

Program Assessment

Instructions: Complete the report of your department’s assessment activities for 2007–08 year. The University Assessment Council reviews these reports and will provide feedback to each department. A record of all reports is maintained by the Assessment Council for accreditation purposes.

Submit a separate report for each degree program (undergraduate and graduate) in your department.

These reports will be posted on the Assessment and General Education websites in February, which will allow departments a wider distribution of their results and recommendations.

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Department:	Counseling and Special Education
Degree Program Covered by This Report:	Graduate Counseling Programs: Clinical Mental Health; School; Higher Education and Student Leadership
College:	Beeghly College of Education
Date Submitted:	April 12, 2009

Section 1 – Outside Accreditation*

1. Does the program covered by this report undergo program-specific accreditation? (If “no,” please skip to question 5 below.)	Yes.
2. What is the name of the accreditation agency?	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
3. How often does your accreditation occur, and when is your next review?	Accreditation visits occur every 8 years; the next visit will occur in 2013
4. How often do you submit interim reports to your primary accreditation agency?	Interim reports are submitted every 4 years.

**Programs undergoing outside accreditation must answer the following questions and can refer to relevant page numbers in the accreditation report as necessary. Please attach a copy of the relevant pages of the accreditation report. (Electronic copy is preferred but a hard copy of the relevant pages of the accreditation report is acceptable).*

Section 2 – Yearly Report on Student Learning Outcomes

–Changes in the Department’s Learning Outcomes and/or Assessment Plan

5. Have you changed the learning outcomes for any of your degree programs?

YES _____	NO <input checked="" type="checkbox"/> (skip to question 6 below) Although the learning outcomes for counseling degree programs have not changed, the author has selected unique learning outcomes in preparing this and all previous Higher Learning Commission annual program reports.
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If the learning outcomes have been changed, attach a separate file of all learning outcomes for your degree program. These outcomes will be posted on the University Assessment website and appear in the *Bulletin*. A separate file makes sharing that material far easier.

6. Have you changed the Assessment Plan previously approved by the University Assessment Council (e.g., sampling, tools, and procedures for involving faculty/students)?

YES _____	NO <input checked="" type="checkbox"/> (skip to question 7 below)
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If the assessment plan has changed, attach a separate file of the new Assessment Plan with the changes highlighted. Explain why these changes were made

7. List the learning outcomes assessed this year (number these outcomes according to the numbering scheme used in the Assessment Plan and provide a short description of each outcome).

<p>The learning outcomes assessed this year are:</p> <p>LO 1: Students will demonstrate counseling knowledge and skills for working with diverse populations and ethnic groups.</p> <p>LO 3: Students will demonstrate an understanding of essential interviewing and individual and group counseling skills.</p> <p>LO 7: Students will demonstrate knowledge and the ability to apply ethical standards of the American Counseling Association and related entities and legal codes specifically related to the practice of clinical mental health counseling, school counseling, and higher education and student leadership.</p>

8. List the direct measures of student learning and/or indirect measures of student learning included in this report.

Direct Measures:

LO1: (a) scores on National Counselor Examination (NCE-used by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to make determinations for initial licensure as a Professional Counselor; (b) scores on the course rubric for COUNS 6968, Social and Cultural Issues in Counseling; and, (c) scores on Final Field Supervisor Evaluation of Community Counseling Field Placement Students.

LO 3: (a) scores on National Counselor Examination (used by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to make determinations for initial licensure as a Professional Counselor; (b) scores on PRAXIS Examinations (used by the Ohio Department of Education to make determinations for licensure as a School Counselor); and, (c) scores on Final Field Supervisor Evaluation of Community Counseling Field Placement Students.

LO 7: (a) scores on National Counselor Examination (used by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to make determinations for initial licensure as a Professional Counselor; (b) scores on PRAXIS Examinations (used by the Ohio Department of Education to make determinations for licensure as a School Counselor); (c) scores on the course rubric for COUNS 6968, Social and Cultural Issues in Counseling; and, (d) scores on Final Field Supervisor Evaluation of Community Counseling Field Placement Students.

