



2022 SLO Report for Addictions Concentration Area

Degree Program: **Addiction Counseling** – Master of Arts

The Addiction Counseling concentration area prepares students for counseling positions in various community-based agencies such as mental health centers, private counseling agencies, substance abuse treatment facilities, centers for counseling the elderly, children, and families, business and industry. The assessments used for this program evaluate various skills and knowledge that all counselors should possess regardless of specialization area.

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

Based upon the Assessment Report the Addiction Counseling Program met three out of four performance outcomes and showed a positive impact on candidate learning based on 2016 CACREP standards.

Student Learning Outcome 1 (CACREP Standard A.3.c)

SLO1: Addiction Counseling Students will be able to identify and use techniques and interventions related to substance abuse and other addictions (CACREP Standard A.3.c)

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

A new effectiveness measure was added to the Student Learning Outcome data collection based on the recommendation from last year. The student final exam scores from the CSLG 6160 course, Theories of Addiction, were added as an additional data point.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability.

1. As part of CSLG 6162 Intervention in Addictions, students will complete a final exam.
2. As part of CSLG 6160 Theories of Addiction, students will complete a final exam.
3. In Internship I & II, students identify and utilize counseling interventions with addicted clients. This SLO will be measured by the supervisor's clinical assessment of the student.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. In CSLG 6162, when students complete their final exam. Total score on final exam.
2. In CSLG 6160, when students complete their final exam. Total score on final exam.
3. In both Internship experiences, the CSLG 7430 and 7435 course, students will be assessed by their clinical supervisor utilizing the Counselor Competency Scale–Revised (CCS-R) (Items 1.I, 1.J, 1.K, 1.L).

Program faculty will collect this data via the data projects in CSLG 6162, CSLG 6160, and Internship I and Internship II. Assessment data will be loaded into TaskStream and distributed to program faculty at a faculty meeting designated to discuss student learning outcomes. During this meeting, program faculty will examine the data and decide on changes or improvements to make on the basis of the assessment data.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects at least 80% of students to score a minimum of 80% on the CSLG 6162 final exam.
2. The program expects at least 80% of students to score a minimum of 80% on the CSLG 6160 final exam.
3. The program expects at least 80% of students will meet the expectations by scoring minimum 3 on 5-point scale on the supervisor's evaluation [Counselor Competency Scale–Revised (CCS-R) (Items 1.I, 1.J, 1.K, 1.L)] in Internship I & Internship II.

Spring 2022, Summer 2022, Fall 2022 Assessment

		Spring 2022	Summer 2022	Fall 2022
Intervention Final Exam	Average	86.0		
	Proficiency %	84%		
	Count of Students	31		
Theories Final Exam	Average			79
	Proficiency %			57%
	Count of Students			21
Internship 1: Supervisor Eval	Count of Students	4		2
	Eval Item 1.I	4.5		4.0
	Eval Item 1.J	4.5		4.0
	Eval Item 1.K	4.75		5.0
	Eval Item 1.L	4.75		5.0
	Proficiency %	100%		100%
Internship 2: Supervisor Eval	Count of Students	2		3
	Eval Item 1.I	4.5		5.0
	Eval Item 1.J	4.5		4.67
	Eval Item 1.K	5.0		5.0
	Eval Item 1.L	5.0		5.0
	Proficiency %	100%		100%
Overall				

Plans for 2023: Based upon the 2022 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment data, the Addiction Counseling Program met three out of four performance outcomes and showed a positive impact on candidate learning. The one area that did not meet expectations was the Addiction Theory final examination scores. This was the new data point added based on last year's SLO data evaluation review. At this point it is not clear if this new data point is accurately assessing the identified CACREP standard, if it is measuring the effectiveness of the identified standard, or if a different data point should be used in this SLO.



Spring 2022 and Fall 2022 Student Learning Outcomes Assessment Plan and Report

College: College of Education

Department: Counseling

Degree Program: Clinical Mental Health Counseling – Master of Arts

The Clinical Mental Health Counseling concentration area prepares students for counseling positions in various community based agencies such as mental health centers, private counseling agencies, substance abuse treatment facilities, centers for counseling the elderly, children, and families, business and industry. The assessments used for this program evaluate various skills that all counselors should possess regardless of specialization area.

