

**2019-2020 Counseling Programs Outcome Report**  
**Marieb College of Health & Human Services**  
**Florida Gulf Coast University**

Clinical Mental Health Counseling Program
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**Student Learning Outcome 1:** Demonstrate subject area knowledge.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6200 Demonstration of Appraisal Subject Area Knowledge
- MHS 6482 Life Span Development Subject Knowledge
- MHS 6404 Counseling Theory & Technology

Attachments: (1) MHS 6200 Demonstration of Appraisal Subject Area Knowledge (2) MHS 6482 Life Span Development Quizzes and Final Exam (3) MHS 6404 Counseling Theory & Technology Subject Area

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above names courses and are tagged with various standards. Instructors utilize the rubrics to assess the meeting of the CACREP standards in Live Text. The Live Text program stores data and provides reports on student performance for each standard. This assessment system documents where the CACREP standards are met, and how well each candidate meets these standards.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students assessed will achieve the Target or Acceptable Level.

**AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

Before graduation, all students must achieve passing scores on the CPCE, a national, normed exam. The eight sub-scores assess the eight standard areas from CACREP. Since the Clinical Mental Health courses are constructed around the CACREP standards, above average scores on the sub-scores are a demonstration of learning of the CACREP standards. Therefore, the program uses final

passing results on the CPCE exam to help guide curriculum revision. Cohort CPCE results are compared with national norms to identify the effectiveness of specific instructors; curriculum structure; instruction; and the assessment methods used. Program students are required to earn a 90 or better (usually at the 60 percentile) on the first administration to pass. On subsequent administrations of the exam a 95 (65th percentile) is the lowest passing score, which is composed of a compilation of the highest earned sub-scores from previous attempts. Students must also demonstrate knowledge with scores at 10 or above for each sub-score. Each year, the department reviews and confirms the national norms and performance.

Most of the students who completed the CPCE exit exam in 2019-20 were enrolled in Appraisal: MHS 6200, during the 2018-19 school year and in Introduction to Counseling Theory: MHS 6404, in the 2017-18 school year. The results on the subsection for Appraisal indicates that in each of the studied years, students, on average, exceeded the national average of students completing the exams as an exit exam. Similar improved results were identified for the core areas covered in both Career Development (MHS 6340) and Lifespan Development (MHS 6482). In 2019-20 scores remain above the national norms which is similar to previous years.

A review of 2019-20 reports generated by Clinical Training Manager of the assessment of standards for Introduction to Clinical Mental Health: MHS 6021, shows that all students who completed the course achieved a rating of acceptable or target. Reports demonstrate similar data for MHS 6340 Career Development with all 39 students achieving target level. All students but two achieved target in MHS 6404, Introduction to Counseling Theory and Techniques; the remaining two earned a rating of acceptable. In MHS 6482, Lifespan Development all achieved a target or acceptable (except a single student who earned a C and failed to meet standards). In MHS 6200 all students either were rated as acceptable (38%) or target (62%).

Attachments: (1) CMHC SLO 1 CPCE Counseling Relationships (2) CMHC SLO 1 Appraisal (3) CMHC SLO1 TOTAL (4) CMHC SLO1MHS 6021 Subject Knowledge (5) CMHC SLO 1 MHS 6340 Career Development Knowledge (6) CMHC SLO 1 MHS 6404 Counseling Theory & Techniques Knowledge (7) CMHC SLO1 MHS 6482 Lifespan Development Knowledge (8) CMHC SLO 1 MHS 6200 Appraisal Knowledge

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 2:** Demonstrate effective research-based counseling interventions.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6340 Model Career Counseling Center
- MHS 6530 Group Plan

Attachments: (1) MHS 6340 Model Career Counseling Center – Rubric (2) MHS 6530 Group Counseling Planning and Delivery - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to assess the meeting of the CACREP standards in Live Text. The Clinical Training Manager program stores data and provides reports on student performance for each standard. This assessment system documents where the CACREP standards are met, and how well each candidate meets these standards.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of student assessed will achieve at the Target or Acceptable level.