Indirect Measures:

LO 1: (a) Counseling Program Employer Survey; (b) Counseling Program Survey of Graduates

LO 3: (a) Counseling Program Employer Survey; (b) Counseling Program Survey of Graduates

LO 7: (a) Counseling Program Employer Survey

9. Describe whether and/or how the following areas have been assessed or incorporated into the assessment process during this reporting period.

Direct measure(s): (test results, supervisors' evaluations, classroom embedded assignments, rubrics for evaluating student writing or oral presentations, portfolios)	
Indirect measure(s): (surveys, interviews, questionnaires, focus groups, reflective essays)	

Capstone Project	Although capstone projects are not formally identified for graduate courses, a major project is specified in most. Failure to perform successfully on the major project results in either a significant drop in final grade or a failing grade. Assessment of performance on these projects is examined during student reviews conducted for all counseling students at approximately the 30% and 60% points of program matriculation. All program faculty participate in student reviews.
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Oral Intensive Assignment(s)	Most counseling courses require students to make oral presentations. The course instructor assesses performance on these assignments.
Writing Intensive Assignment(s)	Most counseling courses require students to prepare written reports, logs, or papers, many of which are orally presented (see comment above). The course instructor assesses performance on these assignments.
Critical Thinking Exercises/Assignment(s)	The nature of counselor education requires that exercises, activities and assignments in virtually all courses incorporate critical thinking. The course instructor assesses performance on these assignments.
Graduate Thesis	The Graduate Thesis option has not been exercised by counseling students for many years.
Other (describe)	

10. Explain how data on student learning are evaluated (e.g. what types of criteria are used to summarize and review the data?)

Data on student learning are evaluated by a variety of individuals and groups at various points in the matriculation process.

1. Individual faculty evaluate student learning in their courses each semester. If performance is inadequate (based on performance criteria specified in every course syllabus), the instructor meets with the student to identify deficiencies and specify areas for improvement. If improvement is not satisfactory, the instructor brings the issue to the attention of all program faculty, who may opt to develop a Professional Development Plan (PDP). The PDP specifies deficiencies, delineates performance objectives, consequences of failure to meet performance objectives, and due dates. Both the instructor and student sign the PDP and performance is monitored. Failure to meet specified performance standards results in specified consequences.

For purposes of this report, evaluation criteria for COUNS 6976, Social and Cultural Issues in Counseling are reported. The following criteria are embedded in the COUNS 6976 rubric in TaskStream, Web-based software designed to “effectively plan and manage the assessment process, facilitate the demonstration of learning achievement and foster continuous improvement throughout the education network,” which is currently used in the Beeghly College of Education: Criterion 1-Demonstrates multicultural and diversity counseling knowledge; Criterion 2-Demonstrates knowledge of differences in verbal and non-verbal communications and their interpretations as practiced by the cultural group under study; Criterion 3-Candidate exceeds all expectations in demonstrating knowledge of communication differences and their interpretations; Criterion 4-Demonstrates awareness of personal strengths and areas requiring improvement in working with people of differing cultures; Criterion 5-Demonstrates an understanding of the complexity of counseling culturally diverse persons; and, Criterion 6-Demonstrates knowledge of professional, legal, ethical, and political issues in multicultural and diversity counseling. The course instructor evaluates performance in each of these areas on Likert-type scale that ranges from 1-4, with 4 representing the highest level of performance.

2. As noted in the response to Item 9, program faculty regularly (i.e., at approximately the 30% and 60% points of program matriculation) evaluate student performance during student reviews

that are conducted each semester during regular program faculty meetings. Performance criteria include personal dispositions, abilities to establish and maintain appropriate relationships with peers and faculty, clinical competence, and compliance with ethical/legal mandates. All program faculty provide feedback on student performance based on their experiences with students in courses that they have taught. Student advisors (who are program faculty) assume responsibility for integrating feedback from all faculty and complete the 21 Semester-hour Evaluation Form. Completed evaluation forms are then mailed to students.

