Academic Program Review
Assessment Year: 2010-2011

Assessment Plan
Due: October 8, 2010

Program: Counseling
CIP Number: 13-1101
Department: Educational Studies, Leadership & Counseling
College: College of Education

Accreditation (if applicable): NCATE

Continuous Assessment Planning Process:
Data from course-embedded assessments is collected on a semester basis. Aggregate results are reviewed annually by program faculty. Data and the resulting recommendations are shared with advisory council members and college/department administration.

Participants in the Planning Process:
Program faculty, college/department administration and the advisory council, which is comprised of school and agency mental health professionals.

Learning Outcome 1

Students will demonstrate competence in using initial relationship building skills in counseling.

Instrument/Test Name:
CNS 619 midterm grading rubric

What is Measured – Based on Program or National Standards:
The 10 basic relationship building skills for counselors is measured through videotape analysis of student demonstrations.

How Data are used for Program Improvement:
Data is aggregated for the semester based on rubric evaluation. Faculty look to see if a pattern of strength/weakness emerges across all students and discuss causes.

Results (due June 1, 2011): During the 2010/2011 academic year, 19 students enrolled in GUI 619. Student progress in acquiring and mastering the 10 basic relationship building skills was assessed according to proficiency demonstrated in counseling videotapes submitted during midterms. Sixteen students demonstrated skills at the ‘proficient’ level, and Three were rated as ‘adequate’. These assessments were made by evaluation of the students’ skill video demonstrations by the faculty instructor. These results are to be shared with our advisory committee at our annual meeting this fall. We are currently in the process of revising our data collection process to ensure that data based on each individual skill is collected.

Learning Outcome 2
Students will demonstrate competence in using therapeutic working skills in counseling.

Instrument/Test Name:
CNS 619 Final Rubric

What is Measured – Based on Program or National Standards:
A videotape of each student demonstrating advanced working stage skills is analyzed.

How Data are used for Program Improvement:
Data is aggregated for the semester based on rubric evaluation. Faculty look to see if a pattern of strength/weakness emerges across all students and discuss causes.

Results (due June 1, 2011): During the 2010/2011 academic year, 19 students enrolled in GUI 619. Student progress in acquiring and demonstrating 10 advanced working stage skills as well as their ability to integrate the 10 relationship building skills was assessed according to proficiency demonstrated in counseling videotapes submitted as part of their final. Seventeen students demonstrated skills at the ‘proficient’ level, and Three were rated as ‘adequate’. This shows an improvement in the percentage of students at the proficient level. Improvements to the grading rubric and data collection for the advanced skills is underway.

Learning Outcome 3

Students will demonstrate cultural self-awareness

Instrument/Test Name:
CNS 671 Self-portrait Rubric

What is Measured – Based on Program or National Standards:
Students' cultural self-awareness.

How Data are used for Program Improvement:
Data is used to assist faculty in identifying needs of students in the area of cultural development, and the course work or field experiences that would assist with this growth.

Results (due June 1, 2011): During the 2010/2011 academic year, 33 students enrolled in the CNS 671, Multicultural Counseling. Due to a change in course instructor, student progress was assessed according by a pretest-posttest design utilizing Multicultural Awareness, Knowledge, and Skills Survey: Counselor Edition (MAKSS - C). Research suggests that the MAKSS is a valid and reliable instrument.

The MAKSS-C was designed as a self-assessment of multicultural counseling and assess three subscales: awareness, knowledge and skills. The students were asked to complete MAKSS-C twice during the semester; once at start of the semester in order to establish a
baseline and once at the end of the semester in order measure progression among the three subscales and total score.

Upon analysis of the data, the Q-Q plot reveals normal distribution. It appears that there was a significant increase in the overall total score ($t(32) = -13.756, p < .001, \eta^2 = .85$); awareness subscale ($t(32) = -8.313, p < .001, \eta^2 = .68$); ($t(32) = -13.756, p < .001, \eta^2 = .85$); knowledge subscale ($t(32) = -12.442, p < .001, \eta^2 = .83$); and skills subscale ($t(32) = -9.859, p < .001, \eta^2 = .75$). Thus, it does seem that this course does increase student proficiency in multicultural awareness, knowledge, and skills.

**Learning Outcome 4**

**Instrument/Test Name:**

**What is Measured – Based on Program or National Standards:**

**How Data are used for Program Improvement:**

**Results** (due June 1, 2011):

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Submit by October 1 to Department Chair (if applicable), Dean, Collegiate Representative to Academic Assessment Committee, and the Associate Provost for Academic Programs

*Analysis and Course of Action Based on Results (due on June 1, 2011):*