

2013-2014 Assessment Plan

MA in Counseling

**Options: Clinical Mental Health Counseling, School Counseling, School Counseling with
LPC Qualification & Alcohol and Drug Abuse Counseling**

**Nathan Weiss Graduate College
Kean University**

Mission:

The Counselor Education Program at Kean University has several related goals that are aligned with the University Mission and is sensitive to the needs of first generation students and those from underserved minority groups. The Counselor Education Department's Program (CED) provides a broad-based graduate education in counseling for students who are sensitive to cultural, gender and sexual orientation differences, and are committed to lifelong self-exploration and professional development. CED provides full and part-time students from the Northeast region and the New York/New Jersey metropolitan area affordable graduate level CACREP accredited programs in a variety of Master's and post-graduate areas.

Assessment Process:

Counselor Education students have 15 core courses (common to School Counseling, Clinical Mental Health Counseling, and Alcohol and Drug Abuse Counseling) to take as part of the requirements for the Master of Arts in Counseling degree. These core courses provide a sound backbone of the discipline with regard to the research and theoretical aspects of the Counseling profession as well as the various areas of study within the field. As such, the core courses are the primary vehicle for assessing the knowledge of CED students. Beyond the 15 core courses, School Counseling students take one (1) other course offered within our program, and Clinical Mental Health Counseling students take five (5) other courses offered within the CED program. Alcohol and Drug Abuse Counseling students take eleven (11) required core courses and four (4) other courses offered within the program. Therefore, the faculty has agreed to center our assessment on the core knowledge of Counseling as presented in our core requirements.

Each core course has assessment tools such as exams, research papers, personal journals, group projects/presentations and role-plays as part of the evaluation process. Faculty members examine student performance on each of their assignments and make modifications to assignment descriptions as needed. Moreover, faculty use student comments on the SIR II to make modifications to courses. Finally, the department collects data prior to the initial field experience through an online survey. Each of the core areas is assessed in the survey, thus the department uses this data to improve courses and make programmatic changes. One example of the use of data for program improvement is that an additional assessment, begun in the spring 2011 semester, was added to ascertain students' perception of meeting the Council for the Accreditation of Counseling & Related Education Programs (CACREP) Standards. The assessment measure included course-specific Assessment Chart at the end of each syllabus, listing the standards and describing how each is assessed using various in and out of class

assignments. Data is collected for each student indicating the degree to which he/she met each standard. The Counselor Education Department developed specific action plans based on 2012-2013 Assessment Report data.

Beginning in Fall 2011, the culminating assessment done in Internships I and II (Capstone courses) was identified as a direct measure for assessing attainment of our program Student Learning Outcomes and national standards. In internship courses students must write and present a case presentation, which is evaluated through a faculty determined rubric. Assessment data is collected from the rubrics, site supervisor surveys evaluating individual student performance in field placement and Portfolio/Comprehensive Exam that require students to provide evidence of meeting program goals and student learning outcomes. Each semester, composite data from scored student assignments will be collected and analyzed to address areas of program strengths and weaknesses and to inform decisions that ultimately resulting in program improvements. Specific program improvement action plans based on CED 2012-2013 Assessment Report data include:

- Continued emphasis on culturally responsive applications, connecting theory to practice
- Integration of experiential/application activities in at least 75% of individual CED class sessions
- Pre-semester meetings for faculty teaching CED 5997 Research Methods in Counseling in order to facilitate consistency across curriculum, particularly emphasizing best practices.
- Recommend additional funds in the budget to purchase necessary formal/informal assessment instruments to provide experiential activities that facilitate increased student proficiency in administering appraisal and assessment instruments in counseling.

Program Student Learning Outcomes (SLOs) – as aligned with KU SLOs* derived from the Institutional Mission

Students who graduate with a Master of Arts in Counseling should be able to:

SLO1: Explain the nature and needs of individuals across the lifespan (KU1, 4)

Direct Measure: Internship case presentation; Site Supervisor Evaluation (live observation); Student Portfolio; Lifespan (Timeline) Assignment (CED 5925 Human Development)

Indirect Measure: Recent Graduate Survey; Site Supervisor Evaluation

SLO 2: Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling (KU 1, 3)

Direct Measure: Internship case presentation; Cultural Immersion Project (CED 5915 Multicultural Counseling); Site Supervisor Evaluation (live observation); Student Portfolio

Indirect Measure: Recent Graduate Survey; Site Supervisor Evaluation

SLO 3: Apply individual and group counseling theories to facilitate individual, and group Counseling (KU 4)

Direct Measure: Group Facilitation Project (CED 5963 Theory & Practice of Group Counseling); Individual Session Typescript #2 (CED 5950 Principles & Procedures in Counseling); Internship case presentation; Site Supervisor Evaluation (direct observation); Student Portfolio

Indirect Measure: Recent Graduate Survey; Site Supervisor Evaluation

SLO 4: Interpret and utilize professional research and existing data (KU 1, 2, 4)

Direct Measure: Internship case presentation; Research Article Critique (CED 5997 Research Methods); Site Supervisor Evaluation (direct observation); Student Portfolio

Indirect Measure: Recent Graduate Survey; Site Supervisor Evaluation

SLO 5: Administer appraisal and assessment instruments in counseling (KU 2, 4)

Direct Measure: Internship case presentation; Site Supervisor Evaluation (direct observation); Treatment Plan Project (CED 5979 Diagnosis & Treatment)

Indirect Measure: Recent Graduate Survey; Site Supervisor Evaluation

SLO 6: Apply professional, legal and ethical standards in counseling (KU 1, 3, 4)

Direct Measure: Case Analysis of Ethical Issues (CED 5910 Introduction to Counseling); Internship case presentation; Site Supervisor Evaluation (direct observation); Student Portfolio

Indirect Measure: Recent Graduate Survey; Site Supervisor Evaluation

SLO 7: Identify his/her own limitations, seek supervision and participate in professional Development (KU 4)

Direct Measure: Internship case presentation; Journal Entry on personal biases & areas for professional growth (CED 5950 Principles & Procedures of Counseling); Site Supervisor Evaluation (direct observation); Student Portfolio

Indirect Measure: Recent Graduate Survey; Site Supervisor Evaluation

* KU Student Outcomes: Kean University graduates should be able to:

1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms.)