3. Before students are permitted to enroll in COUNS 7001, First Counseling Practicum (the approximate mid-point in program matriculation), they must successfully complete all prerequisite courses and pass the Counselor Preparation Comprehensive Examination (CPCE), a 200- item objective examination developed by the National Board for Certified Counselors that is now used at the comprehensive examination for the counseling program. The CPCE includes items drawn from eight content areas: (1) Human Growth and Development; (2) Social and Cultural Foundations; (3) Helping Relationships; (4) Group Work; (5) Career and Lifestyle Development; (6) Appraisal; (7) Research and Program Evaluation; and, (8) Professional Orientation and Ethics.
4. Because a significant component of counselor training is clinical in nature, all counseling students complete practicum and internship experiences. These experiences are completed at a host of community mental health agencies, public and private schools, at YSU, and at other universities. Clinical performance is evaluated regularly by both site supervisors and YSU faculty supervisors. Site supervisors typically meet with practicum and internship students one hour per week to review performance and provide evaluative feedback. YSU faculty supervisors visit practicum and internship sites to conduct supervision sessions 3 times per semester. Performance data are specified on evaluation forms developed by agencies, schools, and higher education institutions and on evaluation forms developed by counseling program faculty and completed by site supervisors (i.e., Final Field Supervisor Evaluation of Community Counseling Field Placement Students noted above). Evaluation criteria include: (I) General Rating of Intern's Performance; (II) Counseling Competencies (i.e., interviewing, evaluation and diagnosis, treatment, case management/services coordination, agency administration and professional behavior); (III) Response to the following statement, "Please give a short statement of your judgment of the intern as a prospective counselor. You may wish to note specific strengths and weaknesses that may not be sufficiently explained in the preceding items"; (IV) Response to the following question, "Do you consider this person qualified to work as a professional counselor? Explain _____"; and, (V) Response to the following statement, "On a scale of 1-100, with 100 representing flawless overall performance, please rate the student. _____. Note: This will represent 50% of the student's final grade."
5. Students approaching graduation or who have graduated from the clinical mental health counseling and school counseling programs are required to successfully pass licensure examinations before they can be licensed to provide counseling services in the state of Ohio. Graduates of the clinical mental health counseling program are required to pass an initial licensure examination (The National Counselor Examination [NCE], developed by the National Board for Certified Counselors, Inc.) either during the final semester of their program or

following graduation. This 200-item objective examination contains items drawn from eight content areas: (1) Human Growth and Development; (2) Social and Cultural Foundations; (3) Helping Relationships; (4) Group Work; (5) Career and Lifestyle Development; (6) Appraisal; (7) Research and Program Evaluation; and, (8) Professional Orientation and Ethics. Successful passage of this examination qualifies the graduate to be licensed as a Professional Counselor (PC) and are permitted to practice counseling under the supervision of a Professional Clinical Counselor (PCC). Following two years of supervised counseling, Professional Counselors are eligible to sit for a second-level licensure examination (National Clinical Mental Health Counselor Examination [NCMHCE], also developed by the National Board for Certified Counselors). Successful performance on this examination qualifies the individual to be licensed as a Professional Clinical Counselor (PCC). Both of these examinations are offered under the auspices of the Ohio Counselor, Social Worker, and Marriage and Family Therapist (OCSWMFT) Board.

Graduates of the school counseling program are required to pass the PRAXIS Examination in School Guidance and Counseling in order to be licensed as school counselors in Ohio. This examination is offered under the auspices of the Ohio Department of Education. Items on the PRAXIS Examination in School Guidance and Counseling are drawn from five content areas: (1) Counseling and Guidance; (2) Consulting; (3) Coordinating; (4) Professional Issues; and, (5) a Taped Portion.

Department administrators and program faculty regularly review graduates' performance on all three of these licensure examinations in order to monitor success rates and identify possible implications for program improvement.

6. Data from employers and program graduates are collected annually on two forms: (a) Counseling Program Employer Survey (CPES); and, (b) Counseling Program Survey of Graduates (CPSG).

The CPES is designed to collect data on a variety of employee (i.e., counseling program graduate) skills that include interviewing skills, communication skills, professional conduct, ethical behavior and many others. This survey includes spaces for the employer to provide additional comments on employee performance.

