

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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**Program Name: Human Service Counseling**

**College/School Name: CLASS**

**Academic Year Assessed: 2020-2021**

**Assessment Report Requirements:**

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
  - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
  - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
  - Program Name Degree Level Asmt Report AY XXXX-XX
  - e.g., Art BFA Asmt Report AY 2020-21
  - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

**See Glossary of Terms for further explanation:**

**UGRP\_ECU Unit Assessment Team >> General channel >> Files.**

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**Assessment Plan, Data, and Analysis**

**Mission Statements & Goals**

**EAST CENTRAL UNIVERSITY MISSION STATEMENT:**

**We educate and empower students to understand and transform our world.**

**PROGRAM GOAL(S):** The Human Services Counseling Program’s major program goal is to prepare students for employment in government, civic, and/or private agencies and organizations. To attain this goal, program graduates should meet the following student outcomes.

**ASSESSMENT ACROSS THE PROGRAM STATEMENT:**

Students in the Human Services Counseling department are assessed in five major core courses beginning in their Sophomore year. These five major courses are assessed in the senior exit exam and it is required in all program concentrations.

**EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:**

No. There is not a standardized exam, to our knowledge, that would capture the variety of content knowledge as would be required for all concentrations. Therefore, it was determined that only internal, direct and indirect measures would be used to assess the program.

**STUDENT LEARNING OUTCOME 1:** STUDENTS WILL DEMONSTRATE KNOWLEDGE OF A CORE BODY OF CONTENT NEEDED BY ENTRY LEVEL PROFESSIONALS IN THE HUMAN SERVICE COUNSELING FIELD.

**Criterion 1.1:** The outcomes reported from Program Assessment Final Evaluation Surveys by internship site supervisors will demonstrate entry level knowledge within a core body of content.

**Population/Course:** Internship site supervisors (HURESA, HURESD, HURESH, HURES R 4946)

**Instrument/Measurement** (copy/paste instrument in Appendix): Program Assessment Internship Site Supervisor Surveys: items #1, #4, #8, #9, #10, #11 & #12. Attachment 1 in Appendix.

**Standard:** Students will score a 3 or higher on a scale ranging from 1 – 5.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Item 1	Item 4	Item 8	Item 9	Item 10	Item 11	Item 12	Mean of Scores	Percent Pass Rate	n
2020-2021	4.08	3.88	4.0	4.24	4.00	4.08	4.28	4.08	100%	26
2019-2020	4.03	3.69	3.65	4.03	3.69	3.96	4.07	3.87	100%	39
2018-2019	4.05	3.78	3.69	4.00	3.97	4.0	4.18	3.95	100%	46
2017-2018	4.23	3.98	3.95	4.33	4.10	4.09	4.30	4.14	100%	58
2016-2017	4.26	4.02	3.86	4.28	4.20	4.20	4.31	4.16	100%	69

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NOTE: Fewer site supervisor assessments documented than faculty assessments documented in Criterion 1.1 v. 1.2. This is due to 8 students who completed a virtual/online internship due to COVID-19, which was overseen by faculty only.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Site supervisors indicate that interns have average to above average knowledge in the areas of: (#1) the roles and functions of human service professionals; (#4) assessment and appraisal skills; (#8) job development and placement; (#9) advocacy; (#10) ethical and legal issues; and (#11) multicultural and discrimination issues; (#12) skills necessary for effective community relations.
3. Discuss possible reasons why the unit performed as it did this year.	Analysis indicates a slight increase in all areas when compared to previous year. However, overall number (n) is lower (26 assessments completed in comparison to 39 in previous year).
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Analysis indicates a slight decreasing trend in all areas until 2020-2021. However, the standard has been consistently met over the five-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action or changes needed.

**Criterion 1.2:** The outcomes reported from Program Assessment Final Evaluation Surveys by internship faculty supervisors will demonstrate entry level knowledge within a core body of content.

**Population/Course:** Internship faculty supervisors. (HURESA, HURESD, HURESH, HURES R 4946)

**Instrument/Measurement** (copy/paste instrument in Appendix): Program Assessment Internship Faculty Supervisor Surveys, items #1, #4, #8, #9, #10, #11, & #12. Attachment 2 in Appendix.

