

Annual Academic Assessment Report

2024-2025

MS/CNSL

May 2025

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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 the Council of Accreditation of Counseling and Related Educational Professions (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 third-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 2024	Fall 2024	Spring 2025	Average 1	2
Professional Orientation and Ethical Practice	N/A	3.1 (1) 3.9 (2)	2.8 (1)	3.0	3.9
Social and Cultural Diversity	3.0 (2)	2.0 (1) 2.4 (2)	3.0 (1) 2.7 (2)	2.5	2.7
Human Growth and Development	3.6 (1) 3.2 (2)	3.6 (1) 2.6 (2)	2.1 (1) 2.7 (2)	3.1	2.8
Career Development	4.0 (1) N/A (2)	2.1 (2)	4.0 (1) N/A (2)	4.0	2.1
Counseling and Helping Relationships	N/A (2)	2.3 (1) 3.0 (2)	2.0 (1) 3.0 (2)	2.2	3.0
Group Counseling & Group Work	4.0 (2)	3.1 (1) 4.0 (2)	3.6 (1) 4.0 (2)	3.4	4.0
Assessment and Testing	2.0 (1) 4.0 (2)	N/A	4.0 (2)	2.0	4.0
Research and Program Evaluation	3.0 (2)	2.6 (1) 3.0 (2)	N/A	2.6	3.0
KPI Overall Average	3.2 (1) 3.44 (2)	2.8 (1) 3.0 (2)	2.9 (1) 2.7 (2)	2.7	3.2

*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. Several courses are marked with an N/A due to the

fact that they were not offered those semesters.

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 overall and 3.0 at assessment time 2 overall. Average means of 3.2/3.4 were achieved for the summer semester which meet target levels. Average means were 2.8/3.0 for fall and while the overall KPI average was on target, there was a lower-than-expected mean for career development, social and culture diversity, and human growth and development. A more through look at assignments and where students are not meeting expectations will occur at the end of the summer in the CNED assessment program plan meeting. Averages for spring were 2.7 for assessment 2 and 2.9 for assessment 1. We will continue to look more closely at the scores that fell below the expected target area to determine what the lower scores may have meant and how to address this concern. This will be an area that we will address in our back-to-school assessment planning meeting in August of 2025.

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 2024	Fall 2024	Spring 2025	Average 1 2
Foundations	N/A	4.0 (1) 4.0 (2)	3.0 (1)	3.5 4.0
Contextual Dimensions	N/A	3.0 (1) 3.0 (2)	3.0 (1)	3.0 3.0
Practice	4.0 (2)	2.5 (1) 3.5 (2)	3.0 (1) 3.4 (2)	2.8 3.5
II - Transfer of Learning to Real World Employment Settings				
Clinical Mental Health Practicums	N/A	4.0	4.0	4.0
Clinical Mental Health Internships	4.0	4.0	3.7	3.9
III – Retention/Maintenance of Learning – End of Program				
Comprehensive Exam	4.0	3.8	4.0	3.9
Licensure/Certification Pass Rate	100%	100%	100%	100%
Overall Average CMHC	4.0 (2)	3.2 (1) 3.7 (2)	3.0 (1) 3.4 (2)	3.0 (1) 3.5 (2)

*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. Several courses are marked with an N/A due to the fact that they were not offered those semesters.

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 2 for summer was achieved and a 3.2 for assessment 1 and 3.4 for assessment 2 for fall semester and 3.0 for assessment 1 and 3.5 for assessment 2 for the spring semester. Average student achievement outcome level for the academic year was 3.0 (assessment 1) and 3.5 (assessment 2) indicating that student learning outcomes 2 & 3 were

achieved satisfactorily for the academic year 2024-25. Licensure passing rates for the CMHC students was 100% across the summer, fall, and spring.

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 2024	Fall 2024	Spring 2025	Average 1 2
Foundations	N/A	2.4 (1) N/A (2)	3.3 (2)	2.4 3.3
Contextual Dimensions	N/A	2.6 (1)	N/A (2)	N/A
Practice	N/A	N/A (2)	N/A (1) 4.0 (2)	N/A 4.0
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	4.0	4.0	4.0
Licensure/Certification Pass Rate	N/A	100%	100%	100%
Overall Average- SCHOOL	N/A	2.5 (1) 4.0(2)	N/A (1) 3.7 (2)	2.5 3.9

*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. Several courses are marked with an N/A due to the fact that they were not offered those semesters.

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. Average means of 2.5/4.0 were achieved for the fall semester and 3.7 for the spring semester. Average student achievement outcome level for the academic year was 2.5 for assessment 1 and 3.9 for assessment 2 indicating that student learning outcome 3 was achieved satisfactorily for the academic year 2024-25. 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 2024	Fall 2024	Spring 2025	Average
Foundations	N/A	3.9 (1)	N/A (2)	3.9 (1) N/A (2)
Contextual Dimensions	N/A	3.9 (1)	N/A (2)	3.9 (1) N/A (2)
Practice	N/A (1)	N/A (1) 3.5 (2)	3.0 (2)	3.25 (2)
II - Transfer of Learning to Real World Employment Settings				
RHAB Practicums	N/A	4.0	4.0	4.0
RHAB Internships	N/A	3.9	4.0	4.0
III – Retention/Maintenance of Learning – End of Program				
Comprehensive Exam	4.0	4.0	4.0	4.0
Licensure/Certification Pass Rate	N/A	100%	50%	75%
<i>Overall Average RHAB</i>	4.0	3.9 (1) 3.5 (2)	3.0 (2)	3.9 (1) 3.25 (2)

*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. Several courses are marked with an N/A due to the fact that they were not offered those semesters.

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. Overall means for the year were above the expected 3.0 level. An average mean of 4.0 for the summer and 3.9/3.5 was achieved for the fall semester and 3.3 for the spring semester. Average student achievement outcome level for the academic year was 3.5 indicating that student learning outcomes 2 & 3 were achieved for the academic year 2024-25. 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 the expected levels at our fall assessment planning retreat. We also will look more closely at class level Key Performance Indicators at this retreat to determine that students are individually achieving as expected as well.