

**ANNUAL ASSESSMENT OF STUDENT LEARNING (ASL) REPORT
ACADEMIC AND STUDENT AFFAIRS PROGRAMS
2019-2020**

Program: Master of Arts, Counseling and Art Therapy

Completed by: Gail Rule-Hoffman, Professor, Program Director

ASL PROCESS:

1. Who in your department was involved in your ASL process?

The program director, Gail Rule-Hoffman, coordinates the assessment processes. All program faculty report assessment data at the end of each semester and outcomes are regularly discussed in the department meetings. Data is reviewed and discussed at the CAT Advisory Board meeting and input is given from board members. Students are involved via the exit interview process and a student representative sits on the Advisory Board.

3. Briefly describe the overall current ASL process for your program. *See attached comprehensive assessment plan and process charts. Specific assessment strategies and course alignment charts are available in the department. The department has ASL strategies related to ACATE Accreditation and CACREP Accreditation standards. This includes mapping and assessment of student learning outcomes related to those standards.*

The following data collection processes were utilized:

- CAT 549/550 Internship collected in May
- CAT 595 Thesis and CAT 596 Thesis Integrative Seminar-December and May
- CPCE-Fall and Spring
- ATR-BC, NCE, and NCMHCE yearly

- Exit interview data and group exercise, December and April. Includes:
 - Overall Program Evaluation (courses, faculty, etc.)
 - Thesis process and Internship evaluation
 - Job Survey
 - Program goals rating
 - Resources survey

- Surveys of employers, supervisors, alumni
- Student self-assessments (Clinical and Internship)-fall and spring
- Analysis of CMHC student learning outcome assignments in CAT 500, 505, 507, 508, 509, 548, 591, 603, and 648
- Student learning outcomes related to ACATE competencies from D2L

- 4. Revisions of current ASL process:** The process has been revised to utilize D2L data more effectively. The Program Goals and Student Learning Outcomes have been reformatted, so as to align with ACATE SLO's and competencies are associated with student course assessments. CACREP standards are aligned with student course assessments.

ASL DATA:

- 5. Drop in this year's completed capstone grid (with data) or the format you used for an external report to submit data for a culminating/capstone assessment.**

List Big A Course(s)	What is the assessment tool/instrument/paper project, etc...?	What does it measure?
1.Completion of Internships CAT 549/550 with "B" or better	Site supervisor evaluation LPCC supervisor evaluation ATR-BC supervisor evaluation Session notes, treatment plans, journal, case presentation	Counselor and art therapy knowledge and skills
2.Successful completion of CAT 596 Capstone Project: Integrative Seminar	Thesis paper and final verbal formal presentation	Critical thinking, ability to integrate theory and practice, professional presentation skills
3.CAT 596 Thesis/Integrative Seminar- CPCE exam	Passage of CPCE (Counselor Preparation Comprehensive Exam)	Counselor and art therapy knowledge and skills (Professional Identity Knowledge Core- CACREP, and specific areas on ACATE competencies)
4.Passage of ATCB Board Certification Exam for ATR- BC	BC Exam- Taken after completion of 1,000 of supervised experience after graduation	Art Therapy knowledge and skills
5.Passage of NCE (National Counseling Exam)	NCE Exam-taken in the last semester or after graduation	Counselor knowledge and skills
6.Passage of the NCMHCE (National Clinical Mental Health Counseling Exam)	NCMHCE-taken post-graduation after 3000 hours of supervised work experience	Advanced knowledge and skills in particular related to diagnoses and treatment of mental and emotional disorders

OUTCOMES/RESULTS OF EACH ASSESSMENT ACTIVITY:

1. Internship: 100% of students successfully completed internship.

2. Thesis: 100% of students successfully completed thesis.

3. Passage of CPCE: 100% pass rate (See also full report in attachments)

Fall 2019: Seven students took the exam, and all 7 passed. (100%)

Spring 2020: Fourteen students took the exam and 14 passed. (100%)

Discussion Fall 2019: All passed the exam, with a passing score being 71 or higher. Students in this course seemed to do above the average mean on every category of the CPCE standards. Some areas that need a little improvement would be assessment and research and program evaluation. These are areas where new faculty are in place and we are already seeing improvement based on our Winter 2019 scores.

