

Plan Period: 2017-2018

☰ Assessment Plan Summary	
College/Division	Education
Department	Counselor Ed
Program	M.Ed. Clinical Mental Health Counseling
Plan Type	Learning Outcomes Plan
Plan Status	Report approved (complete)
Updated	09/27/2017
<p>Plan developed by: Valerie Bristor</p> <hr/> <p>Plan Approver: Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)</p>	

☰ Outcome 1 Details	
↶ Description and Methodology	📊 Results
📁 Supporting Docs	
📄 Description and Methodology ✎ Edit ▾	
<p>Outcome Description</p>	

The Mental Health Counseling candidate will demonstrate their content knowledge of the clinical mental health counseling field by earning a passing score on the national Counselor Preparation Comprehensive exit exam.

Academic Learning Categories related to this outcome:

- Content Knowledge
 - Procedural Knowledge (Technical Skills)
 - Procedural Knowledge (Research skills)
 - Declarative Knowledge

- Communication
 - Team/Collaborative communication
 - Multimedia/Graphic communication
 - Oral Communication
 - Written Communication

- Critical Thinking
 - Practical Skills
 - Creative Skills
 - Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goals

- Boldness:** A uniquely competitive and globalized student body.
- Synergy:** Prominent teams of researchers and scholars.
- Place:** Deep engagement with South Florida's global communities
- Quality:** Continuously-assessed and evolving best practices.
- Brand:** National reputation for excellence.
- Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- Healthy aging**
- Neuroscience**
- Ocean Science and Engineering/Environmental Sciences**
- Sensing and Smart Systems**

Platforms (represent scholarly activities that apply to and support pillars)

- Big Data Analytics**

- Community Engagement and Economic Development
 - Diversity
 - Global Perspectives and Participation
 - Healthy and Environmentally Sustainable Campus
 - Leadership, Innovation and Entrepreneurship
 - Peace, Justice and Human Rights
 - South Florida Culture
 - Undergraduate Research and Inquiry
-

Performance Funding Metrics

- Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
 - Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
 - Net Tuition and Fees Cost to the Student
 - Six year graduation rates for First-time in College (FTIC)
 - Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
 - Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - University Access Rate [Percent of undergraduates with a Pell Grant]
 - Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - Baccalaureate Degrees Awarded Without Excess Hours
 - Percent of Baccalaureate Degrees Awarded to Minorities.
-

Implementing Strategy :

In order to demonstrate content knowledge all Clinical Mental Health Counseling candidates enrolled in MHS 6801 Advanced Practicum in Counseling will take and earn a score at or above the national mean on the Career Development and Social and Cultural Diversity subscales on the Counselor Preparation Comprehensive Exam during their semester of enrollment in the course.

Assessment Method :

The Mental Health Counseling candidates will complete the Counselor Preparation Comprehensive Exam (CPCE). The CPCE exam includes 160 multiple-choice questions, consisting of 8 subsections. The subsections include, Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. Each section on the exam includes 20 questions. Scoring is completed by an independent evaluator and results are reported to the Mental Health Counseling faculty. Scores for each section and a total score are reported for each Mental Health Counseling candidate that completed the exam.

Criterion for success

80% of the Mental Health Counseling candidate will demonstrate their content knowledge of the clinical mental health counseling field by achieving a passing score of 70 or better on the Career Development and Social and Cultural Diversity subscales on the Counselor Preparation Comprehensive Exam.

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<div style="background-color: #0070C0; color: white; padding: 5px;"> 📄 Results ✎ Edit ▼ </div>		
<p>Data Summary</p> <p>See attached report. In the Spring 2018, a total of 12 students took the department Exit Exam. All 12, 100%, successfully passed with a composite score of 4.0 or higher.</p>		

Program Improvement

The faculty will begin to look at individual sub-scales on the CPCE to assess for areas of weakness that could be improved upon in the curriculum.

Program Improvement Codes

- 1. Curricular Change ?
- 2. Course Revision ?
- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
- 5. Assessment Plan Change ?
- 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?
- 9. Other ?

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☰ Outcome 2 Details	
↶ Description and Methodology	📊 Results
📁 Supporting Docs	
📄 Description and Methodology ✎ Edit ▼	
<p>Outcome Description</p> <div style="border: 1px solid #ccc; height: 60px; margin-top: 10px;"></div>	

The clinical mental health candidates will demonstrate their critical thinking by understanding ethical and legal consideration specifically related to the practice of clinical mental health counseling, the ability to apply and adhere to ethical and legal standards in clinical mental health counseling, and effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. All candidates in the clinical mental health program are required to take MHS 6070 and must earn a grade of B or higher in the course.