#### **AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

Cohort CPCE results are compared with national norms to identify the effectiveness of specific instructors, curriculum structure, instruction, and the assessment methods used. Program students are required to earn a 90 or better (usually at the 60 percentile) on the first administration to pass. On subsequent administrations of the exam a 95 (65th percentile) is the lowest passing score, which is composed of a compilation of the highest earned sub-scores from previous attempts. Students must also demonstrate knowledge with scores at 10 or above for each sub-score. Each year, the department reviews and confirms the national norms and performance.

The results for the Career Development subsection demonstrate that in each of the studied years, students, on average, exceeded the national average of students completing the exam as an exit exam. Career Counseling has been an area of targeted improvement for several years. Students who completed the CPCE exit exam in 2019-20 were enrolled in Career Counseling: MHS 6340 during the 2018-19 school year. As has been the case over the last few years under review, students demonstrate competence in evidence-based practices by demonstrating knowledge in this area on the exit exam.

All students enrolled in Career Development, Group Counseling, Counseling Theories and Internships were assessed for meeting the designated critical outcomes. A review of assessment reports of standards for MHS 6340: Career Development shows that 100% of the students achieved at the level of target for the performance standard. In Group Counseling: MHS 6500 all students (**N=25**) met the standard at the highest target level (100%) in the fall term and all eight (8) students met the standard at the highest level in the spring term. The report for Introduction to Counseling Theory: MHS 6404 shows that 100% of the students achieved a target (**92%**) or acceptable (**8%**) standard. All **30** students enrolled in MHS 6881, 6882, 6883, and 6888 achieved standards at the acceptable or target level in the fall term with one student not observed. In the

spring term, 32 were assessed and all students but one (who was not observed) achieved appropriate passing levels.

Attachments: (1) CMHC SLO 2 CPCE Career Development (2) CMHC SLO 2 MHS 6340 Career Development – Model CCC - Research Practices (3) CMHC SLO 2 MHS 6404 Counseling Theories Subject Area (4a) CMHC SLO 2 Fall MHS 6500 Group Counseling (4b) CMHC SLO 2 Spring MHS 6500 Group Counseling (5a) SLO2 CMHC Fall MHS 6881, 6882 and 6888 Clinical Internship Verification (5b) SLO2 CMHC Spring MHS 6881, 6882, 6883, and 6888 Clinical Internship Verification (6) CMHC SLO 2 Overall CPCE Exit Exam Scores

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 3:** Model clear, professional, and effective oral and written communication skills.

**SLO Measures the following learning outcomes:** Model clear, professional, and effective oral and written communication skills.

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

MHS 6481 Human Development Observation Paper

- MHS 6481 Review of Literature Paper

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students assessed will achieve at the Target or Acceptable Level.

**AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

Several years ago, retention data indicated that many students left the program during the first year (up to 60% over the last few years). From 2008-2013 retention in Clinical Mental Health was an average of 51%. This information was at the heart of a decision to revise the admissions process beginning in 2013-14 and continuing through the present year. One of the revisions was the addition of a group interview which focuses on communication skills. As a result of these changes, retention has increased to an average of 78% for years 2014-16.

For the entering class of Fall 2017 to Summer 2018 (of 28 students; 25 continued into the fall of 2018 and 13 full-time students continued into Fall of 18; two slowed down to part-time or enrolled in dual majors and 11 are on track to graduate in Summer of 2019. Of the 27 students who started in the Fall of 2018, two are not enrolled for the Summer of 2020 – one has left the program and the other is stopping out for a term to attend to personal issues brought on by COVID-19. This retention rate has thus improved to 93%. A trend for improved retention has been noted over the recent period. Finally, assessment reporting, which tracks student performance against CACREP standards (professional accreditation), demonstrated significant subject matter accomplishment for most students. Particularly, as a program in counseling that relies on strong communication skills, improvement in student selection as well as continuous assessment is critical to achieve good outcomes in this area.

During faculty reviews of student performance that are conducted each term, faculty noted an uptick in the number of students requiring remediation in writing skills; particularly as they report the results of literature reviews and documenting research and assessment activities. There was an increase in the number of students referred for inadvertent “lifting” of material without appropriate citation. Last year, the faculty provided more direct instruction and assigned activities during early courses as well as more on-line and campus writing improvement resources and that more directly instruct on appropriate management of references and source citations. This year faculty reported no plagiarism concerns and an improvement in student writing overall.

