

Annual Academic Assessment Report

2021-2022

MS/CNSL

May 2022

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MS/CNSL
May 16th, 2021**

The University of Arkansas (U of A) master’s degree program in counseling (CNSL) prepares students in clinical mental health counseling, rehabilitation counseling, and school counseling to work as scholar-practitioners in a variety of clinical, rehabilitation, and educational settings. Three student learning outcomes (SLO) have been developed and are evaluated utilizing a variety of assessment strategies at three assessment points: (1) initial learning in the classroom, measured by Key Performance Indicators (KPI) that align with CACREP accreditation standards and outcomes, (2) the transfer and generalization of learning to real world employment settings during practicums and internships, and (3) the maintenance of learning over time demonstrated in final comprehensive exams. Performance & achievement of the SLO’s and KPI’s are determined using an achievement scaling rubric for outcome levels as follows: 1= emerging, 2= developing, 3= proficient, and 4 = mastery. CNED changed the assessment data process in 2021-21 academic year by utilizing an online program evaluation and assessment platform (VIA) to analyze the data. This is the second-year report using this online data.

Results of Analysis of Assessment of Student Learning Outcomes (SLO)

The assessment results of the level of achievement of the three student learning outcomes at the three points of assessment are presented in the three tables discussed below. Table 1 presents the assessment results for SLO 1, measured by the KPI’s assigned to each class area. Each KPI is measured at two different times, assessment 1 and 2 designated by the numbers in the parenthesis. Tables 2-4 present the assessment results for SLO 2 and SLO 3 at the three assessment points across the three concentrations: Clinical Mental Health, School, and Rehabilitation Counseling.

SLO 1 - Required Knowledge, Understanding, and Abilities of all Professional Counselors regardless of Counseling Concentration

Table 1: Core Learning Domains

I – Initial Learning - Core Learning Domains	Summer 2021		Fall 2021		Spring 2022		Average	
							1	2
Professional Orientation and Ethical Practice	N/A		2.2(1)	4.0(2)	2.2(1)		2.2	4.0
Social and Cultural Diversity	3.1(2)		3.1(1)	3.0(2)	3.1 (2)		3.1	3.0
Human Growth and Development	2.8(1)	3.2(2)	3.1(2)		2.7(1)	3.3(2)	2.8	3.2
Career Development	3.8(1)		4.0(2)		4.0(1)	2.9(2)	3.9	4.0
Counseling and Helping Relationships	2.8(2)		2.8(1)	3.1(2)	2.0(1)	2.5(2)	2.4	2.8
Group Counseling & Group Work	3.8(2)		3.0(1)	4.0(2)	2.6(1)	3.9(2)	2.8	3.9
Assessment and Testing	3.0(1)	2.2(2)	N/A		4.0(2)		3.0	4.0
Research and Program Evaluation	N/A		3.3 (1)	3.8(2)	3.7(1)		3.3	3.7
<i>KPI Overall Average</i>	3.2(1)	3.0(2)	2.9(1)	3.6(2)	2.3(1)	3.3(2)	2.9	3.6

*Highlighted scores show when the average was below the emerging level (2.0) for initial assessment and below proficient level (3.0) at the second assessment.

A review of the data in table 1 suggests, the core knowledge, understanding, and abilities required of all professional counselors regardless of counseling concentration, the focus of student learning outcome 1, was achieved above the expected levels of 2.0 at assessment time 1 and 3.0 at assessment time 2. Average means 3.2/3.0 was achieved for the summer semester, 2.9/3.6 for fall and 3.0 for the spring semester. Average student achievement outcome level for the academic year was 2.9/3.6 indicating that student-learning outcome 1 was achieved satisfactorily for the academic year 2021-2022. During the summer and spring semesters for counseling and helping relationships, assessment two was below the expected 3.0 average so this is a KPI that we will be looking more closely at to determine what the lower scores may have meant and how to address this concern. One thought is that these assessments were completed by an adjunct faculty instead of core faculty which could impact the way that the scoring was complete. This will be an area that we will address in our back-to-school assessment planning meeting in August of 2022.

