

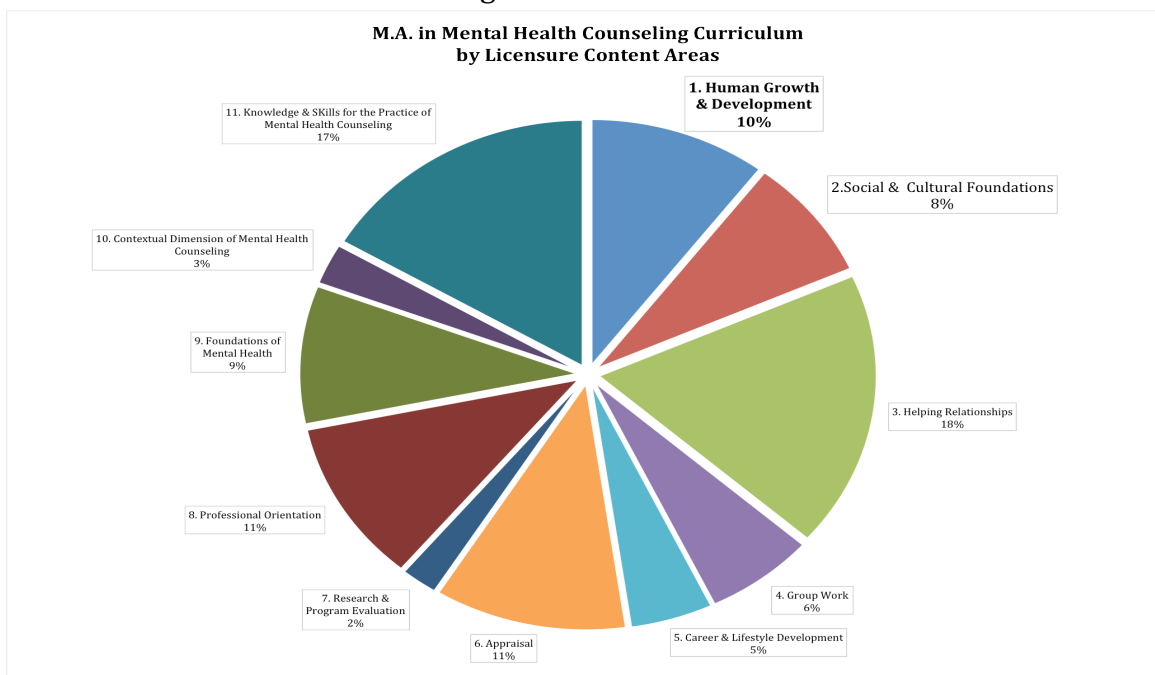
**Assessment of Student Learning  
Mental Health Counseling Program  
Indiana University-Purdue University Columbus  
2013-2014 Progress Report**

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The IUPUC Mental Health Counseling Program (MHC) continued our work in developing a comprehensive assessment program during the 2013-2014 academic year. Our accomplishments for this year include a) completing a curriculum map, b) identifying key assignments in each course that will serve as the assessment indicators and artifacts, c) developing the procedures and criteria for comprehensive portfolios as our graduation requirement, and c) creating an exit survey for our graduating students.

### Curriculum Map

Two new faculty members joined MHC this academic year. Their addition met the program's proposed goal of having four FTE faculty members dedicated to the program. We determined it was critical to involve all faculty members in developing the assessment system; so, we began the year by reviewing the entire curriculum. We completed a curriculum map to ensure our course context adequately covers the required content areas outlined in Indiana Code §25-23.6-8.5 Chapter 8.5. Mental Health Counselors. The curriculum map (see Figure 1) revealed all areas are covered, with the distributions of coverage ranging from 2% (Research & Program Evaluation) to 18% (Helping Relationships). The activity provided us with baseline information that will be helpful in future discussions on curriculum changes.