Performance on two key assignments in Lifespan Development demonstrate that **62%** met the target standard on each assignment and the remainder were at the acceptable level. All Clinical Internships in Clinical Mental Health Counseling were also evaluated at the target level or acceptable level in the fall and 31 were assessed again in their internships in the spring and achieved target or acceptable performance ratings.

Attachments: (1) CMHC SLO 3 MHS 6482 Human Development Observation Report and Review of Literature Paper Communication (2a) CMHC SLO 3 Fall MHS 6881, 6882, 6883, 6888 Clinical Internship Evaluation (2b) CMHC SLO 3 Spring MHS 6881, 6882, 6883, 6888 Clinical Internship Evaluation

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 4:** Demonstrate effective counseling skills.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome*

- .MHS 6800 Practicum Communication Skills
- MHS 6888 Seminar in Professional Development

Attachments: (1) MHS 6800 Practicum Subject Area Knowledge – Rubric (2) MHS 6888 Internship and Seminar in Professional Development Internship IV Verification - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students assessed will achieve at the Target or Acceptable Level.

## **AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

All of the courses where students demonstrate effective counseling skills were assessed using standard assessment rubrics. These include all of the field experience courses such as Internships. Reports are provided for MHS 6881 Clinical Internship I, MHS 6882 Clinical Internship II, MHS 6883, MHS 6888 Internship and Prof Dev Seminar as examples.

One structural change was made to the Practicum/Advanced Practicum transition four years ago and it is being continued and refined. In summer 2014-15 several students were late in getting started at their field sites which delayed the completion of their required hours and activities until after the end of the term. In spring of 2016 all Practicum students were assigned placements during the end of the Practicum and instructed to complete any orientation, setup, and background check activities that might be required so they could begin their counseling activities at the very beginning of the summer 2016 term. This change resulted in the vast majority of the students starting their summer Advanced Practicum field experiences on time and is continuing to date. The only exceptions are students who made changes due to personnel changes at their site. In the spring of 2017, the application process and initial Advanced Practicum site contact was pushed back earlier to March and this was continued in Spring 2018 and again in the Spring of 2019 and continued to this year. The Clinical Coordinator for the past three years made early contact with each registered Advanced Practicum student during Practicum and increased the number of practicum and internship sites which led to more placement opportunities and

prevented delays or difficulties at the sites. This year all students were placed early and then the University changed instruction to virtual through the summer and many sites would not allow students to complete Advanced Practicum in person to protect clients and students. Thus, a change was made to a virtual platform for many students to complete their summer 2020 hours.

Attachments: (1a) CMHC SLO 4 Fall MHS 6881, 6882, 6883, and 6888 Clinical Internship Verification and final evaluation rubrics (1b) CMHC SLO 4 Spring MHS 6881, 6882, 6883, and 6888 Clinical Internship Verification and final evaluation rubrics

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 5:** Demonstrate higher order critical thinking.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6700 Legal and Ethical Issues in Counseling
- MHS 6200 Appraisal Procedures

Attachments: (1) MHS 6700 Review of Scenarios – Rubric (2) MHS 6200 Appraisal Procedures Field Exp and Clinical Practice - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above names courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students assessed will achieve at the Target or Acceptable Level.

**AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

Cohort CPCE results are compared with national norms to identify the effectiveness of specific instructors, curriculum structure, instruction, and the assessment methods used. Program students are required to earn a 90 or better (usually at the 60 percentile) on the first administration to pass. On subsequent administrations of the exam a 95 (65<sup>th</sup> percentile) is the lowest passing score, which is composed of a compilation of the highest earned sub-scores from previous attempts. Students must also demonstrate knowledge with scores at 10 or above for each sub-score. Each year, the department reviews and confirms the national norms and performance.

Demonstration of critical thinking is comprised of the tracking of student performance along standards in two courses: Appraisal: MHS 6200, and Legal and Ethical Issues: MHS 6700. The assessment system in each consists of critical tasks that demonstrate critical thinking. In Appraisal: MHS 6200 100% of the Clinical Mental Health students achieved at the target or acceptable level. In Legal and Ethical Issues: MHS 6700, 100% of the Clinical Mental Health students met standards at the target or acceptable level.