**Standard:** Students will score 3 or higher on a scale ranging from 1 – 5.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Item 1	Item 4	Item 8	Item 9	Item 10	Item 11	Item 12	Mean of Scores	Percent Pass Rate	n
2020-2021	4.26	4.03	4.10	4.13	4.16	4.16	4.19	4.15	100%	34
2019-2020	4.09	3.91	3.76	4.15	4.00	4.24	4.12	4.03	100%	39

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2018-2019	4.00	3.61	3.71	3.95	3.79	3.94	4.04	3.86	100%	46
2017-2018	4.13	3.78	3.83	4.33	4.00	4.24	4.26	4.08	100%	58
2016-2017	4.30	3.84	3.89	4.47	4.06	4.30	4.33	4.09	100%	69

NOTE: Fewer site supervisor assessments documented than faculty assessments documented in Criterion 1.1 v. 1.2. This is due to 8 students who completed a virtual/online internship due to COVID-19, which was overseen by faculty only.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Faculty supervisors indicate interns have above average knowledge in the areas of (#1) the roles and functions of human service professionals; (#4) assessment and appraisal skills; (#8) job development and placement; (#9) advocacy; (#10) ethical and legal issues; and (#11) multicultural and discrimination issues; (#12) skills necessary for effective community relations.
3. Discuss possible reasons why the unit performed as it did this year.	Items 1, 4, 8, 10, and 12 show an increase compared to previous year and all were above the standard score of 3.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Analysis indicates that the standard has been consistently met over the five-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action or changes needed.

**Criterion 1.3:** The outcomes reported from Program Assessment Final Evaluation Surveys by graduating senior interns will demonstrate entry level knowledge within a core body of content.

**Population/Course:** Graduating senior interns. (HURESA, HURESD, HURESH, HURES R 4946)

**Instrument/Measurement** (copy/paste instrument in Appendix): Program Assessment Graduating Senior Intern Surveys: items #1, #4, #8, #9, #10, #11 & #12. Attachment 3 in Appendix.

**Standard:** Students will score 3 or higher on a scale ranging from 1 – 5.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Item 1	Item 4	Item 8	Item 9	Item 10	Item 11	Item 12	Mean of Scores	Percent Pass Rate	n
2020-2021	4.09	3.59	3.84	4.27	3.91	3.97	4.03	3.96	100%	34
2019-2020	3.97	3.63	3.84	4.15	3.91	3.97	4.03	3.92	100%	39
2018-2019	4.16	3.76	3.74	3.84	4.00	3.89	4.00	3.91	100%	46

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2017-2018	4.21	3.73	3.79	4.17	4.06	4.03	4.27	4.03	100%	58
2016-2017	4.15	3.82	3.97	4.24	4.06	4.19	4.16	4.34	100%	69

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Graduating senior interns indicate above average knowledge in the areas of (#1) the roles and functions of human service professionals: (#9) advocacy; (#12) skills necessary for effective community relations.
3. Discuss possible reasons why the unit performed as it did this year.	Items 1 and 9 show an increase compared to previous year and all were above the standard score of 3.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Analysis indicates that the standard has been consistently met over the five-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action or changes needed.

**Criterion 1.4:** The overall results of the comprehensive exit exam will demonstrate a human services counseling theoretical knowledge base.

**Population/Course:** Graduating senior interns. (Prior to enrollment in HURESA, HURESD, HURESH, HURES R 4946)

**Instrument/Measurement** (copy/paste instrument in Appendix): Comprehensive Exit Exam. Attachment 4 in Appendix. The exit exam covers the five major courses: HURES 2083; 2103; 2183; 3183; & 3213.

**Standard:** Mean score will be at or above 60%.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Mean of Scores	n
2020-2021	61.32 (61%)	50
2019-2020	60.63 (61%)	28
2018-2019	62.27 (62%)	37
2017-2018	60.04 (60%)	58
2016-2017	62.39 (62%)	59

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.

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2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	This 2020-2021 data is indicative of the fifth year of the instituted exit exam. The mean percentage slightly increased (0.69) from previous year and is still falling within the standard measurement required.
3. Discuss possible reasons why the unit performed as it did this year.	Exam results continue to show consistent scores. Students completed these five core courses (HURES 2083; 2103; 2183; 3183; & 3213) at different points in their academic careers based on a personalized degree plan. Thus, it is expected that scores may vary.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Analysis indicates that the standard has been consistently met over the five-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action or changes needed.

