

COUNSELING DEPARTMENT: Continuous and Systematic Program Evaluation Report (updated May 2018)

Assessment Data Report 2018

Site supervisors for the CMHC Practicum and Internship Supervisors are surveyed for information on Mount Mary University’s students’ counseling knowledge and skills. Results show that site supervisors find all student meet expectations, with more than half exceeding expectations in delivery of individual and group counseling and using counseling assessment, as well as in knowledge of most CMHC content areas.

1. ABILITY TO DELIVER THE FOLLOWING SERVICES	1	2	3	4	AVG RATING	RESPONSE COUNT
Individual Counseling			5	21	3.81	26
Group Counseling			6	15	3.71	21
Crisis Counseling			8	14	3.64	22
Addiction & Co-occurring Disorders Counseling			11	9	3.45	20
Vocational Counseling			10	5	3.33	15
Administering Assessments & Screening Instruments			6	12	3.67	18

KEY: 1 Below Expectations
 2 Near Expectations
 3 Met Expectations
 4 Exceeded Expectations

2. KNOWLEDGE IN THE FOLLOWING AREAS	1	2	3	4	AVG RATING	RESPONSE COUNT
Counseling Theories			7	19	3.73	26
Assessment & Evaluation			6	18	3.75	24
Ethical & Legal Standards			6	20	3.77	26
Diversity Issues			5	21	3.81	26
Client Advocacy			5	21	3.81	26
Addictions & Co-occurring Disorders			8	14	3.64	22
Social Justice			7	16	3.70	23
Counselor Role & Identity			5	20	3.65	26
Group work			5	17	3.77	22
Suicide Risk Assessment			6	18	3.75	24
Resource & Referral Process			9	16	3.85	26
Research & Program Development			7	8	3.53	15
Prevention & Intervention Services			8	13	3.62	21
Developmental needs of clients across the lifespan			7	19	3.73	26
Career development			6	9	3.60	15

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3. SKILL IN THE FOLLOWING GENERAL AREAS	1	2	3	4	AVG RATING	RESPONSE COUNT
Administering assessments & screening tools (including MSE)			5	16	3.76	21
Effectively implementing a variety of counseling interventions			6	20	3.77	26
Case Conceptualization			5	21	3.81	26
Treatment planning/goal setting			6	20	3.77	26
Completion of Biopsychosocial/intakes			5	17	3.77	22
Case management			6	18	3.75	24
Writing progress/case notes			7	19	3.73	26
Collaborating with colleagues			2	24	3.92	26
Using evidence based practices			4	22	3.85	26
Collaborating with client's support systems			7	19	3.73	26
Recognizing and appropriately dealing with ethical & legal issues			6	20	3.77	26
Working within client's belief systems			6	19	3.76	25

KEY: 1 Below Expectations
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4. CLIENT RELATED SKILLS/ABILITIES	1	2	3	4	AVG RATING	RESPONSE COUNT
Understood the needs of the client			4	22	3.65	26
Knowledgeable about the resources for working with clients			8	18	3.69	26
Applied strategies for interfacing with the legal system regarding court-referred clients			6	7	3.54	13
Applied strategies for interfacing with integrated behavioral health care professionals			11	14	3.56	25
Ability to establish rapport (acceptance & respect) with clients			1	24	3.84	25
Ability to work with diverse clients			2	22	3.92	24
Ability to collaboratively develop goals & treatment plan with client			8	17	3.68	21
Ability to implement goals & treatment plan with client			6	20	3.77	26
Ability to provide the appropriate level of warmth & sensitivity			3	23	3.88	26
Shows respect/interest in client's experiences				26	4	26
Addresses client ambiguity & uncertainty			6	20	3.77	26
Ability to work with a client's high level of expressed emotions			4	22	3.85	26
Ability to use the appropriate level of self-disclosure			3	22	3.88	21

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5. AGENCY RELATED KNOWLEDGE/SKILLS	1	2	3	4	AVG RATING	RESPONSE COUNT
Understood the role of a counselor at the agency			2	23	3.92	25
Initiated and developd working relationships with clinicians, other site professionals (case managers, psychologists, psychiatrists, psychiatric nurses, social workers, etc), and office staff (billing, scheduling, reception, etc.)			3	22	3.88	25

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Key Performance Indicator of Counseling Skill

Systematic evaluation of students regarding microskills development occurs through the program, beginning in CON 612 Techniques of Counseling and then throughout CON 795 Practicum and CON 796 & 797 Internship I & II.

The *Communication Habits Assessment* (Flaum & Yager, 2009) is used to assess students’ micro skills at the beginning and end of CON 612 Techniques of Counseling, in CON 795 Practicum and ending with a final administration taking place in CON 797 Internship II. This assessment tool is a 49 item, self-report instrument requiring a student to rate themselves on a 5-point scale in the areas of skill in three essential counseling areas: cognition, emotion, and behavior.

The *Counseling Self-Estimate Inventory* (COSE, Larson, et al., 1992) is used to assess students’ micro skills at the beginning and end of CON 612 Techniques of Counseling, in CON 795 Practicum and ending with a final administration taking place in CON 797 Internship II. The COSE is a 37-item measure that examines the counselor’s perceptions of his/her capabilities related to five dimensions: executing microskills, attending to the process, dealing with difficult client behavior, behaving in a culturally competent way, and being aware of one’s own values.

Using data from 2015-2017, program assessment utilizing the Communications Habits Assessment and Counselor Self-Estimate Inventory showed that between taking CON 612 Techniques of Counseling to the end of CON 797 Internship II, there are significant effects on students, emotion, cognition, behavior and other awareness of their communication habits and self-efficacy. Further, there are significant effect on students’ self-estimate scores in microskills, process, difficult client behaviors, awareness of values, and cultural competence.