**Figure 1**

### Identification of Key Assessments

Our next step involved identifying key assignments in each course that will become our assessment measures and serve as students' artifacts. We used the proposed 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards to anchor behavioral measures to learning outcomes. Each faculty member identified key assignments in their courses that best aligned with specific CACREP standards. Grading rubrics will be developed for each assignment to reflect the corresponding standards. We are receiving assistance from a consultant with Chalk and Wire in developing the assignment rubrics and building the electronic structure of our assessment plan in Chalk and Wire. The rubrics will probably significantly differ from the ones proposed in the 2012-2013 PRAC Report.

Table 1 (refer to page 6) presents an aggregate view of the program key assessments, which include course and non-course assessment measures and artifacts. This information reveals each standard will be assessed multiple times and with both course and non-course assessment measures. Table 2 (refer to page 9) provides an alternative view of the assessment plan by looking at the measures across the program's developmental benchmarks, from pre-admission (admission applications) to post-graduate (alumni surveys and achievement of licensure). Rearranging the information into this table reveals gaps in our plan (indicated by red "?") in mostly three areas, Communication and Technology, Profession of MHC (prevention), and Evidence-based Practice, mostly occurring at the benchmark of field experience and readiness for graduation. An action plan for the next academic year is for faculty to review this information and determine the necessary modifications for our assessment plan.

### Comprehensive Portfolios

MHC selected comprehensive portfolios (portfolios) as the evaluative tool to determine students' readiness for graduation. Our first cohort of full-time students ( $n = 7$ ) will complete the program August 2014; thus, it was imperative for MHC to determine the structure and criteria of the portfolios to communicate the process and expectations to the students. This information was provided to students in a November 2013 program meeting and documented in the 2013-2014 MHC Student Handbook. Additionally, a one-credit course was offered in spring 2014 to graduating students to assist them in preparing their portfolios and transitioning from student to professionals. The following is an excerpt from our handbook explaining the purpose of the portfolios:

*...the MHC portfolio is to help students document their skills and achievements, to challenge students to create work that goes beyond class requirements, and to provide students with an opportunity to reflect upon their professional progression (see "Portfolio Components" below). The portfolio tasks were designed to reflect and be congruent with the MHC Program Mission Statement (see p. 5 above). (MHC Student Handbook, 2013, p. 15)*

The portfolio comprised of nine sub-categories falling into three main areas, Licensure Readiness (Licensure) and Mastery of Counseling Skills and Process (Mastery), and an Overall Summary (Summary). The scoring rubric included four-level scores of: 4 = Exemplary, 3 = Proficient, 2 = Benchmark, and 1 = Emerging/Need Work. Two MHC

faculties (excluding students' academic faculty advisors) reviewed and scored each portfolio (blind to students). Scores were averaged across the sub-categories, and main areas and overall summary scores (see Table 3) to determine successful completion of the portfolios (average scores above 2.0). Average scores below 2.0 required remediation. Faculty advisors assisted students in determining the remediation plan based on reviewers' feedback and evaluated students' successful completion of the resubmissions. On average, students scored higher on the sub-categories associated with counseling skills and process and lowest on the professional development sub-category.

<b>Portfolio Sub-Categories / Areas</b>	<b>Average Scores</b>
CPCE	2.14
Documentation of Clinical Experience	1.86
Documentation of Supervision	1.99
<b>Licensure Readiness</b>	<b>2.00</b>
Counseling Skills	2.42
Assessment	2.40
Diagnosis	2.40
Evidenced-based Treatment	2.24
Treatment Evaluation/Termination	1.83
<b>Counseling Skills/Process</b>	<b>2.22</b>
Professional Development	1.64
<b>Overall Summary</b>	<b>2.11</b>

Table 3

Figure 2 shows the number of students who achieved average scored above 2.0 in the main areas. Five students met the benchmark level (average scores between 2.00-2.99) on the Mastery and Summary and one student achieved an average score at the proficiency level (average scores between 3.00-3.99) in the Mastery area.