Academic Learning Categories related to this outcome:

- Content Knowledge
 - Procedural Knowledge (Technical Skills)
 - Procedural Knowledge (Research skills)
 - Declarative Knowledge

- Communication
 - Team/Collaborative communication
 - Multimedia/Graphic communication
 - Oral Communication
 - Written Communication

- Critical Thinking
 - Practical Skills

Creative Skills

Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

FAU Strategic Plan related goals & objectives:

Goals

-
- Boldness:** A uniquely competitive and globalized student body.
 - Synergy:** Prominent teams of researchers and scholars.
 - Place:** Deep engagement with South Florida's global communities
 - Quality:** Continuously-assessed and evolving best practices.
 - Brand:** National reputation for excellence.
 - Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

-
- Healthy aging**
 - Neuroscience**
 - Ocean Science and Engineering/Environmental Sciences**

- Sensing and Smart Systems

Platforms (represent scholarly activities that apply to and support pillars)

- Big Data Analytics
 - Community Engagement and Economic Development
 - Diversity
 - Global Perspectives and Participation
 - Healthy and Environmentally Sustainable Campus
 - Leadership, Innovation and Entrepreneurship
 - Peace, Justice and Human Rights
 - South Florida Culture
 - Undergraduate Research and Inquiry
-

Performance Funding Metrics

- Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
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 - Baccalaureate Degrees Awarded Without Excess Hours
 - Percent of Baccalaureate Degrees Awarded to Minorities.
-

Implementing Strategy :

Candidates enrolled in the MHS 6070 course will demonstrate their communication skills by completing the DEIRS Diagnostic Evaluation and Intervention Report assignment.

Assessment Method :

Candidates enrolled in the MHS 6070 course will be assessed using the DEIRS Diagnostic Evaluation and Intervention Report Assignment Rubric. Assessment will be recorded in the College of Education Livetext Assessment system.

Criterion for success

90% of candidates enrolled in MHS 6070 will earn a score of Satisfactory or higher on the DEIRS Diagnostic Evaluation and Intervention Report Assignment.

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☰ Outcome 2 Details	
↩ Description and Methodology	📊 Results
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📄 Results ✎ Edit ▼	
<p>Data Summary</p> <p>See attached Livetext summary report for MHS 6070 Diagnostic Evaluation and Intervention Report assignment from Fall 2017.</p>	

11 students were enrolled in MHS 6070; 100% met expectations. The goal was met.

Program Improvement

Faculty will review curriculum and decide on any changes to assessment.

Program Improvement Codes

- 1. Curricular Change ?
- 2. Course Revision ?
- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
- 5. Assessment Plan Change ?
- 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?
- 9. Other ?

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☰ Outcome 3 Details	
↶ Description and Methodology	📊 Results
📁 Supporting Docs	
📄 Description and Methodology ✎ Edit ▼	
<p>Outcome Description</p> <div style="border: 1px solid #ccc; height: 50px; width: 100%;"></div>	

The Mental Health Counseling candidate will demonstrate their communication skills by accurately diagnosing and implementing a comprehensive treatment strategy with a client during their Internship experience.

Academic Learning Categories related to this outcome:

- Content Knowledge
 - Procedural Knowledge (Technical Skills)
 - Procedural Knowledge (Research skills)
 - Declarative Knowledge

- Communication
 - Team/Collaborative communication
 - Multimedia/Graphic communication
 - Oral Communication
 - Written Communication

- Critical Thinking
 - Practical Skills
 - Creative Skills
 - Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goals

- Boldness:** A uniquely competitive and globalized student body.
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- Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- Healthy aging
- Neuroscience
- Ocean Science and Engineering/Environmental Sciences
- Sensing and Smart Systems

Platforms (represent scholarly activities that apply to and support pillars)

- Big Data Analytics

- Community Engagement and Economic Development
 - Diversity
 - Global Perspectives and Participation
 - Healthy and Environmentally Sustainable Campus
 - Leadership, Innovation and Entrepreneurship
 - Peace, Justice and Human Rights
 - South Florida Culture
 - Undergraduate Research and Inquiry
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Performance Funding Metrics

- Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
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 - Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - Baccalaureate Degrees Awarded Without Excess Hours
 - Percent of Baccalaureate Degrees Awarded to Minorities.
-

Implementing Strategy :

The Mental Health Counseling candidates will have the opportunity to demonstrate their communication skills for diagnosing and developing treatment plans in their MHS 6800 Beginning Practicum course and at their approved internship setting. Mental Health Counseling students will receive weekly feedback and coaching from their MHS 6800 instructor and site supervisors.