Discussion Spring 2020: The cut score was 64%. CAT students scored 70-98% on the practice test. Students scored above the national non exit average in every area except professional orientation and ethics, which is just about a ½ point lower than average. We will work on honing this course, to make sure students are getting the information and understanding ethical and professional orientation.

4. ATR-BC Exam: 2019: 100% pass rate (6/6) For 2019, 7 new ATR's, 1 new ATR-BC.

5. National Counselor Exam (NCE): 90.4% pass rate (national pass rate is 89.8%)

6. National Clinical Mental Health Counseling Exam (NCMHCE): 83% (national pass rate is 68.6%)

7. Additional ASL and Program Evaluation Data

D2L Data on ACATE Competencies: The D2L data reporting system is up and running and provides a wealth of information. This first iteration of the report shows how

many students meet the competencies at 85% or better. It allows the program to see which competencies have lower pass rates, as well as to identify students who do not meet the 85%

threshold.

Exit Interview Responses and Group Exercise: Overall evaluations were positive and detailed specific responses can be made available. “This program has been the most mentally, physically, spiritually, and financially challenging, but by for the BEST decision I have made in my life.” The major themes were as follows:

Strengths:

- Faculty were highly rated: knowledgeable, caring, supportive, dedicated, experienced, encouraging, supportive, diverse teaching styles, personalities, and experiences
- Curriculum was very highly rated, as were instructional resources
- Workshops, elective opportunities and guest speakers.
- Advising
- Excellent and helpful supervision (dependable/organized/flexible/cares/listens)
- Cultural exposure through service learning
- Relationships with positive peers and great cohort support important part of program
- Clinical experiences
- Hands on experiences and activities and opportunities, skills lab was important factor to learning
- MARI certification
- Personal growth/creativity in the program
- Dual accreditation/licenses upon graduation
- Thesis: developed confidence, skills to speak in public, heightened academic writing skills.
- Facilities were generally highly rated

Suggestions and Areas for Change or Improvement:

- Lack of cultural diversity of faculty and guest speakers; one faculty too political
- Curriculum changes could be confusing; be sure all advisors understand changes; more communication on changes.
- Preparation for life after graduation, more on post-graduation issues and billing, etc.
- More financial aid, costly, more up-front information on costs.
- Balance the ATR's and LPCC's classes within semesters; more art therapy skills and tasks woven into in the classroom.
- Substance use credential.
- More assistance for internships/clinical; electronic forms for internships; include more on treatment planning; go back to 50 hour clinical I?
- Thesis: More clarity on options, more individual help with topics, art therapist to teach 594.

- More time dedicated solely to art making better studio space/material.
- Service-learning issues arose.

Exit Thesis: Very positive. Though the process is arduous, the students appreciate the outcome:
 “Thesis presentation was helpful for speaking in public and developing confidence”

“Conducting research has given me an edge over students in other programs who do not have it as a requirement. It has heightened my academic writing skills. I have also explored a concept that I can further in my professional life post-grad.”

Suggestions: More clarity regarding what options for thesis (qualitative/mixed method/literature reviews/conceptual papers); more input and discussion around art therapy component; timing of the sequence with 591 and 594, and more time to select topic prior to writing.

Exit Internship: Overall mainly very positive. The Clinical Director had been $\frac{3}{4}$ time for a short time when these students were beginning internship. She was new to the role, and students experienced some challenges as she adjusted to the duties.

Suggestions: More internship placements are needed and additional support and help with securing clinical placement. Some suggested that Clinical I go back to a required 40 (50) hours instead of the volunteer hours.

Exit Evaluation of Program Level Goals: Program goals ratings varied between the fall and spring classes. Goals: Strengths: #1 Ethics were rated high by both classes. Fall identified #2 assessments, #3.e. developmental theory, #5.d.supervision, and #2 active in professional organizations as strong. Spring rated the overall category of #4 Counseling and Art therapy skills high along with #5 .b. recognize strengths and limitations, and Program Goals 1,2, 3. Lower rated for fall were #3.g. related to recipient populations, and #4.f. working with a range of populations. Most respondents fell into the very good to excellent range, with the spring class generally rating higher than the fall.