A third area of focus for the last several years has been Research and Program Evaluation whose curriculum was improved four years ago to cover and assess updated CACREP Standards. Clinical Training Manager data demonstrates target performance for all students and CPCE performance indicates students are improving their performance in general, and when compared with national norms.

In both Appraisal (Appraisal on the CPCE) and Legal and Ethical Issues (Professional Orientation on the CPCE), students have historically demonstrated high or improving average scores relative to prior years and relative to the national norms. For the current cohort, the average CPCE scores in Appraisal recovered to above national norms (FGCU average score of **12.48** versus National norms of **9.62**).

As well, the last two years students in the new accelerated (full-time) plan of study are taking the Appraisal course during the fall term at the same time they are taking the CPCE exam. Typically, students complete the course in the spring term prior to taking the exam. With an increasing number of full-time students taking Appraisal and the exam during the same term, the department found no differences in performance. A review of the data indicate that accelerated (full-time) students have an average score that is slightly higher than standard (part-time) students in 2015-16 and the reverse in 2016-17 (12.5 vs. 11.93 in 2015-16 first administration and 10.86 vs. 11.19 in 2016-17 first administration.) In 2018-19 there was no difference in the scores of accelerated (full-time) and standard (part-time) students. Continued monitoring of this difference will be maintained but no course instruction adjustments are necessary this year.

Attachments: (1) CMHC SLO 5 CPCE Performance in Research, (2) CMHC SLO 5 (3) Appraisal CPCE, (4) CMHC SLO 5 Professional Orientation and Ethics CPCE (5) CMHC SLO 5 MHS 6200 Appraisal - Critical Thinking (6) CMHC SLO 5 MHS 6700 Legal and Ethical Issues Critical Thinking (4) SLO5 MHS 6710 Research and Program Evaluation Critical Thinking

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 6:** Demonstrate diagnostic skills.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6070 Mental Disorders
- MHS 6710 Research and Program Evaluation

Attachments: (1) MHS 6070 Subject Area Knowledge – Rubric (2) MHS 6710 Research and Program Eval Subject Area Knowledge - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students assessed will achieve at the Target or Acceptable level.

**AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

All students in MHS 6070, Mental Disorders and in MHS 6710, Research Methods and Program Evaluation were assessed using standards assessment rubrics. All students met the target level of performance in MHS 6710 and all met the target level of performance in MHS 6070, except one who met consistently at the acceptable level and one student who failed to meet five of the 19 standards measured and met the others at the acceptable level. The student who failed to achieve five standards has since left the program.

MHS 6710, Research Methods and Program Evaluation had previously been a target for improvement for several years and had achieved stability in assuring that students meet standards for diagnosis and evaluation and no further study is warranted.

Attachments: SLO 6 (1) MHS 6070 Mental Disorders Subject Matter and (2) MHS 6710 Research & Prog Eval Subject Matter

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 1:** Deliver engaging and informative group guidance lessons.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6530 Group Counseling for School Prof. Psychoeducational Planning and Delivery – Students will write a psychoeducational unit including no less than 2 lesson plans which they will eventually deliver to a large group (more than 8 participants). Criteria for an effective unit and examples will be provided in class.
- MHS 6832 Closing the Gap (Multimedia Project)

Attachments: (1) MHS 6530 Group Counseling Planning and Delivery – Rubric (2) MHS 6832 Closing the Gap (Multimedia Project - Rubric)

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students will score in the Target or Acceptable range.

#### **AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

As in prior years, all school counseling students in 2019-2020 successfully met this outcome in their group counseling and internship courses. Given 8 years of successful data and no changes contemplated to curriculum or assessment. No further tracking of this area will be completed.

**Student Learning Outcome 2:** Demonstrate the ability to evaluate student learning so that they may close the achievement gap among students who require this intervention.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6832 Closing the Gap (Multimedia) Project
- SDS 6830 Final 300 Hour internship assessed through School Counseling internship FEAPs Evaluation.

Attachments: (1) MHS 6832 Closing the Gap (Multimedia) Project Rubric (2) SDS 6830 School Counseling Internship III Evaluation - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students will score in the Target or Acceptable range.