**STUDENT LEARNING OUTCOME 2:** STUDENTS WILL BE ABLE TO WRITE REPORTS AND SERVICE PLANS REFLECTING A PROFESSIONAL LEVEL OF WRITING SKILLS IN A STYLE APPROPRIATE FOR THE FIELD.

**Criterion 2.1:** Outcomes will be demonstrated by responses from item #7 on the program assessment surveys reported by internship site supervisors, internship faculty supervisors, and graduating senior interns.

**Population/Course:** Internship site supervisors (HURESA, HURESD, HURESH, HURES 4946)

**Instrument/Measurement** (copy/paste instrument in Appendix): Program Assessment Internship Site Supervisor Surveys: item #7. Attachment 1 in the Appendix.

**Standard:** Students will score a 3 or higher on a scale ranging from 1–5.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Item 7	n
2020-2021	4.00	26
2019-2020	4.04	39
2018-2019	3.94	46
2017-2018	4.29	58
2016-2017	4.06	69

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**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Site supervisors rated interns at 4.00 showing a slight decrease of (0.04) compared to prior year and remains above the standard score of 3.
3. Discuss possible reasons why the unit performed as it did this year.	Students continue to perform at a satisfactory level in relation to writing and reporting skills.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Analysis indicates the standard has been consistently met over the five-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action or changes needed.

**Criterion 2.2:** Outcomes will be evaluated by student produced written plans and reports in HURES 3183: Case Management Practice assignment.

**Population/Course:** Human Service Counseling majors enrolled in HURES 3183 Case Management Practice

**Instrument/Measurement** (copy/paste instrument in Appendix): Service plan writing assignment from HURES 3183 Case Management Practice. Service Plan/grading rubric provided as attachment 5 in Appendix.

**Standard:** The mean scores of the students will be at or above 70%.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Mean of Scores	n
2020-2021	85%	37
2019-2020	78%	104
2018-2019	85%	50
2017-2018*	81%	68
2016-2017	78%	54

NOTE: Missing course data.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	For current year, the mean is reported for counseling majors only—thus, the large difference in numbers reported for 2020 in comparison to 2021. Students continue to meet standard for this item.

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3. Discuss possible reasons why the unit performed as it did this year.	Eleven students did not complete the assignment in 2020-2021. This is a higher number than was reported in years, prior to 2019-2020. This may be explained in part due to the response to the COVID-19 pandemic.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Mean of 78% in 2019-2020 is not reflective of counseling majors only. We are not aware of the number of counseling majors in the n=104. Seventeen students did not complete the assignment in 2019-2020. Rubric was revised for 2017-18 year and data includes only the writing portion of assignment. Analysis shows the standard has been consistently met for the 5-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Faculty may need to consider a way to mandate this assignment, as it is a crucial component of preparing students for their chosen field.

**STUDENT LEARNING OUTCOME 3:** STUDENTS WILL DEMONSTRATE THE ABILITY TO INTEGRATE HUMAN SERVICES COUNSELING THEORY WITH PRACTICE.

**Criterion 3.1:** The outcomes reported from Program Assessment Final Evaluation Surveys by internship site supervisors will demonstrate knowledge in this area.

**Population/Course:** Internship site supervisors. (HURESA, HURESD, HURESH, HURES 4946). Attachment 1 in the Appendix.

**Instrument/Measurement** (copy/paste instrument in Appendix): Program Assessment Internship Site Supervisor Surveys: items #2, #3, #4, & # 5.

**Standard:** Students will score 3 or higher on a scale ranging from 1– 5.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Item 2	Item 3	Item 4	Item 5	Mean of Scores	Percent Pass Rate	n
2020-2021	3.68	4.09	3.88	4.38	4.01	100%	26
2019-2020	3.59	3.74	3.69	4.46	3.87	100%	39
2018-2019	3.64	3.80	3.78	4.23	3.86	100%	46
2017-2018	3.96	4.12	3.98	4.53	4.14	100%	58
2016-2017	4.00	4.20	4.02	4.50	4.18	100%	69

NOTE: Fewer site supervisor assessments documented than faculty assessments documented in Criterion 3.1 v. 3.2. This is due to 8 students who completed a virtual/online internship due to COVID-19, which was overseen by faculty only.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.



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2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Graduating senior interns met all standards.
3. Discuss possible reasons why the unit performed as it did this year.	Students continue to perform at a satisfactory level.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	(#2) theory in practice (#3) interviewing skills; and (#4) assessment & appraisal increased slightly compared to previous year. Overall comparison shows increase from last year's total. Analysis indicates that the standard has been consistently met over the five-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action or changes needed.