SLO 2 & SLO 3 – Specific Clinical Mental Health Counseling Professional Knowledge, Skills, and Practices Necessary to Address a Wide Variety of Circumstances within the CMHC Context

Table 2: CMHC Learning Domains

I – Initial Learning - CMHC Learning Domains	Summer 2021	Fall 2021	Spring 2022	Average 1
Foundations	N/A	2.4(1)	2.3(1)	2.4
Contextual Dimensions	N/A	3.8(1)	3.8(1)	3.8
Practice	3.4(2)	3.7(1) 3.6(2)	3.7(1) 3.5(2)	3.7(1) 3.5(2)
II - Transfer of Learning to Real World Employment Settings				
Clinical Mental Health Practicums	N/A	3.6	4.0	3.8
Clinical Mental Health Internships	4.0	4.0	4.0	4.0
III – Retention/Maintenance of Learning – End of Program				
Comprehensive Exam	3.7	3.7	3.8	3.7
Licensure/Certification Pass Rate	100%	100%	100%	100%
Overall Average CMHC	3.7 (2)	3.3(1) 3.7(2)	3.3(1) 3.8(2)	3.3(1) 3.7(2)

A review of the data in table 2 suggests that the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the CMHC context, the focus of student learning outcome 2, was achieved above the expected outcome level of 3. An average mean of 3.7 for assessment point 2 for summer was achieved and a 3.3 for assessment 1 and 3.78 for assessment 2 for fall semester and 3.3 for assessment 1 and 3.7 for assessment 2 for the spring semester. Average student achievement outcome level for the academic year was 3.3 (assessment 1) and 3.7 (assessment 2) indicating that student learning outcomes 2 & 3 were achieved satisfactorily for the academic year 2021-22. Licensure passing rates for the CMHC students was 100% across the entire academic year.

SLO 2 & SLO 3 – Specific School Counseling Professional Knowledge, Skills, and Practices Necessary to Promote the Academic, Career, and Personal/Social Development of all K–12 Students

Table 3: School Counseling Learning Domains

I – Initial Learning – School Counseling Learning Domains	Summer 2021	Fall 2021	Spring 2022	Average
Foundations	N/A	3.9(2)	3.6(2)	3.8
Contextual Dimensions	N/A	N/A	N/A	N/A
Practice	N/A	4.0(2)	3.7(2)	3.9
II - Transfer of Learning to Real World Employment Settings				
School Counseling Practicums	N/A	4.0	4.0	4.0
School Counseling Internships	N/A	4.0	4.0	4.0
III – Retention/Maintenance of Learning – End of Program				
Comprehensive Exam	N/A	3.8	3.6	3.7
Licensure/Certification Pass Rate	N/A	100%	100%	100%
<i>Overall Average- SCHOOL</i>	N/A	3.9	3.8	3.9

A review of the data in table 3 suggests that the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students, the focus of student learning outcome 3, was achieved above the expected outcome level of 3. An average mean of 3.9 was achieved for the fall semester and 3.8 for the spring semester. Average student achievement outcome level for the academic year was 3.9 indicating that student learning outcome 3 was achieved satisfactorily for the academic year 2021-22. During this past year, the two introductory school classes were not taught due to low enrollment numbers and that is why there was not any data for assessment time 1. All students in the school concentration successfully passed their licensure exams.

SLO 2 & SLO 3 – Specific Rehabilitation Counseling Professional Knowledge, Skills, and Practices Necessary to Address a Wide Variety of Circumstances within the Rehabilitation Context

Table 4: RHAB Learning Domains

I – Initial Learning - CMHC Learning Domains	Summer 2021	Fall 2021	Spring 2022	Average
Foundations	N/A	4.0	N/A	4.0
Contextual Dimensions	N/A	4.0	N/A	4.0
Practice	2.8	2.9	3.0	2.9
II - Transfer of Learning to Real World Employment Settings				
RHAB Practicums	4.0	4.0	N/A	4.0
RHAB Internships	N/A	4.0	3.8	3.9
III – Retention/Maintenance of Learning – End of Program				
Comprehensive Exam	3.6	N/A	3.9	3.8
Licensure/Certification Pass Rate	0%	100%	25%	63%
Overall Average RHAB	3.5	3.8	3.6	3.8

*Highlighted scores show when the average was below the emerging level (2.0) for initial assessment and below proficient level (3.0) at the second assessment.

A review of the data in table 4 suggests that the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the RHAB context, the focus of student learning outcomes 2 & 3, were achieved above the expected outcome level of 3 except at the practice KPI in the summer and fall of 2021. An average of 2.9 for the year in the practice area demonstrates that students were just below the expected level of 3.0 so a more thorough look into these scores at our annual assessment meeting is warranted. Overall means for the year were above the expected 3.0 level. An average mean of 3.5 for the summer and 3.8 was achieved for the fall semester and 3.6 for the spring semester. Average student achievement outcome level for the academic year was 3.8 indicating that student learning outcomes 2 & 3 were achieved for the academic year 2021-22. Students’ licensure passing rate is lower in the RHAB concentration area which is not as surprising as nationally the average passing rate for the CRC is roughly around 50% for first time test takers. While some of the students did not pass the CRC, all of the students in the RHAB concentration did pass their comprehensive exams and several also passed the NCE exam as well.