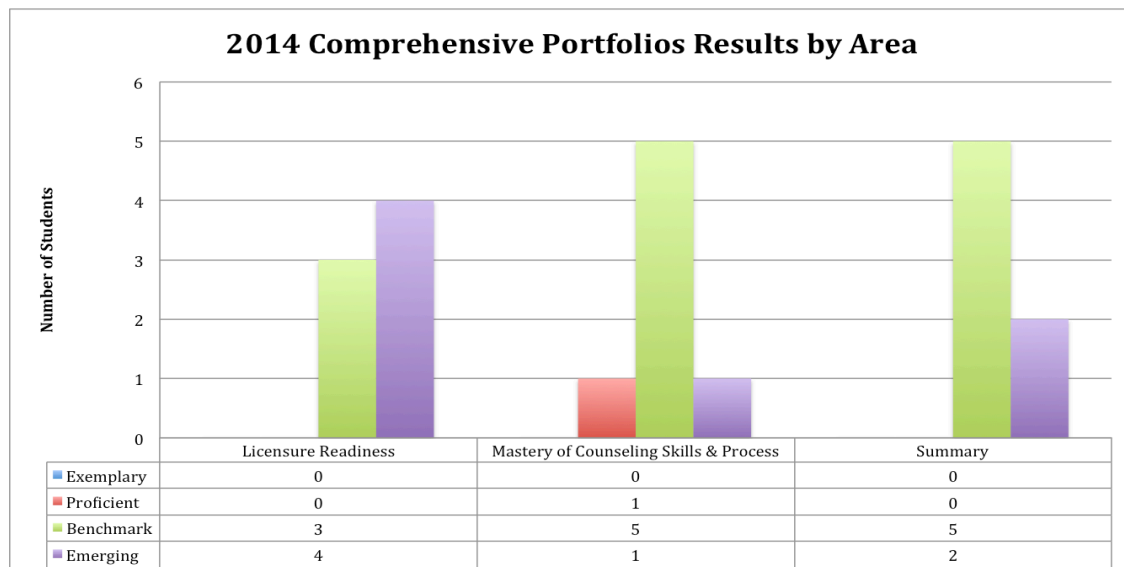
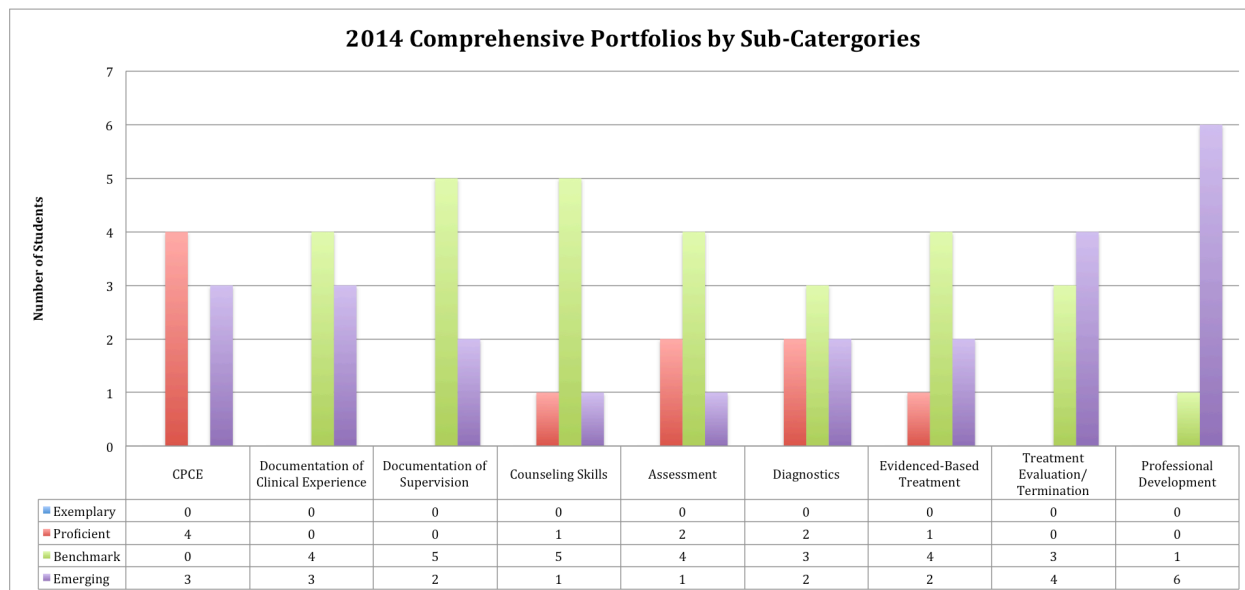


Figure 2

Figure 3 shows the number of students who achieved the scoring levels for the sub-categories. This data from shows students achieving more scores at the proficient levels what was revealed in Figure 1. On the contrast, this graph also highlights at least one student requiring remediation in every sub-category.



**Figure 3**

In conclusion, the results of the portfolio scores and any interpretations of what and how students are learning must be viewed with caution. The portfolios comprised of nine categories, totaling 63 individual scores from our group of seven graduating students. Many students met the passing score of 2.0 and above in a 62% of the sub-categories, of which 16% of the sub-categories scores met the *Proficiency* level. With the exception of one student, the remaining required remediation plans and resubmission of their work in at least one sub-category. Of course, we would like to see more students achieve average scores of 2.0 and above and a reduction of students requiring remediation. This was the first year of utilizing this method of assessing students' readiness for graduation. We used Oncourse as the portfolio tool; for, our space in Chalk & Wire is being constructed and the portfolio function in Oncourse is quite different than Chalk & Wire. An action for the next academic year is to review the process to determine if modifications are needed.

Indiana Behavioral Health and Human Service Licensing Board requires applicants for the Licensed Mental Health Counselor (LMHC) who graduate after July 1, 2014 to apply for an associate license (LMHCA). The LMHCA requires a passing score on the *National Counseling Examination* (NCE). This change affects the students in our program; consequently, we decided to add the *Counselor Preparation Comprehensive Examination* (CPCE), a national preparation examination for the NCE, as a developmental measure of students' readiness for licensure to the portfolios. The CPCE scores will assist students in assessing their knowledge of the NCE content and in preparing for NCE. Hence, the portfolios included students' CPCE scores, their interpretation of their scores, and a study

plan for the NCE. The results of the CPCE scores (see below) showed our students scoring higher than the national average in all content areas.

Emphasis Areas	Program Scores (n = 7)				National Scores (n = 392)			
	Min.	Max.	Mean	Std. Dev.	Min.	Max.	Mean	Std. Dev.
C1: Human Growth and	9	12	10.86	.99	2	16	9.74	2.51
C2: Social & Cultural Diversity	10	12	10.86	.99	4	16	10.43	2.22
C3: Helping Relationships	9	15	11.71	2.12	3	17	10.10	2.61
C4: Group Work	10	16	13.29	1.83	4	17	12.37	2.66
C5: Career Development	9	14	11.43	1.5	4	17	10.23	2.68
C6: Assessment	10	14	11.71	1.16	4	17	10.42	2.48
C7: Research & Program Evaluation	8	15	10.57	2.38	4	17	10.61	2.66
C8: Professional Orientation & Ethical Practice	9	15	12	1.85	2	17	10.66	2.40
<b>Total</b>	<b>78</b>	<b>105</b>	<b>92.43</b>	<b>8.7</b>	<b>44</b>	<b>118</b>	<b>84.53</b>	<b>14.41</b>

**Table 4**

### Exit Surveys

We developed an exit survey to capture graduating students' feedback on their experiences in the program and the contribution of instructors on their learning. Students will complete the survey during their last semester of the program. For this class, students completed the exit survey late June. Data analysis is pending as of the preparation of this report. The survey covers the following areas: competencies, licensure exam preparation, the quality of education and training, and balance of life/healthy life.

### Challenges regarding the MHC's Assessment Plan

Our continual challenges in developing our assessment plan are the time needed to construct the assessment structure in Chalk & Wire and to pilot the grading rubrics for our key assessments to determine their individual and collective utilities.

### Action Plan for 2014-2015

We will like to implement the following actions for next year:

1. Determine if modifications are needed in the selection of key assessments.
2. Complete grading rubrics for key assessments.
3. Complete building assessment structure in Chalk & Wire with goal of using it beginning 2015-2016.
4. Train all MHC faculty and students in Chalk & Wire.
5. Complete preliminary analyses on field experience data.

**Table 1.** *Key Assessments for Course and Non-course Activities*

<b>MHC Competencies</b>	<b>Outcomes (Proposed 2016 CACREP Standards)</b>	<b>IUPUI Principles of Graduate Learning</b>	<b>Total Number of Key Assessments</b>	<b>Courses with corresponding Keys Assessments</b>	<b>Non-course Key Assessments</b>	<b>Types of Artifacts</b>
Counseling Skills & Processes	1.1 Implement effective strategies for the treatment of mental and emotional disorders	Demonstrate Knowledge & Skills	13	PSY-G523 PSY-G524 PSY-G550 PSY-G552 PSY-G553 PSY-G567 PSY-G615 PSY-G616 PSY-G647	Comprehensive Portfolios Exit Surveys LMHCA LMHC Alumni Surveys	Assessment Activities Quizzes Supervisor Evaluations Counseling Simulations Clinical Reports
	1.2 Implement effective strategies for the prevention of mental and emotional disorders	Demonstrate Knowledge & Skills	6	PSY-G550 PSY-G563 PSY-G645 PSY-G647	Comprehensive Portfolios Exit Surveys	Supervisor Evaluations Class Projects
Communication & Technology	1.3 Articulate information to educate others in issues relevant to general and specialized mental health counseling	Communicate Effectively	6	PSY-G502 PSY-G520 PSY-G522 PSY-G598 PSY-G622	Admission Essays	Presentations Group Activities Theoretical Papers Development Plans
Cultural Competence	2.1 Demonstrate cultural self-exploration, acquisition of knowledge, and application of culturally appropriate strategies or services to diverse populations and communities and across multiple dimensions of lifespan development.	Improve Practice	12	PSY-G505 PSY-G514 PSY-G523 PSY-G524 PSY-G550 PSY-G552 PSY-G553 PSY-G575 PSY-G615 PSY-G616	Scholarship Applications	Examinations Counseling Simulations Problem-Based Activities Presentations Papers Class Projects Clinical Reports Supervisor

Ethical Practice	3.1 Demonstrate the integration of knowledge and skills related to the ACA Code of Ethics, ethical standards and guidelines of related counseling specialties	Meet Ethical Standards	12	PSY-G502 PSY-G505 PSY-G523 PSY-G524 PSY-G532 PSY-G550 PSY-G553 PSY-G615 PSY-G616 PSY-G645 PSY-G647		Examinations Counseling Simulations Presentations Papers Class Projects Supervisor Evaluations
Profession of MHC	4.1 Develop effective strategies for the treatment of mental and emotional disorders	Demonstrate Knowledge & Skills/ Improve Practice	12	PSY-G514 PSY-G522 PSY-G523 PSY-G524 PSY-G532 PSY-G550 PSY-G567 PSY-G575 PSY-G615 PSY-G616 PSY-G622 PSY-G647	Exit Surveys LMHCA LMHC Alumni Surveys	Examinations Counseling Simulations Presentations Final Papers Supervisor Evaluations Clinical Reports
	4.2 Develop effective strategies for the prevention of mental and emotional disorders	Demonstrate Knowledge & Skills/ Improve Practice	5	PSY-G532 PSY-G550 PSY-G563 PSY-G645 PSY-G647		Presentations Clinical Supervisor Evaluations Class Projects
Evidence-based Practice	5.1 Conduct action research for continuous improvement of counseling strategies and programs.	Improve Practice	5	PSY-G505 PSY-G520 PSY-G532 PSY-G598 PSY-G645		Examinations Lit Reviews/Article Critiques Presentations Development Plans Class Projects

