



**Division of Graduate Counseling
Annual Assessment Report
2010-2011**

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December 2011

2010-2011 PROGRAM ASSESSMENT REPORT

Division of Graduate Counseling

Indiana Wesleyan University

The Division of Graduate Counseling engages in the annual assessment of its programs. Below you will find a Program Evaluation Results Grid that describes the results of this assessment. The primary goal of this process is to determine the extent to which the division is attaining its specified goals, identified as *Objectives*, for the purpose of identifying action steps to enhance divisional effectiveness.

The Program Evaluation Results Grid consists of four columns and eight rows. The first column located lists the eight divisional objectives. These describe the overall measurable goals the division seeks to attain. The second column identifies the specific methodology used to measure attainment of the objective and the level of outcome (i.e., criterion) identified as acceptable performance. The third column lists the results obtained. Finally, the fourth column describes the divisional actions that are proposed in response to the assessment results.

We invite your comments and questions regarding this report. To do so, please contact Dr. Mark S. Gerig, Chair, Division of Graduate Counseling:

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Division of Graduate Counseling

2010-2011 Program Evaluation Results Grid

Objectives	Criteria and Procedures	Assessment Results	Use of Results
1. Students will demonstrate mastery of comprehensive counseling curriculum	a. 95% pass rate on certification exam(of those who choose to take it) b. 90% Portfolio submissions reflect high comprehension as judged by a faculty designed rubric.	a. 91% pass rate on NCE exam (10/11); b. na – no portfolio this yr.	a. Encourage increased study for exam b. begin to use faculty developed comprehensive exam covering core curriculum; last semester of program – begin fall 2011
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research	a.90% of students will produce a scholarly research proposal which is scored 2 out of 3 points on a faculty-written rubric. b. 90% of research papers in portfolio will reflect mastery of reading, interpreting, evaluating and applying scholarly research	a. 90.5% (29/29) produced scholarly research proposals b. summarizing –96% interp-selection – 100% interp-formula – 96% evaluating –96% apply method – 89.6% approp instr. – 96%	a. no action b. Give students in CNS 501, 508 opportunity to develop summarizing and evaluating skills in reviewing the empirical literature
3. Students will demonstrate clinical proficiency.	a. 90% of students will have 75% of clients report positive change on client survey. b. 100% of students will score “proficient” on clinical skills as measured by a faculty designed rubric of clinical experience.	a. 100% of students had clients report overall positive change on Consumer Satisfaction Surveys b. mean of faculty evaluations of final internships = 4.47/5.0; 100% scored proficient	
4. Students will demonstrate multicultural	Students’ post tests on Multicultural Competency Scale show 50%	36% increase between raw	Is a 50% improvement of Post- over pre- realistic

awareness in clinical practice.	improvement (Multicultural Counseling Course)	scores on pre- and post-tests	objective? (mg); administer pre-test at new student orientation, end of practicum, and final internship evaluation
5. Students will demonstrate professional integrity	90% of sampled graduates will be scored superior by supervisors and employers on professional integrity. 90 % of alumni will rate program's impact on personal integrity impact of program as "very high"	100% of graduates rated as "very high" or "high" in personal integrity on 2011 Employer Survey; 79.2% of alumni rate development of personal integrity as impact of the program as "very high"	Develop rating rubric for application to students by faculty internship supervisors; revise rubric
6. Students will demonstrate an ability to integrate faith with the counseling profession.	Portfolio submission: 90% of students will score "proficient" on a faculty-designed rubric for a faith-integration paper.	100% of students scored "Proficient on a faculty-designed rubric for a faith-integration paper (Marion data only)(4/4)	Faculty to review integration of faith across the curriculum; opportunities to demonstrate in clinical experience components; develop more sensitive rubric
7. Students will demonstrate proficiency in communication skills.	Papers, presentations, clinical portfolio: 90% of student will score "superior" on faculty-designed rubrics.	96% writing proficiency on Faculty-designed Research Proposal rubric	Assessment of quality of clinical documentation (internship evaluation) and oral presentation
8. Students will demonstrate proficiency in their selected area of specialization.	Portfolio exhibits and comprehensive exam will demonstrate proficiency as measured by a faculty designed rubric.	na – MFC/T has developed and is beginning to use self-developed competency exam). Currently moving from "objectives" to "student learning outcomes" and relating these to CACREP, licensure, and IWU World Changer Aims.	Divisional faculty will review and revise entire program evaluation plan to better encompass new programs that do not have clearly differentiated "core" and "specialization" courses.

10/25/05 rev. 6/15/06, 8/6/07, 6/25/08, cbt