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

Based upon the Assessment 2022 data, the Clinical Mental Health Counseling Program met all performance outcomes and showed a positive impact on candidate learning.

Student Learning Outcome 1 (CACREP Standard C. 1. b)

SLO 1: Clinical Mental Health Counseling students will be able to identify theories and models related to clinical mental health counseling.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Based on 2019 assessment, no changes made.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability.

1. As a part of completion of CSLG 7170-Introduction to Clinical Mental Health, students complete a community site visit assignment and oral presentation. The evaluation is scored on a 3-point scale. An average score of 2 is considered passing. This scale measures the students' ability to evaluate the site, understand it's applicability, and their ability to gather knowledge. Students

should be able to demonstrate the ability to identify contextual factors, theories and models that are appropriate for effective mental health counseling.

2. As part of completion of CSLG 6153-Diagnosis and Treatment in Counseling students complete a course resources list that includes information on best practices for specific diagnoses, and individual, as well as family, support resources for each diagnosis.
3. The NCE is a 200-item multiple choice exam, created by the National Board for Certified Counselors <http://www.nbcc.org/Exam>. Only 160 of the 200 questions are used to determine a minimum passing score. The maximum score for each domain is 20 and overall 160. The NCE is designed to assess students' knowledge of the eight (8) CACREP core content areas: Human Growth & Development, Social & Cultural Diversity, Helping Relationship, Group Work, Career Development, Assessment, Research and Program Evaluation, and Professional Orientation & Ethical Practice. In addition, within the 8 content areas, the NCE also assesses five work behavior domains that include (1) Fundamental Counseling Issues, (2) Counseling Process, (3) Diagnostic and Assessment Services, (4) Professional Practice, and (5) Professional Development, Supervision, and Consultation.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. In CSLG 7170 students are assigned an experiential assignment that requires them to visit a community clinical mental health site. At the assigned site, students gather information about the services offered, evaluate the process of services, and interview staff. Additionally, students are required to present on a topic that is germane to the setting and provide information on best practices for providing treatment for that selected population. Students are required to reflect on 22 questions provided by the instructor, develop a handout for each class member, and provide materials from their site visit. The presentation and written materials are evaluated using a rubric and uploaded to Taskstream. The scores are evaluated by the instructor.
2. In CSLG 6153 students are assigned a clinical resource list assignment. This assignment entails doing research on best practices and community resources for specific diagnoses. Each student creates an exhaustive list of best practices for treatment based on diagnostic categories in the DSM 5 and provides a list of clinical and social support resources appropriate for clients struggling with the specified diagnosis. The resource list is submitted into taskstream and graded on a 3 point rubric (range from 0 to 9; high score of 3 for each category).
3. As part of licensure process of North Carolina, Clinical Mental Health candidates must pass a National Counselor Exam (*NCE*) administered by the National Board for Certified Counselors. (<http://www.nbcc.org/Exam>). The NCE is offered during April and October of each calendar year and it is also important to note that during every administration of the exam a different form of the test is used and the passing score varies with each administration.

Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports

created by the College of Education are housed on a secure website which is accessible to all faculty members within the Cato College of Education.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects 85% of all community counseling students score a minimum of 6 on CSLG 7170 site visit assignment rubric.
2. The program expects 85% of students to score a minimum of 6 on the clinical resource assignment.
3. The program expects 90% of students to pass the NCE –this score is <http://www.nbcc.org/Exam>. For the April or Spring Administration the cut off passing score was 85 and for Spring 2020 administration and 84 for Fall.

Student Learning Outcome 3 Counseling MA-Mental Health		2021	2022
Site Visit Presentation	Proficiency%	93.33%	100%
	Count of Students	10	45
Clinical Resource Assignment	Proficiency%	100%	100%
	Count of Students	18	45
NCE	Proficiency%	89.5%	94.4%
	Count of Students	30	45
Overall	Proficiency%	94.27%	97.36%

Plans for 2023: Based upon the 2022 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment data, the Clinical Mental Health Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.



CHARLOTTE

Spring 2022, Summer 2022, and Fall 2022

Student Learning Outcomes (SLO) Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand-alone minor, and distance education program offered online only.)

College: College of Education

Department: Counseling

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program:

School Counseling, MA_

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

We aligned our Student Learning Outcome (SLO) to the 2016 CACREP standards. Performance measures are still the same. Overall, the changes demonstrate a continued positive impact on student learning for the School Counseling Program.