Exit Self-Evaluation of Student Learning-CMHC SLO's: Scores were mainly in the Very Good to Excellent range for the spring class, and mainly in the Good to Very good with the fall class.

Exit Job Survey: 13 of 16 graduates had jobs immediately prior to graduation.

Follow-up Job Survey:

Spring 2018:	Eleven of 11 are employed (100%), 8/10 FT, 2/10 PT)
Fall 2018:	Five of 5 are employed (100%), all FT
Spring 2019:	Of 12, 9 responded. 9/9 (100%), 8/9 FT, 1/9 PT
Fall 2019:	Seven of 7 are employed (100%), 6 FT, 1 PT
Spring 2020:	Too early to gather data, usually taken after 6 months. Of 13 grads,

4 FT, 3 PT, 4 no response, 1 Not seeking a job, 1 had a job but on hold due to COVID.

Summary of Internship Supervisor Evaluations: All students passed internships with mostly above average ratings on evaluations.

Student Resources Survey: Overall very positive with 22/25 rated above the 70% threshold of a 3.5 score and with most above a 4.0 (16). Only three fell below the threshold. Strengths included faculty, overall facilities, curriculum resources, supervision, and instructional support with the library rated very highly. The areas that were rated lower included the need for more practicum and internship sites, and students knowing how to better access financial resources for special instructional activities (conference, field trips, etc.) if those are available.

Employer, Site Supervisor, and Alumni Surveys: Due to the extensive surveys completed late spring 2019, the COVID challenges, and the program being in the process of revising the survey formats these surveys will be sent in fall 2020.

**Update Fall 2020 Supervisor Survey:* Most ratings in the good to excellent range with some in the average range. Supervisors identified students as being very well prepared and knowledgeable. Some would like to have clinical hours put into 546 to allow practicum students more experience prior to starting practicum, and to continue Skills Lab experiences.

Analysis of CMHC Student Learning Outcome Assignments: The recommendations below are based on analysis of capstone assignments from fall and spring semesters.

CMHC Outcomes 2019-2020: Recommendations are included below. Full reports with data are available in the department.

CAT 500 Professional, Ethical, and Legal Issues- Final: 96.2% completed the exam with 85% or better with a 93% average. Only one student fell below with an 80%. The instructor will provide more specific examples to discuss advocacy concepts.

CAT 505 Counseling Theory Research Project: All students met or exceeded standards, some lost points for lack of depth or omitting an answer. Faculty will more clearly outline expectations. Students may need more assistance in providing multicultural critique of theories. Some struggled with selecting theoretically grounded interventions. Faculty suggests more one on one time with those students who are struggling.

507 Group Final Exam: 93.5% of 31 students passed with above 85%. Two who received an 80% had difficulty with basic content of group and applying critical thinking. This class was interrupted by COVID which perhaps influenced learning. Faculty will emphasis basic content of group in the future and have more group study scenarios for practice.

CAT 508 Family-Family Analysis Project: All students passed with an average 95-98% of the points, with 88% receiving “A” and 12% “B”. Suggestion for the future would be to focus more family demographics and to provide more examples of interventions.

CAT 519 Psychopathology and Diagnoses Final Project All students met or exceeded expectations. Recommendation is to continue to foster students’ demonstration of their expertise in diagnosis and understanding of psychopathology through the mental disorder research paper. A few students had struggles in conceptualization and appropriate multicultural critique. Recommendation is to add a section that requires basic critique in the preliminary case conceptualization papers that precede the research paper. This may allow students practice in applying critical thinking and multicultural competence.

594 Research Thesis Journal Article Proposal: Of 26 students, two received a “B” with all others having passed with A or A-. Most errors were related to APA, and In the future, the instructor will provide refresher materials for APA style.