#### **AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

Prior to the last two internships, all students must successfully complete the Research and Program Evaluation course. During this course the basic skills are taught that lead to successful assessment and analysis of gaps in learning among K-12 students. During the final internships, counseling and learning interventions are measured for effectiveness. These program standards are measured twice in the last two internships as part of the "Closing the Gap" projects. As in previous years, all met the standards at the target level. As noted in prior years, no further changes are considered.

Attachments: SC SLO 2 MHS 6832 Internship and Closing the Gap Assessment

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 3:** Demonstrate the ability to cooperate and collaborate with faculty, administrators, and parents.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6601 Consultation and Collaboration Case Study
- SDS 6830 Final 300 hour internship assessed through School Counseling Internship FEAPs Evaluation

Attachments: (1) MHS 6601 Consultation Case Analysis – Rubric (2) 2012 SDS 6830 (3) SDS 6830 School Counseling Internship III Evaluation - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students will score in the Target or Acceptable range.

#### **AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

Students were assessed on their ability to cooperate and collaborate with faculty, administrators, and parents. Twelve (12) students were assessed in the Consultation and Collaboration course (MHS 6601) during the summer of 2019 and 11 were assessed again during their final Internship, (SDS 6830) during Spring 2020. These assessments were based on the most updated rubrics that encompassed all of the Florida DOE and CACREP standards. All students were judged to meet each of the criteria in the rubrics at a target level in Consultation and Collaboration course and all of the standards measured in the SC Final Internship SDS 6830.

Attachment: (1) SC SLO 3 MHS 6601 Consultation and Collaboration (2) SC SLO 3 – SDS 6830 SC Final Internship.

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 4:** Demonstrate subject area knowledge.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6200 Demonstration of Appraisal Subject Area Knowledge
- MHS 6404 Demonstration of Counseling Theory Subject Knowledge

Attachments: (1) MHS 6200 Demonstration of Appraisal Subject Area Knowledge - Rubric (2) MHS 6404 Counseling Theory & Technology Subject Area Knowledge - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students will score in the Target or Acceptable range.

**AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

Thirteen students were assessed in MHS 6200, Appraisal Methods in Fall 2019 and all achieved Target or Acceptable. Of the 15 enrolled in the Counseling Theories for School Counselors course (MHS 6400), all were at target level of performance.

The Program uses the results on the State Guidance and Counseling Subject Area Exam as a way of validating the other assessment results in the courses noted. The program also uses final passing results on the CPCE exam to help guide curriculum revision as well. Cohort CPCE results are comparisons with national norms as well as identifying the instructor, curriculum structure, and instructional and assessment methods used during the term. Program students are required to earn a 90 or better (usually at the 60 percentile) on the first administration to pass. On subsequent administrations of the exam a 95 (65th percentile) is the lowest passing score, which is composed of a compilation of the highest earned sub-scores from previous attempts. Each year, the department

reviews and confirms the national norms and performance to make adjustments in passing scores, if any major changes are noted in national performance on that year's version of the exam. This year, due to COVID-19 restrictions, two students used passing scores on a pilot alternate exam, the CECE to enable students who could not arrange to take the test with the national provider to demonstrate competence and graduate on time.

All graduates from the program are required to complete the CPCE with the subsection for Helping Relationships which are covered in Counseling Theories and Practicum courses. The results demonstrate that in each of the studied years, the average scores for the FGCU School Counseling students exceeded the national average. Note that changes to course instruction, materials, or methods are made in the first year of the program and learning are assessed on the CPCE two to three years later. Furthermore, the CPCE assesses the eight core standards required by CACREP as an exit exam for the program. This exam and its eight subscales are utilized by the program faculty to triangulate classroom and field experience assessments of subject matter expertise. All students pass the exam with scores at the 60th percentile or above when compared with national norms for graduate programs using the exam as a culminating experience to graduate.

Students who completed the CPCE exit exam in 2019-20 were enrolled in Appraisal (MHS 6200) during the Fall of 2018-19 school years and in MHS 6400 Counseling Theories in the 2017-18 school year. Students who completed the CPCE exit exam in 2019-20 were enrolled in MHS 6800 (Practicum) during the 2017-18 and 2018-19 school years depending on Accelerated (full-time) or standard (part-time) status. All achieved either target or acceptable ratings on competencies.