Student Learning Outcome 1

Professional School Counseling students will be able to use accountability/program assessment data to inform decision making.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

The SLO for this program is current and reflects current knowledge, skills, and abilities that candidates need to possess based on these revised national standards. **However, the national teacher shortage, beginning fall 2021, impacted the expansion of skills and abilities expected of school counseling practitioners. This led to increase in provisionally-hired school counselors which impacted their abilities to complete assignments successfully.** The effective measure, methodology, and performance outcomes were also revised to ensure the SLO was assessed via multiple measures and multiple points in time. The effective measures now include rubrics in CSLG 7141 and CSLG 7646 and the Praxis II exam.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability.

1. Academic Development and Social/Emotional Data Project: students analyze faux program data to develop SMART goals for students' academic and social/emotional data. (CSLG 7141)
2. Data and Advocacy Project: students analyze school data at their internship sites and develop an intervention to address a student need utilizing ASCA Mindsets & Behaviors. (CSLG 7646)
3. Praxis II exam: specifically covers the standard, "knows how to apply data analysis results for program improvement" (p. 10, The Praxis Study Companion).

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. The first point is in CSLG 7141, when students complete and receive feedback on their data project. Projects were evaluated by detailed rubrics. Students were assessed during their first semester in the program.
2. The second point is in CSLG 7646, when students complete and receive feedback on their data and advocacy project. Projects were evaluated by detailed rubrics. This is the third school counseling course in sequence.
3. The third point is in their final semester, when students take the **updated** state Praxis II exam (**reflecting 4th edition of ASCA National Model**). The *PRAXIS School Counseling and Guidance* examination consists of 120 items and is taken during the final semester the candidate is enrolled in the program to measure their professional school counseling knowledge. The results are electronically scored by ETS.Org and disseminated to students and the College of Education Teacher Education, Advising, and Licensure (TEAL).

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. At least **95%** of students will meet expectations by scoring a minimum of 3 on the Academic Development and Social/Emotional Data Project scoring rubric.
2. At least **95%** of students will meet expectations by scoring a minimum of 3 on the Data and Advocacy Project scoring rubric.
3. At least **95%** of students will pass the Praxis II exam.

Assessment Data:

Spring 2022-Summer 2022-Fall 2022 Assessment Data

PRAXIS II	Percentage of students passing	Percentage of students passing	Percentage of students passing	Percentage of students passing
	2019	2020	2021	2022
Numbers	17	13	9	11
Number passing	100%	100%	100%	100%
Pass Rate	100%	100%	100%	100%

Portfolio					
	2018	2019	2020	2021	2022
Semester					
Number	44	24	31	75	45
Number scoring minimum of 3	44	23	28	75	44
Meets or Exceeds Expectations	100%	96%	90.3%	100%	98.2%

Data and Advocacy Project					
	2018	2019	2020	2021	2022
Semester					
Number	44	24	30	75	45
Number scoring minimum of 3	44	24	28	74	45
Meets or Exceeds Expectations	100%	100%	93%	98.9%	100%

Changes to be implemented Fall 2023: Based upon the 2022 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

For 2022, no changes were made to the student learning outcomes, and students were still able to successfully meet CACREP standards. A majority of students continue to meet the expectations for the School Counseling Portfolio and Data & Advocacy Project. However, we saw an increase of provisionally-hired school counseling students as a consequence to the national teacher shortage in 2022. In CSLG 7646, faculty encountered more than 50% of students struggled to complete assignments as a result of balancing academic and employment obligations. Including a significant increase in the number of assignments submitted late and students requesting extensions for assignments. Faculty are currently considering the redesign of CSLG 7646 to make the course more equitable for provisionally-hired students and more aligned with current school counseling expectations post-COVID19. Spring and fall 2022 semesters revealed a need to adjust the current educational training of future school counselors in the roles of PHSC students who are likely to be tasked with non-school counseling duties, such as filling in as classroom teachers, due to staff shortages. This also comes from the feedback of students who felt the course was outdated in comparison to expectations of school counselors today. We will continue to monitor students' progress to meet or exceeds expectations for these assignments. SC Faculty continue to see a significant increase in Praxis participation, and will work with Office of Teacher Education Advising & Licensure (TEAL) to explore student outcomes.