

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Counselor Education MS

As of: 11/16/2016 02:24 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Content Mastery - Ethics and Professional Issues

Students in all concentrations will demonstrate content mastery of topics related to ethics and professional issues, specifically as follows:

- a. history and philosophy of the counseling profession
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster
- d. counseling supervision models, practices, and processes, professional organizations, including membership benefits, activities, services to members and current issues
- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- f. the role and process of the professional counselor advocating on behalf of the profession
- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- h. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.

Related Measures

M 1: Counselor Preparation Comprehensive Examination (CPCE)

All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates' competencies related to ethics and professional issues in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 5

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring ethics and professional issues.

Finding (2015-2016) - Target: Not Met

Artifact: Counselor Preparation Comprehensive Examination (CPCE) - Content Mastery: Ethics and Professional Issues

Results: 88.88% Pass (FA15); 100% Pass (SP16); 100% Pass (SU16)

TARGET NOT MET (All candidates Did Not Meet the Target of 90% scoring at or above the nationally derived standard deviation for the sub-test measuring ethics and professional issues.

Connected Document

[COUN Summary of Outcomes 1, 2, and 3 FA15, SP16 & SU16](#)

[Related Action Plans \(by Established cycle, then alpha\):](#)

Continue to Monitor COUN 500

Continue to monitor candidates' scores in ethics and professional issues and performance in the corresponding curricular offering (COUN 500: Orientation to Ethical, Professional, and Legal Issues In Counseling).

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Counselor Preparation Comprehensive Examination (CPCE) | **Outcome/Objective:** Content Mastery - Ethics and Professional Issues

COUN Action Plan for CPCE - Ethics and Professional Issues

Action Plan for Failed Benchmarks: Students met with Department Head to discuss area of weakness and to discuss the students' plan to remediate the deficit. Students were retested and all passed.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Counselor Preparation Comprehensive Examination (CPCE) | **Outcome/Objective:** Content Mastery - Ethics and Professional Issues

Responsible Person/Group: Dr. Irv Esters

SLO 2: Becoming Clinically Efficacious

Students in all concentrations will demonstrate content mastery of topics related to the development and maintenance of a clinically efficacious helping relationship, specifically as follows:

- a. an orientation to wellness and prevention as desired counseling goals
- b. counselor characteristics and behaviors that influence helping processes
- c. an understanding of essential interviewing and counseling skills
- d. counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
- f. a general framework for understanding and practicing consultation, and g. an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies.

Related Measures

M 2: Competencies in Helping Relationships

All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates' competencies related to helping relationships in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 5

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring helping relationships.

Finding (2015-2016) - Target: Not Met

Artifact: Counselor Preparation Comprehensive Examination (CPCE) - Content Mastery: Competencies in Helping Relationships

Results: 77.77% Pass (FA15); 100% Pass (SP16); 100% Pass (SU16)

TARGET NOT MET (All candidates Did Not Meet the Target of 90% scoring at or above the nationally derived standard deviation for the sub-test measuring helping relationships).

Connected Document

[COUN Summary of Outcomes 1, 2, and 3 FA15, SP16 & SU16](#)

Related Action Plans (by Established cycle, then alpha):

Monitor COUN 505

Continue to monitor candidates' scores in helping relationships and performance in the corresponding curricular offering (COUN 505: Helping Relationships).

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Competencies in Helping Relationships |

Outcome/Objective: Becoming Clinically Efficacious

COUN Action Plan for CPCE - Helping Relationships

Action Plan for Failed Benchmarks: Students met with Department Head to discuss area of weakness and to discuss the students' plan to remediate the deficit. Students were retested and all passed.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Competencies in Helping Relationships |

Outcome/Objective: Becoming Clinically Efficacious

Responsible Person/Group: Dr. Irv Esters

SLO 3: Group Counseling

Students in all concentrations will demonstrate content mastery of topics related to the nature of group counseling, inclusive of dynamics, methods, and theories, specifically as follows:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work,
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles,
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature,
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

Related Measures

M 3: Competencies in Group Processes

All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed

to provide evidence of candidates' competencies related to group processes in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 5

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring group processes.

Finding (2015-2016) - Target: Met

Artifact: Counselor Preparation Comprehensive Examination (CPCE) - Content Mastery: Group Processes

Results: 100% Pass (FA15); 100% Pass (SP16); 100% Pass (SU16)

TARGET MET (All candidates MET the Target of 90% scoring at or above the nationally derived standard deviation for the sub-test measuring group processes.

Connected Document

[COUN Summary of Outcomes 1, 2, and 3 FA15, SP16 & SU16](#)

Related Action Plans (by Established cycle, then alpha):

Monitor COUN 509

Continue to monitor candidates' scores in group processes and performance in the corresponding curricular offering (COUN 509: Group Processes).

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Competencies in Group Processes |

Outcome/Objective: Group Counseling

Competencies in Group Processes Action Plan 2014-2015

THE COUN ED Program has successfully met its target of "Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring group processes" for the last 5 years. After some discussion with the faculty, it was decided that the department head and faculty will closely monitor the performance of its candidates and course instructors who teach these constructs during the next academic year.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Competencies in Group Processes |

Outcome/Objective: Group Counseling

Implementation Description: During the regularly scheduled faculty meetings, Dr. Irv Esters, Department Head will promote the discussion of the measurement of the concept of group processes as a means to informally collect data on their candidates.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Irv Esters, COUN Department Head

How were assessment results shared and evaluated within the unit?

Results were shared and discussed at one of the weekly faculty meetings after scores were received and analyzed.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Success rates are generally high, even measured against a high standard. When scores are deficient, students are made aware and they take the corrective action arrived at in consultation with the department Head. To date, no student has missed a standard twice.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

The unit will continue to monitor scores from the CPCE and the subtest scores noted in the report.