To facilitate earlier introduction to Group Counseling and the ability to demonstrate skills earlier in the field experience sequence, the Group Counseling course has been moved to the Spring of the second year of study for standard program (part-time) students beginning in Spring 2019. Students who enrolled this past spring all passed the course and demonstrated their standards but have not yet taken the CPCE. This change was made for a number of reasons, most salient, the request of supervisors who required that students be able to facilitate groups and deliver large group guidance lessons earlier in the field experience sequence.

It is also important to note that all students passed the State Subject Area Exam in Guidance and Counseling on the first attempt. This exam is required by the Florida DOE, and both Appraisal and Counseling Theories and Practices are substantial portions of the competencies required to pass the exam.

Attachments: (1) SC SLO 4 MHS 6200 Appraisal Subject Matter and (2) SC SLO 4 Assessment/Appraisal CPCE Exit Exam Subsection (3) SC SLO4 MHS 6800 Practicum Subject Area Knowledge (4) SC SLO 4 MHS 6805 Advanced Practicum (3 sections) Helping Relationships, (5) SC SLO 4 Group Counseling CPCE (6) SC SLO 4 Total CPCE Exit Exam Scores (7) SC SLO4 MHS 6832 SC Internship II (8) SC SLO 4 SDS 6830 Final Evaluation Subject Area Knowledge

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 5:** Model clear, acceptable oral and written communication skills

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

- MHS 6800 Practicum communication skills
- SDS 6830 Final 300 Hour internship assessed through School Counseling Internship FEAPs Evaluation

Attachments: (1) MHS 6800 Practicum Subject Area Knowledge – Rubric (2) SDS 6830 School Counseling Internship III Evaluation - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students will score in the Target or Acceptable range.

#### **AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

All students model clear, acceptable oral and written communication skills in courses where they demonstrate effective counseling skills in didactic and field experience courses. The standards are documented and assessed using rubrics in Clinical Training Manager. Reports are provided for MHS 6800 Practicum (all at target), all School Counseling students in MHS 6805 Advanced Practicum were at target or acceptable for Information and Communication Technologies. **Seven (7)** students in MHS 6831 School Counseling Internship I a and b (all at target), **11** students in MHS 6832 Internship II, and **11** students in SDS 6830 School Counseling Internship were all evaluated at target.

One structural change was made to the Practicum/Advanced Practicum transition four years ago and it is being continued and refined. In summer 2014-15 a number of students were late in getting started at their field sites which delayed the completion of their required hours and activities until after the end of the term. In spring of 2016 all Practicum students were assigned placements during the end of the Practicum and instructed to complete any orientation, setup, and background check activities that might be required so they could begin their counseling activities at the very beginning of the summer 2016 term. For spring 2017, this was pulled back further to have students select and begin orientation activities at sites by the end of March in advance of the summer term. This change resulted in the vast majority of the students starting their summer Advanced Practicum field experiences on time and is continuing to date. The only exceptions are students who made changes due to personnel changes at their site. Changes made to accommodate COVID-19 were made for the summer 2020 since FGCU required all

courses to be virtual and many sites would not allow face to face counseling. Students were instructed on methods of using telecommunication for the required interviews for Summer 2020 and the department solicited interviewees for the community at large.

During faculty reviews of student performance that are conducted each term, faculty noted an uptick in the number of students requiring remediation in writing skills; particularly as they report the results of literature reviews and documenting research and assessment activities. There was an increase in the number of students referred for inadvertent “lifting” of material without appropriate citation. The faculty has provided more direct instruction and assigned activities during early courses as well as more on-line and campus writing improvement resources and that more directly instruct on appropriate management of references and source citations. Changes in more direct instruction during 2019-20 yielded better writing and improvements in student management of references and source citations.

Attachments: (1) SC SLO 5 MHS 6800 Practicum Communication Skills (2) SC SLO 5 MHS 6805 Advanced Practicum Communication Skills (3) SC SLO 5 MHS 6831 Final Evaluation Communication Skills (4) SC SLO 5 MHS 6832 Tape Evaluation Communication Skills (5) SC SLO 5 SDS 6830 Final Evaluation Communication Skills (6) SC SLO 5 CPCE Counseling Relationships 2001-2020

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Student Learning Outcome 6:** Support, encourage, and provide immediate and specific feedback to students to promote student achievement.