Table 4 Descriptive Statistics for the Variables in Counseling Self-Estimate Inventory (COSE)

Subscale		<u>Microskills</u>		<u>Process</u>		<u>Difficult Client Behaviors</u>		<u>Awareness of Values</u>		<u>Cultural Competence</u>	
Time		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Pre 612	<i>N</i> = 40	44.33	8.23	33.23	7.38	22.05	4.59	15.95	3.08	17.15	3.56
Post 612	<i>N</i> = 57	55.68	7.27	42.82	7.52	28.53	5.36	18.54	3.16	19.05	3.06
Practicum	<i>N</i> = 39	55.62	5.52	42.92	6.78	32.72	4.76	19.33	2.79	19.72	2.67
Internship	<i>N</i> = 27	63.70	6.34	50.07	8.43	36.96	4.48	20.48	2.19	21.52	2.53

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Table 5 One Way MANOVA Results for COSE

Effect	F	df ₁	df ₂	η ²
Time	12.73	15	428.29	.29
Time x Microskills	44.44	3	159	.46
Time x Process	29.20	3	159	.36
Time x Difficult Client Behaviors	58.04	3	159	.52
Time x Awareness of Value	15.38	3	159	.22
Time x Cultural Competence	11.81	3	159	.18

p < .001

Table 1 Descriptive Statistics for the Variables in Communication Habits Assessment (CHA)

	Habits	Cognition		Emotion		Behavior		Other Awareness	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Time									
Pre 612	<i>N</i> =69	25.90	3.63	47.10	5.76	112.71	12.48	22.81	3.24
Post 612	<i>N</i> = 75	28.15	3.75	49.15	7.02	120.79	14.73	24.73	3.21
Practicum	<i>N</i> = 93	27.59	3.29	48.27	5.97	119.22	11.42	24.73	3.21
Internship	<i>N</i> = 189	29.17	3.43	51.07	5.81	126.44	16.47	25.57	3.28

Table 2 One Way MANOVA Results for CHA

Effect	F	df ₁	df ₂	η ²
Time	5.81	12	1108.86	.05
Time x Cognition	15.72	3	422	.10
Time x Emotion	9.19	3	422	.06
Time x Behavior	16.41	3	422	.10
Time x Other Awareness	13.96	3	422	.09

p < .001

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Counselor Preparation Comprehensive Examination (CPCE) Results.

The CPCE was first offered to interns graduating from the program and seeking licensure in fall 2013. First time pass rates are shown below. Second attempts are allowed resulting in 100% of students passing the CPCE to fulfill program and university requirements for graduation.. The program disaggregates data from the exam to inform curriculum, and teaching and learning as part of its comprehensive assessment plan. The goal is to have 95% of students scoring in each area at or above the mean.

Year	Attempted	Passed 1 st Attempt
2013-2014	33	30 (91%)
2014-2015	27	25 (92.6%)
2015-2016	30	29 (96.7%)
2016-2017	20	18 (90%)
2017-2018	18	18 (100%)

CACREP Common Knowledge & Skills - Scores at or above the mean.	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
	n=33	n=27	n=30	n=20	n=18
G.1. Professional Orientation and Practice	57%	74%	37%	45%	64%
G.2. Social and Cultural Diversity	42%	74%	83%	70%	59%
G.3. Human Growth and Development	61%	63%	73%	60%	86%
G.4. Career Development	30%	52%	53%	45%	64%
G. 5. Helping Relationships	42%	78%	77%	80%	73%
G.6. Group Work	79%	67%	37%	60%	77%
G.7. Assessment	52%	70%	33%	65%	77%
G.8. Research and Program Evaluations	42%	67%	63%	65%	68%

National Counselor Exam (NCE) Results.

The program offers the NCE to students in the final semester twice a year, in April and October. The program uses disaggregating data from the exam to inform curriculum, and teaching and learning as part of its comprehensive assessment plan.

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Year	Attempted	Passed 1 st Attempt
April 2013	5	2 (40%)
October 2013	8	6 (75%)
April 2014	14	12 (86%)
October 2014	5	4 (80%)
April 2015	18	17 (94%)
October 2015	-	-
April 2016	24	23 (96%)
October 2016	6	6 (100%)
April 2017	14	12 (86%)
October 2017	4	4 (100%)
April 2018	23	23 (100%)

Alum Exit Survey Data: Professional Knowledge, Skill & Disposition at Exit

The Exit Survey provides the M.S. in Counseling Program an opportunity to receive feedback from graduates regarding their experiences during their time in the program and to gauge their perceived level of competency in specific knowledge, skill and dispositional areas. A need for additional attention to the area of Career Development is shown here, consistent with the Site Supervisor Evaluation and CPCE results.

1. How satisfied are you with your ability to deliver the following services:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Individual Counseling	14	6		1	
Group Counseling	11	8	2		
Psychoeducation Groups	10	10	1		
Crisis Counseling	5	10	5	1	

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2. How satisfied are you with your **KNOWLEDGE** in the following areas:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Counseling Theories	9	8	3	1	
Assessment & Evaluation	6	11	4		
Ethical & Legal Standards	13	7	1		
Diversity Issues	14	6	1		
Client Advocacy	14	6	1		
Professional Development	12	7	1	1	
Social Justice	7	13	1		
Professional Role & Identity	13	6	2		
Developmental needs of clients across the lifespan	9	10	1	1	
Career development	5	6	10		

3. How satisfied are you with your **SKILL** in the following areas:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Use of assessments/evaluations	5	11	5		
Applying counseling interventions	11	9		1	
Case Conceptualization	13	7	1		
Treatment planning/goal setting	13	6	1	1	
Writing progress/case notes	13	6	2		
Collaborating with colleagues	16	4		1	
Collaborating with client's support systems	8	6	6	1	
Seeking assistance from supervisors	15	5	1		
Receiving feedback from supervisor	16	3	2		
Using evidence based practices	13	6	2		
Working within client's belief systems	15	5	1		

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Abiding by ethical /legal standards	16	4	1		
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4. How would you rate your **DISPOSITION** in the following areas:

	Always	Often	Sometimes	Rarely	Never
I appreciate individual differences	19	2			
Recognize the importance of client advocacy & serving as a change agent	19	2	1		
Use supervision effectively	10	11			
Committed to professional growth and development	17	4			
Values engaging client’s support systems	12	9			
Recognizes the importance of supervision and case consultation	18	3			
Appreciates learning and cultural differences	18	3			
Recognizes the importance of self-awareness/reflection	17	4			
Values the integration of culture, race, sexual orientation, gender, abilities/disabilities, SES, and spirituality into counseling	19	2			

Use of Assessment Data for Program Improvement

Faculty meets at the end of the fall and spring semesters for review of program data. Each component of the comprehensive assessment is discussed, data is reviewed and outcomes analyzed to inform change. Based on the data, goals are articulated for the upcoming academic year. In conjunction with Mount Mary University’s Assessment of Student Learning and Program Review, review of Student Learning Objectives focus on Knowledge and Professional Skills. The SLOs help counseling faculty evaluate each applicable assessment task by having us indicate the relative strengths (exceeds expectations) and weaknesses (below expectations) in student learning in relation to the program’s student learning outcomes. In addition, described are changes that could be made to improve student learning and strengthen identified weaknesses the next time this course is taught.

