer 2017 semester to demonstrate their knowledge of the counseling profession, professional roles, and basic helping skills.</p>
Resources Requested for this Year:	
Implementation Actions for this Year:	Students will be assessed in the PSY5300 course during the Summer 2017 semester. the assessment will be measured by a locally developed rubric.
Method 1:	Direct

Measure 1: Final exam rubric  
 Target 1: A class average of 85 on the final exam.  
 Finding 1: Target was met. The average overall score on the final exam was 88.15.

Method 2: Direct  
 Measure 2: Workplace Interview Discussion Board Rubric  
 Target 2: A class average of 90/100 for the rubric scores  
 Finding 2: Target was met. The average overall score on the discussion board rubric was 93.80, with scores ranging from 15-100.

Summary and  
 Improvements:

Measure 1:  
 Number of students enrolled: 31  
 Number of students: 31  
 Number of students met the criterion: 26  
 % of met assessed: 100%

Students completed an interview with a professional counselor, and summarized what they learned about the counseling profession, professional roles, and community counseling settings in a discussion board post. Students were required to complete two replies to their peers' initial posts.

Measure 2:  
 Number of students enrolled: 31  
 Number of students: 31  
 Number of students met the criterion: 18  
 % of met assessed: 100%

The students took a final exam to assess their knowledge of the counseling profession, professional roles, and basic helping skills. The students in the online section performed better on the final exam, with an average score of 90.21 and 71% meeting the target. The students in the blended section had an average score of 86.09, still above the target, with only 47% meeting the target. Faculty will continue to assess if online students are performing better on course exams than blended students, and will discuss how to address discrepancies in performance between the online and blended formats if a pattern emerges.

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed again in 2020-2021.

Status: Complete  
 Continue into next year: Yes

<u>Tracking #:</u>	<b>424</b>
Objective/Outcome Short Name:	<b>PLO 09 Research</b>
Objective/Outcome Type:	Student Learning Outcome
Objective/Outcome Statement:	Evaluate and synthesize research that informs evidence based practice and be able to select appropriate practice research and program evaluation 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: 2015-2016
Estimated Resources Needed:	Not significant over and above normal operations
Summary of Previous Assessment / Focus of Current Assessment Year:	
Resources Requested for this Year:	
Implementation Actions for this Year:	Students were assessed in the PSY5500 Research & Program Evaluation course during the Summer 2017 semester. Students were given an Annotated Bibliography assessment where they demonstrated their ability to review and understand research articles in the counseling profession. The assignment was scored using the Annotated Bibliography Rubric.
Method 1:	Direct

Measure 1: Annotated Bibliography assessment rubric  
 Target 1: A class average of 90 for the rubric scores  
 Finding 1: Target was met. The average overall score on the paper rubric was 93.93, with scores ranging from 81-100.

Summary and  
Improvements:

Measure 1:  
 Number of students enrolled: 14  
 Number of students: 14  
 Number of students met the criterion: 12  
 % of met assessed: 100%

Students completed an annotated bibliography to demonstrate their ability to review, evaluate, and synthesize information from research articles relating to the counseling profession. Faculty decided the target had been met.

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed again in 2020-2021.

Status: Complete  
 Continue into next year: Yes

Tracking #: **425**  
 Objective/Outcome **PLO 10 Demonstrate Knowledge, Skill, and Practices**  
 Short Name:  
 Objective/Outcome Type: Student Learning Outcome

Objective/Outcome Statement: Demonstrate knowledge, skill and practices to address a wide variety of situations in counseling, prevention, intervention, and diagnosis.

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 incorporates the CACREP requirement for students preparing to work as clinical mental health counselors to demonstrate the professional

knowledge, skills, and practices necessary for addressing a wide variety of circumstances within the context of mental health counseling.

Timeframe for Completion:	One year objective: 2017-2018
Estimated Resources Needed:	Not significant over and above normal operations
Summary of Previous Assessment / Focus of Current Assessment Year:	
Resources Requested for this Year:	
Implementation Actions for this Year:	<p>Students were assessed in the PSY5400 Diagnosis &amp; Treatment Planning course during the Winter 2018 semester. Students were given an assessment where demonstrated their ability to diagnose and formulate a treatment plan for clients. The assignment was scored using the Major Case Write-Up Rubric.</p> <p>Students also took a Final Exam in the PSY5400 Diagnosis &amp; Treatment Planning course during the Winter 2018 semester to demonstrate their knowledge of DSM-5 diagnoses and evidence-based practices in treating mental health disorders.</p>
Method 1:	No method selected
Measure 1:	Major Case write-up rubric
Target 1:	A class average of 90 for the rubric scores
Finding 1:	Target was almost met. The average overall score on the paper rubric was 88.39, with scores ranging from 0-109. One student did not turn in their assignment and received a 0 for the paper. Removing the score of 0 due to an incomplete assignment from the aggregate, the target was met, with scores ranging from 56-109 and an average overall score of 90.28.
Method 2:	Direct
Measure 2:	Final Exam Grade
Target 2:	A class average of 85 on the final exam.
Finding 2:	Target was met. The average overall score on the final exam was 86.17, with scores ranging from 0-104. One student did not complete her final exam and received a 0 for the final. Removing the score of 0 due to an incomplete assignment from

the aggregate, the range was 47-104 with an average overall score of 87.81.

Summary and  
Improvements:

Measure 1:  
Number of students enrolled: 51  
Number of students: 51  
Number of students met the criterion: 31  
% of met assessed: 100%

Students completed a paper to present a case study, assessing their ability to diagnose the case using the DSM-5, apply differential diagnoses, and create a counseling treatment plan in line with their assessment and diagnosis. Faculty decided target was met.

Measure 2:  
Number of students enrolled: 51  
Number of students: 51  
Number of students met the criterion: 38  
% of met assessed: 100%

The students took a final exam to assess their knowledge of the DSM-5 and evidenced-based practices to treat mental health disorders. Faculty decided target was met.

Two students had health issues during WI18 and are finishing their assignments in PSY5400 during SU18 per an agreement with their instructor. As such, their scores were not included in these calculations.

For the final exam in PSY5400, the online and blended students performed similarly, which does not support the pattern of students performing differently on exams based on the course format, as discussed in PLO2. 75% of the students in the blended section met the target, with an average score of 87.28. Removing the score of 0 from the online students, 73% of the online students met the target, with an average score of 88.34.

This data will provide a baseline score to establish a trend for future assessments year. This objective will be assessed again in 2020-2021.

Status: Complete  
Continue into next year: Yes