The CPSG prompts program graduates to provide demographic information and answers to six items on a 5-point Likert-type scale (with a score of 5 indicating the highest score): (1) The curricula prepared me with the basic competencies needed for my field; (2) The curricula challenged and stimulated my personal and professional growth; (3) The curricula prepared me to effectively work with varied cultures promoting opportunity and social justice for impoverished urban and rural populations; (4) The printed and electronic information I received was beneficial in helping me plan my program of studies; (5) My interaction with faculty was appropriate and beneficial to my professional development; and, (6) In general, how well satisfied are you with your education from the YSU Counseling Program? In addition, graduates are asked to respond to the question: "What do you believe are the strength(s) of the YSU Counseling Program?"

These survey data are reviewed annually by program faculty in order to determine program/curricular strengths and to identify areas for improvement.

11. Without referring to individual faculty performance, summarize the data on student learning.

LO 1: Students will demonstrate counseling knowledge and skills for working with diverse populations and ethnic groups.

A) NCE Examination Scores: In 2007, YSU counseling students/graduates produced an average percent correct of 65.3% on the "Social and Cultural Foundations" section of the examination; in 2008, the average percent correct was 61.6%.

B) Scores on rubric for COUNS 6968, Social and Cultural Issues in Counseling: In the fall semester of 2007, students (n=5) generated an average score of 3.00/4.00 on all six evaluation criteria (see evaluation criteria identified above). In the spring semester of 2008, a student (n=1) generated an average score of 3.00/4.00 on all six evaluation criteria. In the fall semester of 2008, students (n=2) generated an average score of 3.00/4.00 on all six evaluation criteria.

C) Scores on Final Field Supervisor Evaluation of Community Counseling Field Placement Students: Based on samples of Counseling Practicum II and Counseling Internship students, field supervisors produced ratings on the following items: "Sensitivity to needs of others" (n=17): 3.47/4.00; and, "Awareness and respect for cultural differences" (n=16): 3.50/4.00.

D) Counseling Program Employer Survey: Employer ratings (AY 06-07) are based on supervision of an estimated 29 graduates of YSU Counseling Programs. The mean score produced by employers on the item, "Knowledge and ability to counsel special populations was 4.40/5.00" The mean score produced by employers on the item, "Knowledge of, and sensitivity toward, diversity and multicultural issues" was 4.40/5.00.

E) Counseling Program Survey of Graduates: At the end of academic year 2007-08 (AY 07-08), graduates (n=30) produced a mean score of 3.10/4.00 on the item, "The curricula prepared me to effectively work with varied cultures promoting opportunities and social justice for impoverished urban and rural populations." This score was greater than the mean score of 2.79/4.00 produced for the same item in AY 06-07. When asked to respond to the question, "What do you believe are the strengths and weaknesses of the YSU Counseling program," one graduate wrote, "Lack of diversity among faculty and staff in the department."

LO 3: Students will demonstrate an understanding of essential interviewing and individual and group

counseling skills.

A) NCE Examination Scores: In 2007, YSU counseling students/graduates produced an average percent correct of 77.0% on the "Helping Relationships" section of the examination; in 2008, the average percent correct was 74.0%.

B) PRAXIS Examination Scores: In the period from 9-1-07 to 8-31-08, YSU counseling students/graduates produced an average percent correct of 81% on the "Counseling and Guidance" section of the PRAXIS examination, three percentage points above the state wide average percent correct.

C) Scores on Final Field Supervisor Evaluation of Community Counseling Field Placement Students: Based on samples of Counseling Practicum II and Counseling Internship students, field supervisors produced ratings on the following items: "Observation skills" (n=16): 3.44/4.00; "Listening skills" (n=17): 3.55/4.00; "Rapport building" (n=17): 3.59/4.00; "Ability to conduct a psychosocial history" (n=16): 3.25/4.00; "Ability to ascertain mental status" (n=16): 3.06/4.00; "Ability to write formal intake report" (n=14): 3.14/4.00; "Able to make preliminary diagnosis" (n=15): 2.97/4.00; "Ability to interpret and/or relate test data to diagnosis" (n=6): 3.08; "Overall knowledge of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition-Test Revision" (n=16): 2.88/4.00; "Ability to develop a treatment plan" (n=13): 3.19/4.00; Ability to perform individual counseling" (n=16): 3.34/4.00; "Ability to perform group counseling" (n=12): 3.08/4.00; "Ability to perform family counseling" (n=8): 3.19/4.00; "Ability to perform conjoint/marital counseling" (n=3): 3.67/4.00; "Knowledge of chemical dependency" (n=12): 3.25/4.00; "Ability to write progress notes" (n=15): 3.13/4.00; and, "Ability to write formal case studies" (n=11): 3.50/4.00.