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SLOs 1, 8, 9, & 10 (2013-2014) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	Progress toward Goal: Student learning as a result of identified curricular change
<p><u>CON 610 SLO 1:</u> Only 60% of CMHC students passed the exams that measured knowledge of history/philosophy of counseling, professional roles, collaboration, professional organization, credentialing, ACA ethical standards and public and private policy issues and advocacy processes, with scores of B or better</p>	<p>Reassess questions on exams to determine item difficulty.</p>	<p>Continuous item analysis to determine difficulty index and discrimination index and revision of questions.</p>	<p>As this class is offered each semester of the program, the exams are continually examined in order to assess if students are meeting learning goals. Weekly journals have been utilized to assess student's understanding of the material prior to the examinations. ACTION: Continue as implemented</p>
<p><u>CON 650 SLO 1:</u> This assignment assesses the learning goal at a moderate level by evaluating a student's knowledge and understanding of various aspects of their role as a professional counselor as they work with trauma clients and associated professionals. Credentialing is addressed. The take home exam may not be sensitive to assessing nuances related to this goal.</p>	<p>Include an essay question specifically on this topic.</p>	<p>Exam question added spring 2014</p>	<p>Students are assessed on their understanding of vicarious trauma/compassion fatigue, in addition to self-care plans as a trauma-informed counselor in the final examination with two questions. Given the essay format of this question, it allows the student to fully develop their response. ACTION: Continue as implemented</p>
<p><u>CON 714 SLO 1:</u> Working through personal reactions to character and recognizing the impact of personal reactions to counseling role and process; recognizing public policy message of book</p>	<p>Instructor guidance in illustrating application of skills and techniques to addiction counseling</p>	<p>Currently implementing this modification. To be reassessed at end of spring 2014 semester</p>	<p>More specific guidance from instructor, as well as more specific instruction for the final reflection paper have led to improved student insight and growth related to these areas at the end of the semester. ACTION: Continue as implemented</p>

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SLOs 1, 8, 9, & 10 (2013-2014) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	Progress toward Goal: Student learning as a result of identified curricular change
<p>CON 715 SLO 1: A third of students who completed journals that lack the depth and insight expected in an advanced addictions course consistent with depth that arose when verbally processing site visits and guest speakers.</p>	<p>More intricate grading rubrics/instructions will be created for students to more clearly outline level of depth/reflection needed for this assignment. This will help students better understand requirements and help instructors better evaluate whether the objective is being met.</p>	<p>Reflection Guidelines</p>	<p>Implementation of the more intricate rubrics have led to significant improvement in this area of weakness. Over the past 4 semesters, 87.5% of students' journals reflected the depth and insight expected in this course, which is an improvement of over 54%. ACTION: Continue as implemented.</p>
<p>CON 741 SLO 1: Students have an active and collaborative manner to compare and contrast the ACA ethics code with the AAMFT and are able to articulate these aspects. Ethical Analysis: this assessment task is not currently being evaluated in an objective manner as students do not turn in anything for a grade.</p>	<p>Add an objective assessment measure - students to present their group analyses to the rest of the class and turn in their analysis "points" for review and grade by the instructor.</p>	<p>CON 741 syllabus</p>	<p>This assignment has been implemented as a graded element since fall 2015. Time is given in class for discussion, documentation, and presentation. Review of course grades in this assignment, across sections and semesters, reveal 100% of the students receive grades of B or better.</p>
<p>CON 775 SLO 1: Minimal application of ethics required.</p>	<p>Incorporate application of ethics into written assignments.</p>	<p>CON 775 Syllabus</p>	<p>Legal/Ethical implications a required component of Clinical Drug Trial Research Paper, Case Presentation and Short Answer portion of the Exam. Proficiency in identifying and articulating ethical issues related to psychopharmacology in research, diagnosis and treatment demonstrated by 95% of students (43 of 45) as evidenced by assessment of ethics-related items on all three assignments.</p>
<p>CON 630 SLO 8: Group project requires students to analyze and use data to increase the effectiveness of clinical mental health counseling intervention. Students needed prompts in their critical thinking in terms of the</p>	<p>Provide guided prompts so students can discuss actively in terms of the implication that are relevant to effective intervention.</p>	<p>Preparing to implement this modification. To be reassessed at end of fall 2014 semester</p>	<p>An Appendix were attached to the syllabus with prompts and students use it as a guide as they develop their evidence-based intervention proposal.</p>

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implication of the data analysis in effective intervention.			
<p><u>CON 650 SLO 8:</u> The “hot topics” assignment requires the student to read a new or emerging aspect of trauma counseling and lead a discussion on the topic. Since students pick their own topic, the quality of selected readings is not equal or consistent.</p>	Have a list of pre-approved topics and articles, chosen by the instructor, from which students make their selection.	Assignment was renamed “brief topic discussion” and a list of topics is shown in the CON 650 Syllabus	The assignment was eliminated in lieu of focusing on current research within a presentation; the research is required to be peer-reviewed and either qualitative or quantitative in nature.
<p><u>CON 715 SLO 8:</u> For presentations on special populations, Some students faced challenges in application of research to counseling; some students have difficulty verbally explaining research methods, findings and implications</p>	1. More clarification, explanation and support to students about how to apply research to counseling practice. 2. Enhance grading rubric for students to clarify and encourage strong presentation skills.	CON 715 Syllabus	Instructor is providing thorough explanation and offer support to students specific to application of research to counseling practice; grade rubric has been adjusted to better explain presentation skill requirements with regard to including research methods, findings and implications. ACTION: Will continue to monitor student response and grade improvement.

SLOs 1, 8, 9, & 10 (2013-2014) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	Progress toward Goal: Student learning as a result of identified curricular change
<p><u>CON 715 SLO 8:</u> On the in-class and take home treatment planning/relapse prevention planning assignments, students were able to collaborate well with peers during in class collaboration on identifying empirically supported treatment objectives for various client concerns. However, Class average for treatment planning assignments was 83.05%. Several students struggled with following treatment planning structure and understanding the difference between a treatment goal and a treatment objective.</p>	1. Encourage students to use treatment planning template and definitions of treatment planning terms that are provided to each student via electronic course page; 2. Check knowledge during in-class exercises; 3. Adjust instruction based on student demonstration on student demonstration of understanding.	Treatment Plan Template	Students are now required to use treatment planning template; instructor regularly works with students each semester to adjust instruction and check knowledge in order to adjust instruction to better support students around this concern; students’ average grade on treatment planning activities the last semester this course was taught (summer 2017) was 91.83%, which is over 8 percentage points improvement. ACTION: Continue as implemented.