603 Diagnoses Final Exam: All received average to high scores on the exam. A review of the grading rubric indicates that areas of growth (which varied by student) include writing comprehensive cases that include all aspects of an accurate DSM-5 diagnosis, the identification of appropriate assessments, and the use of reflective practice on the individual counselor level. In the future, additional case studies will be provided in class to reinforce knowledge, skills, and awareness of diagnosis and treatment planning.

648 Case Studies Final Assessment: All received average to high scores on the exam. A review of the grading rubric indicates that areas of growth (which varied by student) include writing a comprehensive case that included all aspects of an accurate DSM-5 diagnosis and the identification of appropriate evidence-based interventions. Additional case studies will be provided in future classes to reinforce these areas.

7. Based upon the capstone data and any additional ASL data, what are the strengths and needs of your program?

Strengths:

- Graduates can be dually credentialed as art therapists and counselors
- Strong faculty and advising process
- High test-pass rates on the ATR-BC, (100%) and above national average pass rates on NCE, NCMHCE
- Excellent job placement rates (100%)
- Service-Learning Program
- Strong Internships and supervisors
- Thesis/Capstone experience

Needs:

- Continue to increase diversity in faculty, supervisors and guest speakers.
- Provide more assistance with clinical placements, electronic forms, etc.
- NCE prep is again requested
- More options for thesis/project capstone
- Provide students with more time for self-care, including art-based experiences.

8. What ASL and/or program changes, if any, are being proposed for next year? How will you implement any proposed changes? * (Note: see follow-up from 2019-2020 proposed changes below this chart)

Proposed Changes	Timeline	Persons Responsible
Continue to increase diversity in faculty, supervisors and guest lecturers	Ongoing. A search for an additional faculty has begun, and additional supervisors may be needed in spring 2021. Look into faculty diversity fellowship, also doctoral internships.	Gail Rule-Hoffman Judy Jankowski Faculty Pat Sharpnack Jessica Headley
Create a Student Advisory Board to promote communication and to inform the full Advisory Board	October 2020	Gail Rule-Hoffman
Add more content on life after graduation, billing, etc. Perhaps a seminar for 549/550?	Fall 2020 or Spring 2021 Half day workshop?	Katherine Jackson, Judy Jankowski , Natalie Jernigan
Begin use of Tevera system for electronic management of Clinicals and Internship	Fall and Spring	Judy Jankowski
Clarify options for Capstone Process	Fall	Katherine Jackson, Jessica Headley
Provide incentive for ATR-BC	Spring 2021	Gail Rule-Hoffman and Patricia Sharpnack
Evaluate curriculum in relation to CDCA & LCDC credential requirements	Spring 2021	Judy Jankowski Board member? Ask Ronna Posta, also possibly Samantha Pfeiffer

FOLLOW UPS FROM 2019-2020 PROPOSED CHANGES

Follow up: Proposed Changes 2019-2020	Progress	Persons Responsible
Continue to increase diversity in guest speakers	Faculty added more diverse speakers in CAT 523, CAT 549/550, and CAT 510W	Faculty
Increase art therapy guest lecturers	More art therapy guests were added to 525W, 567, and 3-4 did self-care events between classes.	Faculty
Complete search for full time art therapy faculty	The search was not successful with the prime candidate chosen going elsewhere. For 2019-2020 year, two half time visiting instructors were hired.	Gail Rule-Hoffman, Faculty and Dean
Provide more assistance with internships/clinicals	Melissa updated the sites list and negotiated several new affiliation agreements.	Melissa Hladek
Increase art-based processing skills in the classroom	546 now uses both verbal and art-based processes in the skills lab. 547 incorporated El Duende painting and image processing in relation to practicum. The new CAT 568 includes depth processing with imagery.	Melissa Hladek, Ashley Rogols Gail Rule-Hoffman Faculty
More art making- better organization of studio space/materials	Proposal for studio assistant was submitted to the dean in the spring. Gail worked with work study assistant to organize materials, which ended with COVID.	Gail Rule-Hoffman