D) Counseling Program Employer Survey: Employer ratings (AY 06-07) are based on supervision of an estimated 29 graduates of YSU Counseling Programs. The mean score produced by employers on each of the following items was 4.50/5.00: (1) "Ability to establish a working relationship with clients;" (2) "Interviewing skills;" (3) "Listening skills;" and, "Communication skills." The mean score produced by employers on the item, " Knowledge and application of counseling theory and techniques" was 4.70/5.00. The mean score produced by employers on the item, "Knowledge and ability to counsel individuals" was 4.50/5.00. The mean score produced by employers on the item, "Knowledge and ability to facilitate a group" was 4.40/5.00. Comments by employers included: "These graduates exceed in many areas-far greater than some existing clinical staff;" "They hit the deck running, both were quick studies;" "Compared to graduates of other master's degree programs, these students are well prepared and adapt to a variety of clinical settings;" and, "Interns are typically among the best-prepared/more skilled students we employ. University support for the students is excellent."

E) Counseling Program Survey of Graduates: At the end of academic year 2007-08 (AY 07-08), graduates (n=30) produced a mean score of 3.47/4.00 on the item, "The curricula prepared me with the basic competencies needed for my field." This score was greater than the mean score of 3.33/4.00 produced for the same item in AY 06-07. When asked to respond to the question, "What do you believe are the strengths and weaknesses of the YSU Counseling program," one graduate wrote, "The utilization of counseling practices and techniques utilized in the Methods and Practicum courses." Another commented, "It is intense and truly prepares you for what you will encounter in a school. I

have more knowledge of mental health disorders and actual counseling techniques than even tenured counselors at the school where I was hired.” Three graduates commented on areas for program improvement with the comments, “More in-field experience before starting practicum would have been beneficial...maybe more job shadowing;” “More use of techniques, more observing skills of faculty who have practiced in the field, orienting/preparing more for expectations of the entire process, including what the process is for internship, rather than waiting until the practicum course;” and, “I’m not sure to be honest, possibly a better process for placement of interns. That can be very stressful!”

LO 7: Students will demonstrate knowledge and the ability to apply ethical standards of the American Counseling Association and related entities and legal codes specifically related to the practice of clinical mental health counseling, school counseling, and higher education and student leadership.

A) NCE Examination Scores: In 2007, YSU counseling students/graduates produced an average percent correct of 81.8% on the “Professional Orientation and Ethics” section of the examination; in 2008, the average percent correct was 81.7%.

B) PRAXIS Examination Scores: In the period from 9-1-07 to 8-31-08, YSU counseling students/graduates produced an average percent correct of 84% on the “Professional Issues” section of the PRAXIS examination, two percentage points above the state wide average percent correct.

C) Scores on rubric for COUNS 6968, Social and Cultural Issues in Counseling, for the criterion, “Demonstrates knowledge of professional, legal, ethical, and political issues in multicultural and diversity counseling”: in the fall semester of 2007, students (n=5) generated an average score of 3.00/4.00; in the spring semester of 2008, a student (n=1) generated an average score of 3.00/4.00; and, in the fall semester of 2008, students (n=2) generated an average score of 3.00/4.00.

D) Scores on Final Field Supervisor Evaluation of Community Counseling Field Placement Students: Based on samples of Counseling Practicum II and Counseling Internship students, field supervisors produced ratings on the following items: “Adherence to agency professional and ethical standards” (n=17): 3.65/4.00; and, “Knowledge and application of American Counseling Association Standards of Ethical Conduct” (n=17): 3.65/4.00.

E) Counseling Program Employer Survey: Employer ratings (AY 06-07) are based on supervision of an estimated 29 graduates of YSU Counseling Programs. The mean score produced by employers on the item, “Professional Conduct” was 4.70/5.00; the mean score produced by employers on the item, “Ethical behavior” was 4.90/5.00; the mean score produced by employers on the item, “Integrity” was 4.60/5.00. In a section of the survey entitled, “Comments regarding personal traits,” one employer wrote, “Your student was very ethical and thorough.”