Assessment Method :

The Mental Health Counseling candidate will complete a Department Exit Exam during their MHS 6800 course. The Department Exit Exam (on a 1-10 scale of proficiency) assesses the student's ability to diagnose and implement a comprehensive treatment strategy with a standardized client as measured by expert raters in the department.

Criterion for success

90% of the Mental Health Counseling candidates enrolled in MHS 6800 Internship will demonstrate their communication skills by earning a rating of 4.0 or higher on the department Exit Exam as measured by expert raters.

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☰ Outcome 3 Details	
↶ Description and Methodology	📊 Results
📁 Supporting Docs	
📄 Results ✎ Edit ▼	
<p>Data Summary</p> <p>See attached report from the 2017-18 academic year. A total of 12 students took the department Exit Exam in Spring 2018 and all 12, 100% passed, earning a composite score of 4.0 or higher. This goal was met.</p>	

Program Improvement

The faculty will begin to look at individual sub-scales on the CPCE to assess for areas of weakness that could be improved upon in the curriculum.

Program Improvement Codes

- 1. Curricular Change ?
- 2. Course Revision ?
- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
- 5. Assessment Plan Change ?
- 6. Reallocation of Resources ?
- 7. Improving Advising ?
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- 9. Other ?

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☰ Outcome 4 Details		
↶ Description and Methodology	📊 Results	📁 Supporting Docs
📄 Description and Methodology ✎ Edit ▼		
<p>Outcome Description</p>		

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Academic Learning Categories related to this outcome:

- Content Knowledge
 - Procedural Knowledge (Technical Skills)
 - Procedural Knowledge (Research skills)
 - Declarative Knowledge

- Communication
 - Team/Collaborative communication
 - Multimedia/Graphic communication
 - Oral Communication
 - Written Communication

- Critical Thinking
 - Practical Skills
 - Creative Skills
 - Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goals

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Platforms (represent scholarly activities that apply to and support pillars)

- Big Data Analytics

- Community Engagement and Economic Development
 - Diversity
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 - Leadership, Innovation and Entrepreneurship
 - Peace, Justice and Human Rights
 - South Florida Culture
 - Undergraduate Research and Inquiry
-

Performance Funding Metrics

- Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
 - Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
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 - University Access Rate [Percent of undergraduates with a Pell Grant]
 - Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - Baccalaureate Degrees Awarded Without Excess Hours
 - Percent of Baccalaureate Degrees Awarded to Minorities.
-

Implementing Strategy :

The Mental Health Counseling candidates will have the opportunity to demonstrate their critical thinking for diagnosing and developing treatment plans in their MHS 6830 Internship course and at their approved internship setting. Mental Health Counseling students will receive weekly feedback and coaching from their MHS 6830 instructor and site supervisors.

Assessment Method :

The Mental Health Counseling candidate will complete a Department Exit Exam during their MHS 6830 course. The Department Exit Exam (on a 1-10 scale of proficiency) assesses the student's ability to diagnose and implement a comprehensive treatment strategy with a standardized client as measured by expert raters in the department.

Criterion for success

90% of the Mental Health Counseling candidates enrolled in MHS 6830 Internship will demonstrate their critical thinking skills by earning a rating of 7.5 or higher on the department Exit Exam as measured by expert raters.

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☰ Outcome 4 Details		
↶ Description and Methodology	📊 Results	📁 Supporting Docs
<div style="background-color: #4a90e2; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> 📄 Results ✎ Edit ▼ </div> <div style="border: 1px solid #4a90e2; padding: 10px; margin-top: 5px;"> <p>Data Summary</p> <p>100% of students (12 out of 12) successfully passed the Summative Exit Exam in MHS 6830.</p> </div>		

Program Improvement

CMHC faculty will target MHS 6800 (Beginning Practicum) to assess critical thinking for diagnosing and developing treatment plans.

Program Improvement Codes

- 1. Curricular Change ?
- 2. Course Revision ?
- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
- 5. Assessment Plan Change ?
- 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?
- 9. Other ?