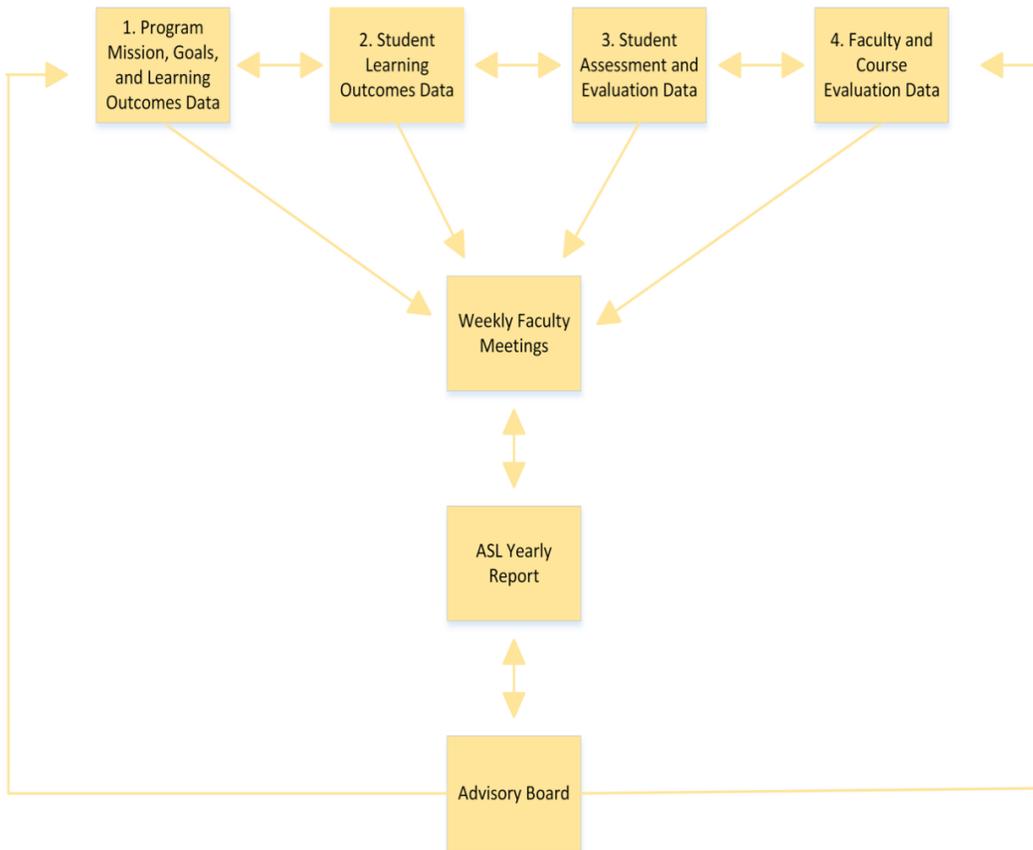
Follow up: Proposed Changes 2019-2020	Progress	Persons Responsible
Increase communications to clarify changes in curriculum that can be confusing	Held 2 in person student meetings, and 3 zoom meetings. More frequent emails have been sent to all students.	Gail Rule-Hoffman
Scholarships	Dean Connell proposed grad assistantships but no response so far.	Gail Rule-Hoffman, Dean
Adjunct supervisor pay needs to be increased	Increase was approved for fall 2020 at \$350 per student. In addition, LPCC supervisors will now be issued a contract which will enable them to have an Ursuline email and to access D2L.	Gail Rule-Hoffman, Dean
NCE Prep workshop	This was not completed	Gail Rule-Hoffman
Further develop D2L tools for assessment purposes	Samantha Pfeiffer and Krystina Zyte were able to refine this tool and the first reports are now available. Internship data collection still needs some refining.	Gail Rule-Hoffman Samantha Pfeiffer Krystina Zyte
Follow up on development of CAT Center and evaluate Art Therapy Studio presence	Art Therapy Studio worked well. They would like more wall space for hanging art. The CAT Center was able to some initial groups via Zoom during COVID, though turnout was minimal.	Melissa Hladek Gail Rule-Hoffman

9. If no changes are proposed, please explain why. N/A As noted above.

Note: See Comprehensive Assessment Plan Flow Chart and Evaluation Processes Overview below for details of Assessment Plan

CAT Comprehensive Assessment Plan: Evaluation Flow Chart

The four evaluation and data collection areas shown below inform the program of areas in need of modification and track student progress. Data from all four areas is discussed at faculty meetings as it is collected and is used to complete the annual Assessment of Student Learning at the Program Level Report (ASL). The ASL report process includes an evaluation of progress on those program goals for improvement identified in the previous year, and the development of new goals for the upcoming year. See the CAT Evaluation Processes Overview Table for a complete listing of data sources for the four areas.