12. Indicate both *strengths* and *weaknesses* of the program as related to the student learning outcomes selected for review this reporting period.

STRENGTHS:

Contact and send reports to Eileen Esposito at ejesposito01@ysu.edu

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Due by October 30, 2008

(Earlier is preferred.)

LO 1: Students will demonstrate counseling knowledge and skills for working with diverse populations and ethnic groups.

- Scores on the rubric for COUNS 6968, Final Supervisor Evaluation of Community Counseling Field Placement Students, and Counseling Program Survey of Graduates all revealed that students were acquiring the knowledge and skills necessary to work with diverse populations and ethnic groups.
- On the Counseling Program Survey of Graduates, 2007-08 graduates produced a mean score .30 points higher than the mean score produced in 2007-07 on the item, “The curricula prepared me to effectively work with varied cultures promoting opportunities and social justice for impoverished urban and rural populations. Although small in magnitude, this increase in mean score difference was produced on a 4.0 scale

LO 3: Students will demonstrate an understanding of essential interviewing and individual and group counseling skills.

- School counseling students produced an average percent correct of 81% on the “Counseling and Guidance” section of the PRAXIS examination, three percentage points above the statewide average percent correct.
- Counseling students produced high scores on ratings of core counseling skills (i.e., observations skills, listening skills, ability to establish working relationships with clients) as demonstrated on the Final Field Supervisor Evaluation of Community Counseling Field Placement Students, Counseling Program Employer Survey, and Counseling Program Survey of Graduates.

LO 7: Students will demonstrate knowledge and the ability to apply ethical standards of the American Counseling Association and related entities and legal codes specifically related to the practice of clinical mental health counseling, school counseling, and higher education and student leadership.

- Scores generated by community counseling students on the “Professional Orientation and Ethics” section of the NCE Examination were consistently high with an average percent correct of 81.8 in 2007 and an average percent correct of 81.7 in 2008.
- The score generated by school counseling students on the “Professional Issues” section of the PRAXIS examination (84% average percent correct) was two percentage points above the statewide average percent correct.
- The same high score (3.65/4.00) was produced on two items by field supervisors on the Final Field Supervisor Evaluation of Community Counseling Field Placement Students: (1) “Adherence to agency professional and ethical standards;” and, (2) “Knowledge and application of American Counseling Association Standards of Ethical Conduct.”
- Scores produced by employers on the Counseling Program Employer Survey were consistently high for the items: (1) “Professional Conduct (4.70/5.00);” “Ethical Behavior (4.90/5.00);” and, (3) Integrity (4.60/5.00).

WEAKNESSES:

LO 1: Students will demonstrate counseling knowledge and skills for working with diverse populations and ethnic groups.

- Although it is difficult to interpret scores on the NCE Examination due to annual variations in the characteristics in test takers, difficulty of examination items and other test characteristics, in 2008 YSU Counseling students produced average percent correct of 3.7 less than the average percent correct in 2007 on the “Social and Cultural Foundations” section of the examination.
- On the Counseling Program Survey of Graduates, one graduate indicated that there existed a need

to enhance the diversity of counseling faculty. Despite efforts to attract minority faculty for over a decade, among the five current tenured or tenure-track counseling program faculty, two are Caucasian females and three are Caucasian males. The counseling program also employs one full-time, African-American instructor.

LO 3: Students will demonstrate an understanding of essential interviewing and individual and group counseling skills.

- Although it is difficult to interpret scores on the NCE Examination due to annual variations in the characteristics in test takers, difficulty of examination items and other test characteristics, in 2008 YSU Counseling students produced average percent correct of 3.0 less than the average percent correct in 2007 on the “Helping Relationships” section of the examination.
- On the Final Field Supervisor Evaluation of Community Counseling Field Placement Students Form, supervisors produced lowest ratings on the following items related to essential interviewing and individual and group counseling skills: (1) Ability to ascertain mental status; (2) Ability to make a preliminary diagnosis; (3) Ability to interpret and/or relate test data to diagnosis; (4) Overall knowledge of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision; and, (5) Ability to perform group counseling. These lower scores suggest needs for enhanced training in the areas of assessment/appraisal, diagnosis, and group counseling.
- On the Counseling Program Survey of Graduates, graduates suggested needs for improvement in the areas of providing more in-field experience before the start of the first counseling practicum, a greater focus on counseling techniques, and better preparation regarding expectations for all aspects of the counseling program, particularly the internship placement.

LO 7: Students will demonstrate knowledge and the ability to apply ethical standards of the American Counseling Association and related entities and legal codes specifically related to the practice of clinical mental health counseling, school counseling, and higher education and student leadership.

- No areas of weakness were reported for this learning outcome.

Feedback Loop

Review of data on Student Learning

13. Describe the mechanisms used to disseminate assessment results (regarding student learning) to:

Faculty	<ul style="list-style-type: none"> • Counseling program faculty either generate or receive assessment results at faculty meetings that are convened approximately once per month during the fall and spring semesters
Students	<ul style="list-style-type: none"> • The program coordinator is exploring the use of the “Omni Program” (currently being piloted at YSU) to publish assessment results on the counseling program website. • Additionally, assessment results from this completed Program Assessment form will be posted on the YSU website for review by students, as well as faculty, constituents, and the public.
Other Constituents	<ul style="list-style-type: none"> • As noted above, counseling program faculty and the program coordinator are exploring options for posting assessment results on the

	<p>counseling program website.</p> <ul style="list-style-type: none"> • Additionally, assessment results from this completed Program Assessment form will be posted on the YSU website for review by students, as well as faculty, constituents, and the public. • Approximately twice per academic year, Counseling Program faculty and administrators convene a meeting of the Counseling Program Advisory Committee, during which assessment results are discussed and recommendations for program improvements are solicited.
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14. List 1 or 2 key recommendations that each group provided based on data obtained this period.

Faculty	These data will be discussed at the final counseling program faculty meeting in the spring semester of 2009, during which recommendations for program improvement will be generated.
Students	These data will be posted to the counseling program and YSU websites. The program coordinator and select counseling faculty will convene a focus group of counseling program students to share assessment results and to solicit recommendations for program improvement.
Other Constituents	These data will be presented at a meeting of the Community Advisory Board in the spring of 2009 and recommendations for program improvement will be solicited.

Action Steps (changes in curricula, instruction, or use of resources based on data)

15. List one or two key action steps for program improvement that the department has **previously** implemented (refer to prior reports).

<p>1. The Counseling Program discontinued use of its faculty-developed comprehensive examination in the fall semester of 2008. In its place, program faculty now administer the Counselor Preparation Comprehensive Examination (CPCE), a 200-item, multiple-choice examination developed by the National Board for Certified Counselors (NBCC), a national counselor credentialing body. Counseling program faculty and administrators also changed examination administration procedures required by NBCC, which include charging a test fee of \$40.00 for each administration, thereby increasing the likelihood that counseling program students will prepare extensively in order to produce a passing score on the first administration.</p>
<p>2. The Higher Education/Student Services option in the Counseling Program has been significantly restructured since 2006. An initial restructuring occurred with a name change to “Student Affairs Leadership and Practice” and a substantive curriculum revision in 2007-2008. Based on revised program standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), program faculty and administrators have developed a proposal to create a new “College Counseling” program that will combine elements of the Student Affairs Leadership and Practice and Clinical Mental Health Counseling programs to meet the needs of students who wish to pursue clinical counseling careers on college/university campuses.</p>

3. As noted above and in previous counseling program assessment reports, program faculty and administrators have worked to enhance cultural diversity and also increase the number of full-time faculty to enhance teaching and program quality. The department hired a full-time African-American, female instructor to help meet these goals.

4. As noted in the September 30, 2007, Assessment Report, the department of Counseling and Special Education has moved forward in recruiting two tenure-track school psychology faculty to continue development of a proposed school psychology program that will be housed in the department. The decision to pursue this program was based on needs assessment data collected in 2007.