Professional Development / Area of Practice & Specialization	6.1 Engage self and others in specialized targeted learning activities	Improve Practice	14	PSY-G505 PSY-G514 PSY-G520 PSY-G522 PSY-G523 PSY-G524 PSY-G552 PSY-G563 PSY-G575 PSY-G598	Admission Essays Comprehensive Portfolios Exit Surveys LMHCA LMHC Alumni Surveys	Problem-Based Activities Literature Review/Article Critiques Presentations Reflective Papers Journals Discussion Facilitations Self-Portraits Assignments Development Plans
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**Table 2.** Key Assessments across Program's Developmental Benchmarks

MHC Competencies	Outcomes (Proposed 2016 CACREP Standards)	IUPUI Principles of Graduate Learning	Developmental Benchmarks					
			Pre-Admission	Pre-Clinical Courses	Content Courses	Field Experience Courses	Readiness for Graduation	Post-Graduate
Counseling Skills & Processes	1.1 Implement effective strategies for the treatment of mental and emotional disorders	Demonstrate Knowledge & Skills	n/a	PSY-G523	PSY-G552 PSY-G553 PSY-G567 PSY-G615 PSY-G616	PSY-G524 PSY-G550 PSY-G647	Comprehensive Portfolios CPCE Scores	LMHCA LMHC
	1.2 Implement effective strategies for the prevention of mental and emotional disorders	Demonstrate Knowledge & Skills	n/a	?	PSY-G563 PSY-G645	PSY-G550 PSY-G647	?	Alumni Surveys
Communication & Technology	1.3 Articulate information to educate others in issues relevant to general and specialized mental health counseling	Communicate Effectively	Admission Essays	PSY-G502	PSY-G520 PSY-G522 PSY-G598 PSY-G622	?	?	n/a

Cultural Competence	2.1 Demonstrate cultural self-exploration, acquisition of knowledge, and application of culturally appropriate strategies or services to diverse populations and communities and across multiple dimensions of lifespan development.	Improve Practice	n/a	PSY-G505 PSY-G523 PSY-G575	PSY-G514 PSY-G552 PSY-G553 PSY-G615 PSY-G616 PSY-G622	PSY-G524 PSY-G550 PSY-G647	CPCE Scores	Alumni Surveys
Ethical Practice	3.1 Demonstrate the integration of knowledge and skills related to the ACA Code of Ethics, ethical standards and guidelines of related counseling specialties	Meet Ethical Standards	n/a	PSY-G502 PSY-G505 PSY-G523	PSY-G532 PSY-G553 PSY-G615 PSY-G616 PSY-G645	PSY-G524 PSY-G550 PSY-G647	CPCE Scores	?
Profession of MHC	4.1 Develop effective strategies for the treatment of mental and emotional disorders	Demonstrate Knowledge & Skills  Improve Practice	Admission Essays	PSY-G523 PSY-G575	PSY-G514 PSY-G522 PSY-G532 PSY-G567 PSY-G615 PSY-G616 PSY-G622	PSY-G524 PSY-G550 PSY-G647	Exit Surveys	LMHCA LMHC

	4.2 Develop effective strategies for the prevention of mental and emotional disorders	Demonstrate Knowledge & Skills  Improve Practice	?	?	PSY-G532 PSY-G563 PSY-G645	PSY-G550 PSY-G647	?	Alumni Surveys
Evidence-based Practice	5.1 Conduct action research for continuous improvement of counseling strategies and programs.	Improve Practice	n/a	PSY-G505	PSY-G520 PSY-G532 PSY-G598 PSY-G645	?	?	Alumni Surveys
Professional Development / Area of Practice & Specialization	6.1 Engage self and others in specialized targeted learning activities	Improve Practice	Admission Essays	PSY-G505 PSY-G522 PSY-G523 PSY-G575	PSY-G514 PSY-G520 PSY-G552 PSY-G563 PSY-G598	PSY-G524	Comprehensive Portfolios Exit Surveys	Alumni Surveys