CAT COMPREHENSIVE ASSESSMENT PLAN: EVALUATION PROCESSES OVERVIEW

Data collected from the following evaluation processes are discussed in weekly CAT faculty meetings and assessed for follow up actions. The results are included the yearly Assessment of Student Learning (ASL) and Program Evaluation analysis and report. ASL report data is summarized and reviewed with the Advisory Board 1-2x a year as appropriate.

1. Program Mission, Goals and Learning Outcomes	2. Student Learning Outcomes-Data Analysis	3. Student Assessment and Evaluation	4. Faculty and Course Evaluation
<p>Ursuline Academic Program Review- 4 year cycle</p> <p>CACREP Annual Report Four Year Report & Eight Year Cycle</p> <p>AATA/EPAB Approval – 7 year cycle (to be replaced by ACATE 5 year cycle)</p> <p>Graduate Catalog Revisions- 2-year cycle</p> <p>Student Handbook Review-1x year</p> <p>Applicant Characteristics and Retrospective Reviews on non-completers-1x year</p> <p>Exit Interview Data-2x year</p> <p>Supervisor Training Meetings & Surveys-2x year</p> <p>Evaluation of Supervisors- ongoing</p> <p>Additional student surveys or focus groups as needed</p> <p>Alumni Survey or focus group- every other year</p> <p>Employer Survey-1x year</p> <p>Graduate Survey-1x year</p> <p>Job Data Surveys-2x year</p>	<p>Analysis of specific ACATE/CMHC outcomes and competencies- yearly</p> <p>CPCE data-2x year</p> <p>ATCB BC data-1x year</p> <p>NCE/NCMHCE data-1x year</p> <p>Supervisor Evaluations data-CAT 546, 547, 549, 550-1x year</p> <p>Thesis/Thesis Presentation-2x year</p> <p>Analysis of student Self-Assessments: Group skills from CAT 507, and CSS from CAT 547, 550- 1x year</p> <p>Exit Interview Data-2x year, includes self-assessment related to CMHC and ACATE standards</p> <p>Weekly or</p>	<p>Admissions: Transcripts, 2 Essays, 3 Letters of Recommendation, Interview, Portfolio Review</p> <p>Course Assessments/Grades</p> <p>Advising: Review of Grades, progress, course of study plan-2x year</p> <p>CPCE: Student’s last semester</p> <p>Evaluation of Student Performance Form-ongoing</p> <p>Student Conferences-ongoing</p> <p>Supervisor Evaluations: CAT 546, 547,549, 550</p> <p>Self-Assessments: 547, 549, 550, 507</p> <p>Skills Lab Assessment of tapes/observations: CAT 546</p> <p>CAT 596 Thesis Presentation- Student’s last semester</p>	<p>Third Year Review-Tenure Process</p> <p>Faculty Summative Evaluations-1x year</p> <p>Scholarship & Professional development report-3x year</p> <p>Mid-term Course Evaluation-3x year</p> <p>Course Evaluations-3x year</p> <p>Student Exit Interview Data- 2x year</p> <p>Alumni Survey or focus group data- every other year</p> <p>Course Evaluation analysis-1x year</p>

<p>Weekly or Biweekly Faculty Meetings</p> <p>Advisory Board-1-2x year</p>	<p>Biweekly Faculty Meetings</p> <p>Advisory Board-1-2x year</p>	<p>Retention, Remediation, and Dismissal procedures as in the CAT Student Handbook</p> <p>Weekly or Biweekly Faculty meetings</p>	<p>Data reviewed at Faculty meetings and/or Advisory Board as appropriate</p>
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