16. Describe how these action steps were connected to **previous** data-collection efforts regarding student learning.

All of the action steps identified above were data-driven: (1) Adoption of the Counselor Preparation Comprehensive Examination (CPCE) was based on needs to utilize a national examination with improved psychometric properties and with opportunities to compare scores produced by YSU counseling program students with scores produced by students from approximately 200 counselor education programs. This comparison was not available with the faculty-developed comprehensive examination; (2) restructuring of the Higher Education/Student Services program was based on both student feedback and changes in professional standards; (3) hiring a full-time African-American female instructor was driven by assessment data from various sources and professional standards; and, (4) the decision to develop an new school psychology program was based on needs assessment data collected in 2007.

17. Describe whether these **prior** action steps for program improvement were effective.

In each of the four cases identified above, the action steps have produced positive outcomes. Based on very limited data from the first administration of the CPCE, it appears that this examination is more rigorous than its predecessor and will demand greater student preparation in order to be successful. Students in the restructured Higher Education/Student Services program have provided positive feedback on program/curricular changes. Students have reported that having a full-time minority instructor in the counseling program has been beneficial. The school psychology faculty search committee will complete interviews in April of 2009. With the hiring of two, tenure-track school psychology faculty, program proposals will be submitted to the Ohio Board of Regents, the Ohio Department of Education, the National Council for Accreditation of Teacher Education, and the National Association of School Psychologists for review and approval.

18. Based on the **current** Assessment Report you prepared for your department, describe future action steps that will be implemented to improve student learning.

As noted above in response to item 14, future action steps will be generated at upcoming meetings of counseling program faculty in April of 2009, and of the Department Advisory Committee in May of 2009.

19. How is the evaluation of data on student learning connected to the future action steps?

At the counseling program faculty meeting and the Department Advisory Committee meeting, data from this report will be presented as the primary basis for developing and implementing action steps to improve counseling programs.

Departmental Archive

20. List the types of documentation on file in your department related to program assessment (annual assessment reports, minutes of relevant meetings, rubrics, data files or reports, matrices, and other related materials) and the years covered by your departmental archive.

Department/Program Annual HLC Assessment Reports are maintained by the author (Dr. Kenneth Miller) and department chairperson, Dr. Margaret Briley.	2004-Present
Counseling Program data/reports required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are maintained by Dr. Victoria Kress, Program Coordinator, Clinical Mental Health Counseling Program.	2003-Present
Miscellaneous data sets/reports generated for counseling programs are maintained by the counseling program coordinator, Dr. Jake Protivnak.	2006-Present
Minutes of department/program meetings are maintained by the Counseling and Special Education Administrative Assistant, Ms. Cindy Sarnowski.	2003-Present
Reports/Rubric Data required by the National Council for Accreditation of Teacher Education (NCATE) for students enrolled in the School Counseling Program are maintained by Mr. Gene Soltis, Information System Coordinator, Beeghly College of Education	2006-Present

Resources

21. What additional resources are needed to improve student learning in your department? Please describe.

- Support/Structure/Policies/Procedures developed by upper-level administrators to promote and INSURE development of a “culture of assessment” on the YSU campus and in every department
- A computer resource room in every college, where 2-3 computers can be used exclusively to input data, perform data analyses, and generate reports on an ongoing basis.
- Appropriate computer software (Full versions of Adobe Acrobat, SPSS, MS Excel, MS Word, etc.)
- A one-course buyout per semester to hire a department or program assessment coordinator, who would assume primary responsibilities for organizing data sets, analyzing data, developing recommendations for program improvement based on incoming data, evaluating the effects of program improvements, and disseminating assessment/evaluation results and findings.

Best Practices

22. Use the following space to share examples of best practices regarding teaching and learning from your department that you would like to share with other departments.

Counseling faculty and administrators:

- use a range of teaching strategies and techniques to meet the needs of diverse learners (i.e., auditory, visual, kinesthetic).
- are knowledgeable and skilled in the use of cross-cultural techniques to insure learning among a diverse student body
- require students in clinical skills courses to adopt and implement best practices in diagnosis, treatment planning, and counseling interventions.
- review legal and ethical codes from appropriate sources to insure that students practice counseling in a manner that does no harm (nonmaleficence), is beneficial to clients (beneficence), promotes client self-determination (autonomy), is honest and honors commitments to clients (fidelity), and is fair and provides equal treatment to all (justice).
- make decisions regarding policies, procedures, and methods to enhance student learning/improve programs based on data collected from a variety of sources and reviewed on a regular basis.