

**M.A.E. in Mental Health
Counseling
Academic Assessment Plan
2012-13**

College of Education
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Office of the Provost

University of Florida

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.A.E. in Mental Health Counseling

College of Education

A. Mission

The mission of the Counseling and Counselor Education entry-level program (M.ED., MAE, & ED.S.) in Mental Health Counseling is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about counseling, mental health, and human behavior, and to provide treatment for varied mental health issues and with respect to diverse groups; and to collaborate with others to solve critical educational and human problems in a diverse global community. This mission aligns with the College of Education mission as well as the overall land grant, sea-grant, and space-grant mission of the University of Florida.

B. Student Learning Outcomes and Assessment Measures

| SLO Type | Student Learning Outcome | Assessment Method | Degree Delivery |
|-----------|---|---|-----------------|
| Knowledge | Candidates will identify, explain, and defend professional knowledge to address a wide variety of circumstances within the clinical mental health counseling context. | Candidates will successfully pass the exit interview that is composed of: (a) a written integrative paper, (b) a video presentation of the examinee's clinical work, (c) and oral defense to faculty questions about the paper and the video. | Campus |
| Skills | Candidates demonstrate proficiency in counseling skills by applying principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Candidates also apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. | The Individual Supervisor End-of-Semester Report Form (ISESR) is completed for each candidate by the following: individual faculty members, adjunct teaching the content of practicum and internship, field supervisors at practicum and internship sites, and supervisor of group and individual supervision. Candidates must score 4 points or higher in each required area of the 10 areas stated in the IESR in order to meet the standard requirement. | Campus |

| | | | |
|-----------------------|---|--|--------|
| Professional Behavior | Candidates will demonstrate professional behavior in mental health counseling by engaging in: (a) professional organizations, including membership benefits, activities, services to members, and current issues; (b) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (c) ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | At the end of each academic year, both students and faculty complete an Annual Evaluation of Student Performance and Progress form. Candidates will also document membership in professional organizations (e.g., American Counseling Association) as part of the annual review process. | Campus |
|-----------------------|---|--|--------|

C. Research

The entry-level degree program in Mental Health Counseling is a degree program for counseling practitioners. Students in the Mental Health program are expected to become effective consumers of mental health counseling-related research. Hence, they are expected to be familiar with research methods used in the mental health counseling field and to understand how to apply such methods in assessing the caliber of published research in the field.

D. Assessment Timeline

Students are evaluated on an annual basis by program faculty and a final examination is conducted on each student in which they demonstrate mastery of counseling content knowledge, skills and professional behavior.

Program: M.A.E. in Mental Health Counseling

College: Education

| Assessment | Assessment 1 | Assessment 2 | Assessment 3 |
|------------------------------|--|---|---|
| SLOs | | | |
| Knowledge | | | |
| #1 | Faculty Annual Evaluation of Student Performance | Exit Interview (in final semester of program) | |
| Skills | | | |
| #2 | Faculty Annual Evaluation of Student Performance | Supervisors' End of Term Report (during internship) | Exit Interview (in final semester of program) |
| Professional Behavior | | | |
| #3 | Faculty Annual Evaluation of Student Performance | Exit Interview (in final semester of program) | |

E. Assessment Cycle

Program: M.A.E. in Mental Health Counseling College: Education

Analysis and Interpretation:

By September 30th

Program Modifications:

Completed by September 30th

Dissemination:

Completed by end of spring term

| SLOs | Year | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------------|------|-------|-------|-------|-------|-------|-------|
| Content Knowledge | | | | | | | |
| #1 | | √ | √ | √ | √ | √ | √ |
| Skills | | | | | | | |
| #2 | | √ | √ | √ | √ | √ | √ |
| Professional Behavior | | | | | | | |
| #3 | | √ | √ | √ | √ | √ | √ |

F. Measurement Tools

The entry-level programs in counseling use a set of assessment tools that include the following:

1. Annual Evaluation of Student Progress: At the end of each academic term (usually in the spring semester), both students and faculty complete an annual review of progress form (Appendix 1). This annual assessment asks students and the faculty who have worked with them to evaluate their progress for the year and in the program. Knowledge, skills, and professional behaviors are included.
2. Supervisor's End of Term Report: Students enrolled in practicum and internship are continuously evaluated by supervisors who are onsite and/or at the university. The assessment form filled out by the students' supervisors at the end of the term is considered a summative evaluation of their knowledge, skills, and professional performance throughout their practical experience.
3. Exit Interview: A capstone experience in which the student demonstrates that they have obtained present levels of professional competence before they face the demands of post-graduate supervised practice.

G. Assessment Oversight

| Name | Department Affiliation | Email Address | Phone Number |
|---------------------|--|---------------------|--------------|
| Sondra Smith-Adcock | School of Human Development and Organizational Studies | ssmith@coe.ufl.edu | 273-4328 |
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Appendix 1: Faculty Annual Evaluation of Student Performance and Progress

Student _____ Semester/Year _____

Student's Advisor _____ Reviewer _____

Directions: The ratings provided on this form are intended to guide the student and the Counselor Education Program in evaluating academic performance. Evaluations should be based on performance during the past academic year. For each item, check the box under the number that best describes the student's performance using the following scale:

1-Unsatisfactory

3-Satisfactory

N/O-Not Observed

2-Needs Improvement

4-Outstanding

| Academic Performance | 1 | 2 | 3 | 4 | N/O |
|---|----------|----------|----------|----------|------------|
| 1. Performance during course(s) | | | | | |
| 2. Mastery of material | | | | | |
| 3. Effort | | | | | |
| 4. Commitment to excellence | | | | | |
| 5. Writing skills | | | | | |
| 6. Oral communication skills | | | | | |
| 7. Research skills | | | | | |
| 8. Knowledge of professional literature | | | | | |
| 9. Openness to feedback | | | | | |
| 10. Meets deadlines | | | | | |
| 11. Comparison to course peers | | | | | |
| 12. Overall rating | | | | | |

Please comment on the student's overall performance and elaborate on any items that rated 1 or 2 so that we may have a more complete understanding of any areas of weakness.

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

| Program: | | Year: | | | |
|--|---|--------|---------------|---------|----------|
| Component | Criterion | Rating | | | Comments |
| | | Met | Partially Met | Not Met | |
| Mission Statement | Mission statement is articulated clearly. | | | | |
| | The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions. | | | | |
| | | | | | |
| Student Learning Outcomes (SLOs) and Assessment Measures | SLOs are stated clearly. | | | | |
| | SLOs focus on demonstration of student learning. | | | | |
| | SLOs are measurable. | | | | |
| | Measurements are appropriate for the SLO. | | | | |
| | | | | | |
| Research | Research expectations for the program are clear, concise, and appropriate for the discipline. | | | | |
| Assessment Map | The Assessment Map indicates the times in the program where the SLOs are assessed and measured. | | | | |
| | The Assessment Map identifies the assessments used for each SLO. | | | | |
| | | | | | |
| Assessment Cycle | The assessment cycle is clear. | | | | |
| | All student learning outcomes are measured. | | | | |
| | Data is collected at least once in the cycle. | | | | |
| | The cycle includes a date or time period for data analysis and interpretation. | | | | |
| | The cycle includes a date for planning improvement actions based on the data analysis. | | | | |
| | The cycle includes a date for dissemination of results to the appropriate stakeholders. | | | | |

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

| Component | Criterion | Rating | | | Comments |
|-----------------------------|--|--------|---------------|---------|----------|
| | | Met | Partially Met | Not Met | |
| Measurement Tools | Measurement tools are described clearly and concisely. | | | | |
| | Measurements are appropriate for the SLOs. | | | | |
| | Methods and procedures reflect an appropriate balance of direct and indirect methods. | | | | |
| | The report presents examples of at least one measurement tool. | | | | |
| Assessment Oversight | Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified | | | | |