

M.S. in Counseling 2016-2017

The University of Arkansas (U of A) master’s degree program in counseling (CNSL) prepares students in clinical mental health counseling and school counseling to work as scholar-practitioners in a variety of clinical 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, (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 are determined using an achievement scaling rubric for outcome levels as follows: 1= worst possible achievement outcome, 2= less than expected achievement outcome, 3= expected achievement outcome, and 4 = better than expected achievement outcome. See the CNED assessment plan for descriptions of achievement outcome levels.

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. Table 2 presents the assessment results for SLO 2 at the three assessment points. Table 3 presents the assessment results for SLO 3 at the three assessment points.

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

Table 1: Core Learning Domains

I – Initial Learning - Core Learning Domains	Fall/Summer 2016	Spring 2017	Average
Professional Orientation and Ethical Practice	4.0	4.0	4.0
Social and Cultural Diversity	4.0	N/A	4.0
Human Growth and Development	4.0	4.0	4.0
Career Development	3.9	4.0	4.0
Counseling and Helping Relationships	3.9	3.8	3.6
Group Work	3.9	4.0	4.0
Assessment and Testing	3.8	N/A	3.8
Research and Program Evaluation	3.8	3.5	3.6
<i>SLO 1 Overall Average</i>	3.9	3.9	3.9

A review of the data in table 1 suggests, the core knowledge, understanding, and abilities required of all professional counselors regardless of counseling specialty, the focus of student learning outcome 1, was achieved above the expected level of 3. An average mean of 3.9 was achieved for the fall semester and 3.9 for the spring semester. Average student achievement

outcome level for the academic year was 3.9 indicating that student learning outcome 1 was achieved above satisfaction for the academic year 2016-17.

SLO 2 – 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	Fall/Summer 2016	Spring 2017	Average
Foundations	3.8	N/A	3.8
Counseling, Prevention, and Intervention	3.9	N/A	3.9
Diversity and Advocacy	3.9	N/A	3.9
Assessment	3.9	N/A	3.9
Research and Evaluation	3.9	N/A	3.9
Diagnosis	3.7	N/A	3.7
New 2016 CACREP Domains			
Foundations	N/A	3.8	3.8
Contextual Dimensions	N/A	3.9	3.9
Practice	N/A	4.0	4.0
II - Transfer of Learning to Real World Employment Settings			
Clinical Mental Health Practicums	4.0	4.0	4.0
Clinical Mental Health Internships	4.0	3.7	3.9
III – Retention/Maintenance of Learning – End of Program			
Comprehensive Exam	3.2	3.8	3.5
Portfolio	N/A	N/A	N/A
Licensure/Certification Pass Rate	4.0	4.0	4.0
<i>SLO 2 Overall Average</i>	3.8	3.9	3.9

**CACREP Standards were changed in 2016 so new Domains were established and new standards were used starting in spring 2017 so that is why the area headings have changed from fall to spring.

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 3.8 was achieved for the fall semester and 3.9 for the spring semester. Average student achievement outcome level for the academic year was 3.9 indicating that student learning outcome 2 was achieved above satisfaction for the academic year 2015-16.

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	Fall/Summer 2016	Spring 2017	Average
Foundations	4.0	N/A	4.0
Counseling, Prevention, and Intervention	4.0	4.0	4.0
Diversity and Advocacy	3.9	3.8	3.9
Assessment	3.8	3.8	3.8
Research and Evaluation	4.0	N/A	4.0
Academic Development	4.0	N/A	4.0
Collaboration and Consultation	4.0	N/A	4.0
Leadership	4.0	N/A	4.0
New 2016 CACREP Domains			
Foundations	N/A	4.0	4.0
Contextual Dimensions	N/A	4.0	4.0
Practice	N/A	4.0	4.0
III – Retention/Maintenance of Learning – End of Program			
Comprehensive Exam	4.0	3.8	3.9
Portfolio	N/A	N/A	N/A
Licensure/Certification Pass Rate	4.0	4.0	4.0
<i>SLO 3 Overall Average</i>	<i>3.97</i>	<i>3.9</i>	<i>3.9</i>

**CACREP Standards were changed in 2016 so new Domains were established and new standards were used starting in spring 2017 so that is why the area headings have changed from fall to spring.

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 3.97 was achieved for the fall semester and 3.9 for the spring semester. Average student achievement outcome level for the academic year was 3.9 indicating that student learning outcome 3 was achieved above satisfaction for the academic year 2016-17.

Changes Planned or Made on the Basis of Assessment Findings

Data suggest the three student learning outcomes were achieved at above the expected outcome achievement level for the 2016-17 academic year.

Changes to the Assessment Process

No changes are recommended to the assessment process based on the assessment results.