Changes Planned or Made on the Basis of Assessment Findings

While the majority of the assessment data was at or above the expected outcomes, we will plan to look more closely at scores below are expected levels at our fall assessment planning retreat. We also look more closely and class level Key Performance Indicators at this retreat to determine that students are individually achieving as expected as well.

Annual Academic Assessment Report
Academic Year 2021-2022
PhD/CNED
May 16th, 2022

**Annual Academic Assessment Report
PhD/CNED
2021-2022**

The University of Arkansas (U of A) PhD degree program in counselor education and supervision (CNED) requires knowledge, skills, and practices beyond master’s level counseling programs and prepares students to work as counselor educators, researchers/scholars, and advanced clinicians (counselors and counselor supervisors), in academic, research, and clinical settings. Five student learning outcomes (SLO) have been developed and are evaluated utilizing a variety of assessment strategies at three assessment points: (1) initial learning in the classroom assessed by Key Performance Indicators (KPI) that align with CACREP accreditation standards, (2) the transfer and generalization of learning to real world employment settings during practicums and internships, and (3) the maintenance of learning over time demonstrated in final comprehensive written & oral exams, dissertations, and portfolios. Performance & achievement of the SLO’s are determined using the following rubric for outcome levels 1= emerging, 2= developing, 3= proficient, and 4 = mastery. See the CNED assessment plan for descriptions of the achievement outcome levels.

Results of Analysis of Assessment of Student Learning Outcomes

The assessment results of the level of achievement outcome for the five student learning outcomes at the three points of assessment are presented in the table below.

Knowledge, Skills, and Practices beyond Entry-Level Program Requirements

I – Initial Learning – PhD Learning Domains	Fall/Summer 2021	Spring 2022	Average
KPI - Clinical Supervision	3.4	4.0	3.7
KPI - Teaching and Counselor Preparation Training	3.4	4.0	3.7
KPI - Research and Scholarship	4.0	4.0	4.0
KPI - Counseling	N/A	3.3	3.3
KPI - Counseling Leadership and Advocacy	3.0	N/A	3.0
Average	3.5	3.8	3.7
II - Transfer of Learning to Real World Employment Settings			
Clinical Practicums	N/A	3.0	3.0
Clinical, Teaching, & Research Internships	4.0	4.0	4.0
Average	4.0	3.5	3.5
III – Retention/Maintenance of Learning – End of Program			
Written & Oral Comprehensive Candidacy Exam	4.0	4.0	4.0
Portfolio	4.0	4.0	4.0
Dissertation Final Exam	4.0	4.0	4.0
Average	4.0	4.0	4.0
Overall Average for Semester	3.8	3.8	3.8

A review of the data reflected in the table suggests that the five student learning outcomes were achieved at a satisfactory outcome level at all three points of evaluation. The overall average for the five KPI's during the fall and summer semesters was 3.5 and 3.8 for the spring semester. An overall average of 3.7 was obtained for the year indicating that at the initial learning stage (classroom learning) the achievement outcome level was above the expected level for the 2021-2022 academic year.

Data also suggest that students were able to transfer their knowledge and skills to real world employment settings as indicated by an average outcome level of 4.0 and 3.5 during the fall and spring semesters respectively in practicums and internships. The overall average of 3.5 reveals an achievement outcome level better than expected for the 2021-2022 academic year.

Students also demonstrated an above satisfactory retention/maintenance of learning as indicated by their performance on end-of-program comprehensive candidacy exams, final dissertation defenses, portfolios, & etc. with an average achievement outcome level of 4.0 for both the fall and spring semesters respectively. The overall outcome average of 4.0 reveals an achievement outcome level better than expected for the 2021-2022 academic year.

Changes Planned or Made on the Basis of Assessment Findings

We will be updating our PhD program of study over the next year and implementing new assessment data and plans which will also change the way that we report data. For the 2021-2022 academic year, data suggest the five student learning outcomes were achieved at above the expected achievement outcome level at all three points of evaluation. A review of all cells in the table above reveals a range of achievement outcome levels of 3.0 – 4.0. This suggest that no changes need to be made at this time based on the assessment findings.