**SLO Measures the following learning outcomes:**

- ALC 1 Content/Discipline Knowledge Skills
- ALC 2 Communication Skills
- ALC 3 Critical Thinking Skills

**Effectiveness Measure:** *The instrument, project, presentation, etc., that was used to gauge acquisition of the learning outcome.*

SDS 6830 Final 300 Hour Internship assessed through School Counseling internship FEAPs Evaluation

Attachment: SDS 6830 School Counseling Internship III Evaluation - Rubric

**Methodology:** *The method that was used to administer the assessment and collect, analyze and disseminate the assessment data.*

Rubrics are written for critical tasks in the above-named courses and are tagged with various standards. Instructors utilize the rubrics to score assignments in Clinical Training Manager. The Clinical Training Manager program stores data and provides reports on student performance for each standard.

**Expected Performance Outcome:** *The percentage of students assessed that need to demonstrate competency in the SLO or the score that needed to be achieved to satisfy the expectations of the department faculty.*

80% of students will score in the Target or Acceptable range.

#### **AY 2019-2020**

**Assessment Data:** *Include the number of students assessed, sample description, date of administration, outcomes, and any necessary analysis of data and rubrics; attach assignments; if not objective questions, attach samples of excellent, average, and poor work.*

Continued tracking of student performance in critical thinking was based on demonstration of these skills from two courses: MHS 6200 Appraisal and MHS 6700 Legal and Ethical Issues. In each course, tasks that demonstrate critical thinking are assessed. In MHS 6200 Appraisal, all students achieved at the target level and acceptable level. In MHS 6700 Legal and Ethical Issues in Counseling, 69% of the students achieved Target and the remaining **31%** achieved an acceptable rating.

All School Counseling students in MHS 6710, Research Methods and Program Evaluation were assessed in Clinical Training Manager. Between 83 and 100% of students assessed on various standards met the target level of performance and the rest were rated as acceptable.

MHS 6710, Research Methods and Program Evaluation has been a course which has been a target for improvement for several years. This is particularly true because in the past, this course was assigned to non-program, or adjunct faculty with little input from the counseling faculty. Since moving to the Marieb College of Health & Human Services, the Counseling Program has had greater autonomy in selecting core faculty to teach this course. During the summer of 2014, Dr. Russ Sabella redesigned the curriculum, and developed new teaching methods and strategies. He also created demonstration assignments that were specifically designed to address state and national standards aimed at improving student performance. There have been four years of data collected that validate the improvements on Clinical Training Manager or Clinical Training Manager Rubrics and on the CPCE Research Subscale. Other than summer of 2015 when Dr. Mercer taught the Research and Program Evaluation course using Dr. Sabella's materials and model, Dr. Sabella has continued to refine and improve the course.

In both Appraisal and Legal and Ethical Issues (Professional Orientation on the CPCE), students demonstrate high or improving average scores relative to prior years and relative to the national norms. All 13 of the students who completed *Closing the Gap* projects in their internships (MHS 6832) achieved at a target level. When measured again in the Spring in SDS 6830 the 11 registered students all achieved at a target or acceptable level.

No further changes are anticipated but data will be monitored to assess whether gains in student performance have been maintained.

Attachments: (1) SC SLO7 MHS 6700 Legal and Ethical Critical Thinking (2) SC SLO7 MHS 6200 Appraisal Field Experience Critical Thinking (3) SC SLO7 MHS 6710 Research and Program Evaluation Critical Thinking (5) SC SLO7 Targeted Appraisal CPCE Subscale (6) SC SLO 7 Prof Orientation (Ethics) CPCE Subscale (6) SC SLO7 Research Methods CPCE Subscale (7) SC SLO7 MHS 6832 Internship 2 Closing the Gap Critical Thinking (8) SC SLO7 SDS 6830 Closing the Gap Critical Thinking

**Changes or Improvements made on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other

**Changes or improvements implemented on the basis of assessment data.**

Change category: Pedagogy Curriculum Assessment Other