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<p>CON 720 SLO 8: Conducting statistical analysis and conceptualizing results of statistical analysis</p>	<p>1. Encourage students to seek out help from instructor when struggling with the statistical components; in-class guidance around thinking conceptually about research methods. 2. Add assignment to course that involves a critique of a technical manual.</p>	<p>Data Entry Checklist Data Evaluation Presentation CON 720 Syllabus</p>	<p>Instructor continues to encourage students to seek out help from instructor and campus statistics tutor. The implementation of the technical manual critique appears to have been helpful. The class average on this assignment since it's been introduced is 92.54%; median 93.33%.</p>
<p>CON 740 SLO 8: The Group Plan assignment lets students demonstrate their understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation and effectiveness. In general, student need to include research to support evaluation measures.</p>	<p>Make it explicit on grading rubric that their Group Plan must be substantiated with research/lit review</p>	<p>CON 740 Syllabus</p>	<p>Since making this adjustment within the syllabus, students have better demonstrated an understanding of program evaluation and research. ACTION: Continue as implemented.</p>
<p>CON 775 SLO 8: Add Stan Kutchner chapter from "Practical Psychopharmacology for Children and Adolescents" to reading requirement that outlines and described the research process since medications were introduced to treat mental health disorders. Add questions to Quiz 1 to measure students' knowledge of ethics and research.</p>	<p>Add questions to Quiz 1 to Measure student's knowledge of ethics and research</p>	<p>CON 775 Syllabus</p>	<p>The identified chapter has been a staple of the 775 since summer 2014. Short Answer exam questions measure the students' learning of ethical issues in psychotropic drug treatment of children and adolescents. Ninety-seven percent (44 of 45) earned credit for their response on applicable exam items.</p>

<p>SLOs 1, 8, 9, & 10 (2013-2014) Weakness in student learning needing to be addressed in specific courses</p>	<p>Goal for how identified need will be addressed</p>	<p>Target Date Evidence of change made</p>	<p>Progress toward Goal: Student learning as a result of identified curricular change</p>
<p>CON 600 SLO 9: To teach about functions and relationships with other human service providers, including strategies for interagency/ interorganization collaboration and communications on-site student learning and engagement with a</p>	<p>Students will write a paper related to experience, including research</p>	<p>CON 600 Syllabus See "Advocacy Reflection & Research Paper" description</p>	<p>Through the advocacy reflection and research paper assignment, students have met with community agencies that provide counseling and resources to clients, and have integrated the experiences they have had with their</p>

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<p>community service organization provides the opportunity for students to connect to practicing counselors. There is a lack of assessment outside of discussion after the visit</p>			<p>agencies into their research paper. They also shared their experiences they had in class in order for their peers to learn about the agencies. The students completed an initial reflection paper about their site visits, and then took this information and expanded their research on the needs of the clientele at these sites. Then, they integrated the ACA Advocacy Competencies into their paper, and wrote about their understanding of advocacy in the counseling profession.</p>
<p><u>CON 611 SLO 9:</u> My Life! My Plan! Workshop participation and paper addresses and requires engagement in community intervention; awareness and assessment of community needs; cultural awareness; strengths-based approach with participants. Students show a weakness in applying theory to a community intervention.</p>	<p>Require all students to reflect on experience in workshop from a theoretical perspective</p>	<p>Currently implementing this modification. To be reassessed at end of spring 2014 semester</p>	<p>Students' CPCE grades suggest some improvement, though students still appear to be having difficulty with career-related test items, including theoretical application. ACTION: Need to consult with adjunct course instructor.</p>
<p><u>CON 630 SLO 9:</u> On both the Response Paper and Final Research Proposal Project, students lacked the ability to independently investigate EBT and basic strategies for evaluating counseling outcomes.</p>	<p>Assign students to investigate at least two research articles that relates to evidence-based treatment in their response papers assignments.</p>	<p>Preparing to implement this modification. To be reassessed at end of fall 2014 semester</p>	<p>It is implemented in their response paper # 3 and response paper # 6. Students were able to identify evidence-based treatment/intervention/program based on peer-reviewed articles.</p>
<p><u>CON 650 SLO 9:</u> Students' knowledge and ability to apply ethical principles when treating traumatized individuals and groups is assessed at a low level.</p>	<p>1. Include additional questions relevant to the ethics within the exams and current issues. 2. Process journal is now turned in at midpoint so instructor can assess application of ethics and synthesis of course content focused on advance practice.</p>	<p>Currently implementing this modification. To be reassessed at end of spring 2014 semester</p>	<p>Midpoint evaluation of process journals have assisted the instructor in assessing application of the material in an ongoing manner; in addition, ethics-related questions as it relates to trauma-informed work have been added to the two examinations.</p>
<p><u>CON 650 SLO 9:</u> On the final exam that required students to apply course material to a case, 89% students scored an AB or higher Additional application and assessment is needed beyond exam.</p>	<p>Students given additional cases and time to apply them in class with the instructor available for consultation.</p>	<p>Currently implementing this modification. To be reassessed at end of spring 2014 semester</p>	<p>Final examination is a take-home exam and case questions added; this has allowed for students to develop and expand their responses in a more comprehensive manner. The percentage of students receiving an AB or higher has improved. ACTION: Continue as implemented</p>

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<p>CON 720 SLO 9: Program evaluation project requires students to summative and formative program evaluation, and the use of findings to effect program change</p>	<p>Utilize class time to focus on writing skills and statistical elements of needs assessment/program evaluation; encouraging student questions; clarity on rubrics</p>	<p>CON 720 Syllabus Program Eval assignment Grading Form Work time shown on syllabus schedule. And draft expected to be turned in.</p>	<p>There has been some notable improvement on the program evaluation assignment; however, this continues to be one of the most challenging assignments in the course for many students. Students have benefitted from structured work time within class sessions. ACTION: Continue to require drafts of this assignment to be turned in prior to the due date to encourage student pacing on the writing of this assignment and for the students to be able to receive detailed, thorough feedback before turning in the final paper/project—instructor will continue to do this.</p>
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SLOs 1, 8, 9, & 10 (2013-2014) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	Progress toward Goal: Student learning as a result of identified curricular change
<p>CON 715 SLO 9: The journal reflections are meant to measure students' advanced knowledge of addiction counseling, including co-occurring disorders, prevention, experiential therapies, and advocacy via community engagement. A quarter of students completed journals that lack the depth and insight expected in an advanced addictions course consistent with depth that arose when verbally processing site visits and guest speakers.</p>	<p>More intricate grading rubrics will be created for students to more clearly outline level of depth/reflection needed for this assignment. This will help students better understand requirements and help instructors better evaluate whether the objective is being met.</p>	<p>Reflection Journal Assignment Currently implementing this modification. To be reassessed at end of summer 2014 semester</p>	<p>Implementation of the more intricate rubrics have led to significant improvement in this area of weakness. Over the past 4 semesters, 87.5% of students' journals reflected the depth and insight expected in this course, which is an improvement of over 54%. ACTION: Continue as implemented.</p>
<p>CON 785 SLO 9: Students lacked adequate research base/history on the topic of advocacy; some students focused on opinions/values Incorporation of additional research on topic</p>	<p>Make a modification to Professional Advocacy Activity to require adequate research on what advocacy looks like and encompasses.</p>	<p>CON 785 Syllabus</p>	<p>Students are required to apply knowledge of the topic (via ACA Advocacy Competencies and peer-reviewed research) via discussion board assignment and Professional Advocacy Activity. Action: Continue as implemented</p>
<p>CON 785 SLO 9: Additional time spent on the topic of advocacy (both client & professional)</p>	<p>Online Discussion</p>	<p>CON 785 Syllabus</p>	<p>The topic of advocacy is covered in at least 20% of the course. Action: Continue as implemented</p>
<p>CON 785 SLO 9: The Professional Development Plan assessment allows students to elect from a couple different options which makes it difficult to assess all students' knowledge of community prevention, intervention, consultation, education, and outreach, depending on which option they choose.</p>	<p>Additional assessment (via online discussion) will be added to include community prevention, intervention, consultation, education, and outreach.</p>	<p>CON 785 Syllabus Currently implementing this modification. To be reassessed at end of summer 2014 semester</p>	<p>The online discussion assignment requires students to demonstrate a working knowledge of prevention, consultation, education and outreach; each of these topics are separate modules that are independently assessed.</p>
SLOs 2 & 3 (2014-2015) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	Progress toward Goal: Student learning as a result of identified curricular change
<p>CON 611 SLO 2: Students struggle with theoretical application of their My Life! My Plan! Service learning experience and paper.</p>	<p>The reflection paper now requires students to select a theory and reflect on how they understand the individuals/experience from that theoretical perspective</p>	<p>CON 611 2015-2016 Assignment Rubric</p>	<p>The average student grade on the MLMP assignment (which emphasizes theoretical application) last time a core instructor taught this course was 93.8%. While there appears to be some improvement on this assignment, students continue to struggle with career theory on the CPCE, as evidenced by the average score on the Career area of that</p>

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			exam. ACTION: Continue using rubric and requiring theoretical application; consult with instructor.
<p>CON 612 SLO 2: Student's have a wide-variety of topics to chose from regarding the content of journals (i.e. dyad work, readings, class discussion); self-awareness regarding factors specifically related to program learning objective may be difficult to ascertain at times.</p>	<p>Consider ways in which self-awareness related to culture, social justice, and ethical/legal issues might be more explicitly addressed through supplemental readings; consider journal reflections to be specifically assigned to those readings</p>	<p>Spring 2016 CON 612 Syllabus</p>	<p>Journal assignments are assessed via rubrics; the topic of self-awareness is the focus of the journal entries, including ethical issues. Given the nature of the assignment, this assignment may not be the best way in which to assess student learning. ACTION: Continue to discuss the level of assessment of this student learning outcome in this course; it may be assessed at a higher level in other courses</p>
<p>CON 720 SLO 2: There has been some improvement; however, students continue to have difficulty adequately writing about the literature found for the Program Evaluation Paper</p>	<p>Instructor better emphasize requirement for professional, organized writing. Instructor encourage writing support through instructor and/or other supports within MMU. Publication manual now required text for CON 600, which will hopefully better prepare students for the writing expectations in this course</p>	<p>Fall 2015 CON 720 syllabus</p>	<p>There has been some notable improvement on this assignment related to writing about research/ literature; however, this continues to be one of the most challenging aspects of this assignment. ACTION: Instructor is requiring students to turn in draft of literature/research section of assignment and providing detailed, thorough feedback—instructor will continue to do this. Also, Publication Manual will continue as assigned text in CON 600.</p>
<p>CON 740 SLO 2: Small group presentation activity Group Curriculum Project would be improved by richer discussion of multicultural issues.</p>	<p>Checklist for group presentation and group curriculum that included multicultural issues.</p>	<p>Fall 2015 CON 740 syllabus</p>	<p>The adjustment has been made in the syllabus template. A DVD of group technique was purchased that infused multicultural issues.</p>
<p>CON 785 SLO 2: The alternative assignment that can be substituted for experiential learning activity centered around students' experience of attending a professional board meeting lacks experiential component.</p>	<p>Ensure alternative advocacy assignment includes element of "personal understanding" of advocacy</p>	<p>Spring 2016 syllabus</p>	<p>This adjustment was made within the syllabus; in addition, discussion forum assignments focused on advocacy also addresses personal understanding of this topic.</p>
<p>CON 796 SLO 2: The evaluation of this objective, by the sole means of a supervisor's subjective answer to one question on the Supervisor Evaluation of Intern, is a weak indicator of learning.</p>	<p>The evaluation tool used to assess student competency during internship needs to be changed.</p>	<p>Supervisor's Evaluation of Intern (Appendix A)</p>	<p>New Appendix A implemented in fall 2016. Evaluation of student's cultural competency is evaluated in the areas of knowledge, skill and disposition and 5 specific questions capture a more holistic assessment of this SLO.</p>

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<p>CON 796 SLO 2</p> <p>The case presentation does not specifically ask the student to include the cultural variables described although it is a universally understood part of the case conceptualization process.</p>	<p>Add a sentence to the case presentation description that specifically states this as a requirement. Moreover, this element needs to be clearly addressed in the grading rubric.</p>	<p>Fall 2015 CON 796 syllabus: Add link to syllabus document with case description & grading rubric changes highlighted.</p>	<p>100% of students included cultural variables in case conceptualization.</p>
<p>CON 611 SLO 3:</p> <p>Students struggle with theoretical application within this assignment/objective</p>	<p>The reflection paper now requires students to select a theory and reflect on how they understand the individuals/experience from that theoretical perspective</p>	<p>Change reflected in Spring 2015 CON 611 syllabus</p>	<p>The average student grade on the MLMP assignment (which emphasizes theoretical application) last time a core instructor taught this course was 93.8%. While there appears to be some improvement on this assignment, students continue to struggle with career theory on the CPCE, as evidenced by the average score on the Career area of that exam. ACTION: Continue using rubric and requiring theoretical application; consult with instructor.</p>
<p>CON 740 SLO 3:</p> <p>Confused between approach and theory.</p>	<p>Emphasize the inclusion of theory, provide more weight on theory in the curriculum project.</p>	<p>Spring 2016 CON 740 syllabus</p>	<p>Include in the checklist of group presentation rubric and group plan project rubric. Students are mindful of utilizing theory to guide their plans.</p>
<p>CON 740 SLO 3:</p> <p>Strategies for evaluating the effectiveness of groups.</p>	<p>Provide example. A lecture on evaluation of effectiveness, such as outcome measurement.</p>	<p>Spring 2016 lecture powerpoint</p>	<p>Include in the checklist of group presentation rubric and group plan project rubric. Students are mindful of establishing accountability with their plan by thinking about outcome measurement.</p>
<p>CON 775 SLO 3:</p> <p>On the exam, 66% of students scored higher than 90%; 90% of students scored 85% or higher; and 100% scored 80% or higher. 100% of students used current literature to demonstrate objective was met. Students do better on skill demonstrations than on objective exams. Exam scores appear more reflective of test taking skills verses knowledge.</p>	<p>Made the exam online and open book for spring and summer 2015. No significant difference in test scores was shown when compared to previous semesters. Will continue to utilize multiple methods for students to demonstrate what they know.</p>	<p>Spring 2015 CON 775 syllabus</p>	<p>On the exam, 67% of students scored higher than 90%; 95% of students scored 85% or higher; and 100% scored 80% or higher. 100% of students used current literature to demonstrate objective was met. Students continue to do better on skill demonstrations than on objective exams. Exam scores appear more reflective of test taking skills verses knowledge.</p>
<p>CON 796 SLO 3:</p>	<p>Revise or change evaluation tool.</p>		

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<p>The evaluation tool is not sensitive to assessing students' competencies in a developmental manner.</p>		<p>Supervisor's Evaluation of Intern (Appendix A of Practicum/Internship Handbook 15-16)</p>	<p>The new evaluation tool was reviewed endorsed by the Counseling Advisory Board May 16, 2016. Both site and faculty supervisors used and endorsed this evaluation as having greater utility in supervision and in assessment of interns' strengths and weaknesses.</p>
<p>SLO 5 (2015-2016) Weakness in student learning needing to be addressed in specific courses</p>	<p>Goal for how identified need will be addressed</p>	<p>Target Date Evidence of change made</p>	<p>Progress toward Goal: Student learning as a result of identified curricular change</p>
<p>CON 611 SLO 5: Difficulty understanding implications and application of test results to the broader career development process; over emphasis on test results over other assessment input.</p>	<p>Time in class devoted to processing results of measures to support students in understanding implications; Emphasize balance of all components of assessment via structure of the assignment</p>	<p>Spring 2017 CON 611 syllabus (assignment description and rubric explicitly clarify and assess test results influence on broader assessment process)</p>	<p>Students have reportedly made improvements in this area. ACTION: Continue using assignment description and rubric that explicitly clarifies broader application; instructor will continue to emphasize broad career development process to reduce overemphasis on test results.</p>
<p>CON 611 SLO 5: Identifying life career themes/conceptualization</p>	<p>Assignment requirements unchanged; instructors will structure class time around practice of skills related to conceptualization in the context of life career themes</p>	<p>Spring 2017 CON 611 syllabus</p>	<p>There is reported improvement in this area. ACTION: Keep assignment as is. Instructor is encouraged to continue using class time to practice skills in conceptualization specific to life career themes.</p>
<p>CON 612 SLO 5: Dispositional skills (communication of warmth & empathy) are difficult to change given time frame of class</p>	<p>Speak to students in-person after the first graded assignment if any concerns are noted</p>	<p>Implement 2016-2017; Reassess after Academic Year.</p>	<p>Certain dispositional skills have been included on grading rubrics for assignments related to skills; this allows for ongoing feedback and evaluation to students</p>
<p>CON 640 SLO 5: The knowledge gained is only through book chapter and articles.</p>	<p>Have students interview individuals with disabilities and their significant others to gain more knowledge in personal levels.</p>	<p>Spring 2017 Syllabus</p>	<p>Didn't implement it in Spring 2017. Have interview assignment on 615 in Fall 2017. Might be redundant if students have to do it again in Spring for 640. Maybe choose celebrities with disabilities and have students investigate their disability.</p>
<p>CON 640 SLO 5: Resource project was redundant and it didn't tie toward consultation and assessment.</p>	<p>Change the assignment to mock feedback session</p>	<p>Spring 2017 Syllabus</p>	<p>Didn't implement it. Will implement it in Spring 2018.</p>

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<p>CON 740 SLO 5: Most students are still in the early stage of multicultural competency development. They needed more prompts to stimulate their thoughts in multicultural issues.</p>	<p>Post more multicultural video clips/articles to generate discussions in class.</p>	<p>Implement 2016-2017; Reassess after Academic Year.</p>	<p>A DVD of group techniques that infused multicultural issues was purchased to be utilized as teaching materials. Students were encouraged to volunteer in group facilitation for Grace Scholar Program Wellness Mini Conference. Grace Scholar Program serves MMU Undergraduate students who received financial supports.</p>
<p>CON 740 SLO 5: Because they are doing it with their peers in the class, they were only able to be in a simulate situation. There were some moments of awkwardness, and faced challenges to grasp the real-world hands on experience.</p>	<p>Encourage students to volunteer outside of the class in group facilitation, possible as an extra credit activity.</p>	<p>Implement 2016-2017; Reassess after Academic Year.</p>	<p>Students facilitate group discussion for Grace Scholar Program Wellness Conference every semester since Spring 2015. Positive feedback from both parties was well received.</p>
<p>CON 741 SLO 5: This assignment (ethical analysis & class participation) does not ensure that all students have reviewed each significant element of the ethical guidelines.</p>	<p>Develop an assessment chart, with core elements delineated by the instructor to ensure each student is assessing the same elements of the ethics code. Each student would then complete the chart for a grade.</p>	<p>Pilot implementation is occurring – spring 2018 with CON 741.002. Core elements chart – see grading rubric.</p>	<p>100% of the students received 100% of the points related to this assignment.</p>
<p>CON 775 SLO 5: 15% of students demonstrated a need for growth in connecting the medication to the treatment plan. 15% of students show needed growth in explaining how the medication works to treat the identified mental health issue.</p>	<p>None recommended at this time</p>	<p>Reassess after Academic Year.</p>	<p>Through the end of the 16-17 academic year, student learning for this SLO hasn't changed. It has become clear that students enrolled in or completed with internship meet this SLO. Consistently, about 15% of students in this course have not started internship. Internship is not a prereq for this course.</p>
<p>CON 775 SLO 5: 20% of the students showed needed growth in developing a treatment plan that was consistent with stated theoretical approach.</p>	<p>In Practicum seminar course, a 3 hour session on connecting theory to case conceptualization to resulting treatment planning was added</p>	<p>Summer 2016. Presented to 795 students by Melissa Smothers July 2016</p>	<p>Through the end of the 16-17 academic year, student learning for this SLO hasn't changed. It has become clear that students enrolled in or completed with internship are more likely to meet this SLO. Consistently, about 15% of students in this course have not started internship. Internship is not a prereq for this course.</p>

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SLO 7 (2015-2016) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	Progress toward Goal: Student learning as a result of identified curricular change
CON 610 SLO 7: Group work dynamics might impact student learning	None regarding assessment; continued practice of conceptualization in class	Implement 2016-2017; Reassess after Academic Year.	Group work (within case presentation) is assessed per the grading rubric. Case conceptualization within small and large group discussion is encouraged within this class; however, the implementation of this varies from instructor to instructor. ACTION: To continue to develop mentoring roles with adjunct faculty and full-time faculty regarding the instruction of this course
CON 610 SLO 7: Some difficulty in taking objective tests (i.e. multiple choice)	Continued discussion with faculty regarding format of examination	2016-2017 Department Meeting Minutes	Item analysis continued on both midterm and final examination in order to determine item difficulty. Essay portion included in both exams.
CON 630 SLO 7: Students weren't able to retain the information in long term.	Continue to reinforce the benefit of statistical concepts in the class and in other classes by incorporating research article critique exercise.	Summer 2016 Syllabus	Students work as a group to critique peer-reviewed article after learning specific test analysis.
CON 630 SLO 7: Lack of opportunity to discuss and process their thought about the implication in the real world.	Provide hands-on experience through exercises in the class	Implement 2016-2017; Reassess after Academic Year.	Students are encouraged to imply what they've learned in counseling field during the discussion on test analysis and hands-on activities in data analysis.
CON 640 SLO 7: More hands-on experience is needed.	Change the assignment to include a mock feedback session and role play with peers in the class.	Spring 2017 Syllabus	.
CON 640 SLO 7: Lack of opportunity to discuss and process their thought about the implication in the real world.	Provide more case studies for stimulating discussion in e-learning discussion forum	Implement 2016-2017; Reassess after Academic Year.	Added at least one case study in every online assignment. Students are able to imply what they have learned in the textbook to the real world situation.
CON 720 SLO 7: Interpretation and application of statistical test results. This is assessed on Quiz 3, on which 27.7% of students earned below B average in Spring 2016, which is improved from Fall 2015 when 57.7% earned below B.	Structure adequate class time to review results and discuss interpretation/ application to ensure better understanding.	Implement 2016-2017; Reassess after Academic Year.	In-class structured time has been used to review these concepts and statistical application. Fall 2017 Quiz 3 results had 25% of students earning below a B.
CON 720 SLO 7: Applying psychometrics to understanding of a measure's strengths and limitations	Point students to the assignment description and grade form		This area continues to be the most challenging for students on both quiz 3 and the technical manual critique

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	requirements as reminders to the students about requirement to include understanding of psychometrics within their critique of the measure's strengths and limitations.	Implement 2016-2017; Reassess after Academic Year.	assignment. ACTION: Continue to emphasize grade requirements surrounding psychometrics application for the Technical Manual Critique assignment. NOTE: Instructor applied for a creative teaching grant to purchase more technical manuals and assessment instruments which, if received, will likely enhance in-class learning in this area.
CON 720 (Part II) SLO 7: Effectively providing balanced feedback to peer client.	Utilize class time for instructor demonstration and/or student practice of feedback sessions	Implement 2016-2017; Reassess after Academic Year.	Students have made improvements in this area; grade rubric now lays out requirements for strengths-based feedback and professionalism expectations; instructor provides examples/ demonstration as needed. ACTION: Continue as implemented.
CON 720 (Part II) SLO 7: Applying psychometrics to understanding of a measure's strengths and limitations	Continue emphasis within class discussions on understanding of psychometrics; create learning opportunities within class to build off current understanding	Implement 2016-2017; Reassess after Academic Year.	This area continues to be the most challenging for students on both quiz 3 and the technical manual critique assignment. ACTION: Continue emphasis within class discussions on understanding psychometrics; continue to use learning opportunities within class to build off current understanding. NOTE: Instructor applied for a creative teaching grant to purchase more technical manuals and assessment instruments which, if received, will likely enhance in-class learning in this area.
CON 741 SLO 7: This assignment (ethical analysis & class participation) does not ensure that all students have reviewed each significant element of the ethical guidelines.	Develop an assessment chart, with core elements delineated by the instructor to ensure each student is assessing the same elements of the ethics code. Each student would then complete the chart for a grade.	Changes to this assignment including core elements chart and additions to grading rubric were piloted in CON 741.002 spring 2018.	100% of the students received 100% of the points related to this assignment.
CON 775 SLO 7: 22% of the students showed needed growth in considering ecological and cultural issues in their case conceptualization.	None recommended at this time.	Reassess in Spring/Summer 2017	100% of students showed a strength in this area. There was an articulation of the expectations of this assignment requirement that prompted questions, clarifications and some additional explanation or instruction on the topic.

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SLO 4 (2016-2017) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	Progress toward Goal: Student learning as a result of identified curricular change
<p>CON 611 SLO 4: Insufficient knowledge of career development theory (per CPCE/NCE scores)</p>	<ol style="list-style-type: none"> 1. Integrate theory into other course assignments 2. Midterm that focuses on theory 	<p>Fall 2016, Spring 2017, Summer 2017 syllabus</p>	<p>CPCE scores in the career development area have increase from 30% scoring at or above the mean in 2013; 60% in 2017; and 64% in 2018.</p>
<p>CON 611 SLO 4: Difficulty understanding implications and application of test results to the broader career development process; over emphasis on test results over other assessment input. Average test score was 77%.</p>	<ol style="list-style-type: none"> 1. Time in class devoted to processing results of measures to support students in understanding implications; 2. Emphasize balance of all components of assessment via structure of the assignment 	<p>Spring 2017 CON 611 syllabus (assignment description and rubric explicitly clarify and assess test results influence on broader assessment process)</p>	<p>Average test score for 17-18 was 82%.</p>
<p>CON 730 SLO 4: Limited knowledge and experience with designing, implementing, managing, and evaluating programs to enhance the academic, career, and personal/social development of students.</p>	<ol style="list-style-type: none"> 1. Provide Career Cruising codes from DPI; 2. Career Guidance Lesson will solely focus on career development; 3. Offer CON 711 Academic and Career Planning as a separate 3-cr course 	<p>Summer 2017 Syllabus, 1718 Course Offerings, CON 711 Syllabus</p>	<p>Career Cruising accounts were provided to 100% of school counseling students and used to developed career development guidance lessons. Career Cruising training was delivered to 100%1 students in CON 711 which was offered the semester after CON 730.</p>
<p>CON 730 SLO 4: Limited knowledge and experience with designing, implementing, managing, and evaluating transition programs, including school-to-work, postsecondary planning, and college admissions counseling.</p>	<ol style="list-style-type: none"> 1. Add assignment about closing opportunity gap, named Making Data Work & Career Guidance Lesson will solely focus on career development; 2. Offer CON 711 Academic and Career Planning as a separate 3-cr course 	<p>Summer 2017 Syllabus, 1718 Course Offerings, CON 711 Syllabus</p>	<ol style="list-style-type: none"> 1 All students completed the Making Data Work assignment in class. All students created and delivered a career development classroom lesson. 2 The ACP course was piloted the semester after CON 730. 5 of 7 students earned 100% on the 'closing the opportunity gap' data assignment. 7 of 7 earned 90% or higher.

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SLO 6 (2016-2017) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	Progress toward Goal: Student learning as a result of identified curricular change
CON 740 SLO 6: CPCE Scores for Group have been inconsistent	Supplement Corey text to provide more instruction on group process and strategies.	2017-2018 CON 740 Lecture Presentation and syllabus	DVD of group techniques were utilized in the class as a supplement teaching materials. Additional video clips were used from MMU library database "Counseling and Therapy in Video" by Alexander Street.
SLO 1 (2017-2018) Weakness in student learning needing to be addressed in specific courses	Goal for how identified need will be addressed	Target Date Evidence of change made	
CON 600 SLO 1 Over 93% received a grade of 80% or better on the midterm exam, and 96% received a 80% or better on the final exam; both of these included questions regarding professional organizations. Students participated in professional activities and discussed these in reflection journals.	Adding a brief assignment in which students select 3-4 of the ACA Divisions (and other professional counseling organizations) in which they would be interested in knowing more about and discussing these in class.	Starting in 2018-19 year.	
CON 700 SLO 1 Students may not regularly participate in role play activities that are directly related to advocacy.	This can be ameliorated by having a role play exercise linked to the ACA Advocacy Competencies and students selecting a specific cultural group to research and discuss advocacy issues in class. Then, each student can role play in a group format what advocacy issues they are seeking to identify.	To be added into a classroom activity in the 2018-2019 year.	
CON 612 SLO 1 Students may not understand value of ethical practice; continue to encourage conversation of this	Continue dialogue with new faculty teaching the course about the importance of this.	Next time offered	
CON 785 SLO 1 Online discussions indicate first time exposure to specific practice topics related to prevention, advocacy,	Continued communication with CON600 instruction	Next time offered	
CON 615 SLO 1 There is no evaluation of assistive technology resources in the community.	Include in the assignment as a requirement to evaluate one assistive technology resources in the community.	Fall 2019 when course is offered next	

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CON 615 SLO 1 CRC that they interviewed are limited to the one who work in the state agency or in non-profit organizations.	Use prompts so they can ask questions related to expert witness status and forensic rehabilitation.	Fall 2019 when course is offered next
CON 720 SLO 1 Between 15-30% of students earn below a B on either quiz 2 or quiz 3.	Provide review of content before each quiz to help students better know what to study in order to be as prepared as possible for quizzes.	Begin Fall 2018 and reevaluate after Spring 2019
CON 720 SLO 1 Students are not adequately assessed on this via the program evaluation rubric or quiz	Include more explicit evaluation of this in either grade form for program evaluation or quiz 2.	Implement in Fall 2018 evaluate in Spring 2019
CON 740 SLO 1 67% of students scored a 84% or better	Continue to Incorporate objective in other assignments in coourse (i.e. small group presentation activity, group plan, etc).	Summer 2018
CON 740 SLO 1 Variability in performance on standartized quiz; assess knowledge in other formats as well; 67% of students scored a 84% or better	Continue to Incorporate objective in other assignments in coourse (i.e. small group presentation activity, group plan, etc).	Continue to monitor
CON 795/796/797 Although 100% of students met this expectation by the end of internship II (CON 797), we have identified the need to have evaluation categories reflect a grade in order to ensure that the final grade in the course relates to known domains.	Need to assess at a higher level so evaluation categories need to have point values associated with them.	Summer 2018
SLO 8 Weakness in student learning needing to be addressed in specific courses	How identified need will be addressed	Evidence of change made
CON 630 SLO 8 30% of students needed support such as embedded tutor in guiding them to use and intrepret basic descriptive and inferential statistics.	Continue to utilize embedded tutor in and outside of the class. Getting feedback from students who have utilized the tutor.	Summer 2018
CON 630 SLO 8 100% of students have difficulty interpreting the results and provide implication of the results.	Having a list of prompts as a guide to help students use their critical thinking skills to understand what the results mean to counseling intervention.	Summer 2018
CON 720 SLO 8 38.7% of students earned a below B grade on Quiz 3; when looking at the grade rubric,	Instructor will provide review of quiz 3 material; instructor will encourage students to seek instructor support for	Fall 2018

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100% of students lost credit in the area that assesses knowledge of research findings	that specific section of the program evaluation paper.	
CON 720 SLO 8 On the program evaluation assignment, more than half of the students lost credit in the area related to application of findings to effect program change	Update program evaluation assigned reading to promote discussion and understanding of application of findings to make changes; no changes to quiz 2	Fall 2018
CON 740 SLO 8 Some students did not include valid evaluation/assessment measure	Discuss evaluation earlier in semester, have students research topic for discussion/participation	Summer 2018
CON 795/796/797 SLO 8 Although 100% of students met this expectation by the end of internship II (CON 797), we have identified the need to have evaluation categories reflect a grade in order to ensure that the final grade in the course relates to known domains.	Need to assess at a higher level so evaluation categories need to have point values associated with them.	Summer 2018