**Criterion 3.2:** The outcomes reported from Program Assessment Final Evaluation Surveys by internship faculty supervisors will demonstrate knowledge in this area.

**Population/Course:** Internship faculty supervisors. (HURESA, HURESD, HURESH, HURES R 4946)

**Instrument/Measurement** (copy/paste instrument in Appendix): Program Assessment Internship Faculty Supervisor Surveys: items #2, #3, #4, & # 5. Attachment 2 in Appendix.

**Standard:** Students will score a 3 or higher on a scale ranging from 1– 5.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Item 2	Item 3	Item 4	Item 5	Mean of Scores	Percent Pass Rate	n
2020-2021	3.86	4.03	4.03	4.26	4.05	100%	34
2019-2020	3.85	4.00	3.91	4.32	4.02	100%	39
2018-2019	3.64	3.80	3.78	4.23	3.86	100%	46
2017-2018	3.76	4.09	3.78	4.54	4.04	100%	58
2016-2017	3.95	4.16	3.84	4.56	4.13	100%	69

NOTE: Fewer site supervisor assessments documented than faculty assessments documented in Criterion 3.1 v. 3.2. This is due to 8 students who completed a virtual/online internship due to COVID-19, which was overseen by faculty only.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Graduating senior interns met all standards.
3. Discuss possible reasons why the unit performed as it did this year.	Students continue to perform at a satisfactory level.

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4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Analysis indicates that the standard has been consistently met over the five-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action or changes needed.

**Criterion 3.3:** The outcomes reported from Program Assessment Final Evaluation Surveys by graduating senior interns will demonstrate knowledge in this area.

**Population/Course:** Graduating senior interns. (HURESA, HURESD, HURESH, HURES R 4946)

**Instrument/Measurement** (copy/paste instrument in Appendix): Program Assessment Graduating Senior Intern Surveys: items #2, #3, #4, & # 5. Attachment 2 in Appendix.

**Standard:** Students will score a 3 or higher on a scale ranging from 1– 5.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Item 2	Item 3	Item 4	Item 5	Mean of Scores	Percent Pass Rate	n
2020-2021	3.52	3.91	3.59	4.33	3.84	100%	34
2019-2020	3.50	3.90	3.63	4.30	3.83	100%	39
2018-2019	3.53	3.82	3.76	4.26	3.84	100%	46
2017-2018	3.84	4.09	3.79	4.51	4.04	100%	58
2016-2017	3.82	4.06	3.82	4.55	4.06	100%	69

NOTE: Fewer site supervisor assessments documented than faculty assessments documented in Criterion 3.1 v. 3.2. This is due to 8 students who completed a virtual/online internship due to COVID-19, which was overseen by faculty only.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Graduating senior interns met all standards.
3. Discuss possible reasons why the unit performed as it did this year.	Students continue to perform at a satisfactory level.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Analysis indicates that the standard has been consistently met over the five-year review period.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the	No action or changes needed.

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#5 response to Current Actions and/or Changes (end of template)	
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**Criterion 3.4:** Integration of theory with practice will be demonstrated by performance on HURES 2103: Interviewing Techniques Video Assignment.

**Population/Course:** Human Services Counseling majors enrolled in HURES 2103: Interviewing Techniques.

**Instrument/Measurement** (copy/paste instrument in Appendix): HURES 2103: Interviewing Techniques Video Assignment. Service Plan/grading rubric provided as attachment 6 in Appendix.

**Standard:** The mean scores of the students will be at or above 70%.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Mean of Scores	n
2020-2021	92.84 (93%)	32
2019-2020	74.60 (75%)	124

NOTE: 2019-2020 was the first year to institute this criterion.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	For current year, the mean is reported for counseling majors only—thus, the large difference in numbers reported for 2020 in comparison to 2021. Students continue to meet standard for this item.
3. Discuss possible reasons why the unit performed as it did this year.	A total of 30 students did not complete the assignment in 2019-2020 and 13 did not complete the assignment in 2020-2021. COVID-19 may have impacted student performance and completion of assignment.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	2019-2020 was the first year to institute this criterion. Mean of 75% in 2019-2020 is not reflective of counseling majors only. We are not aware of the number of counseling majors in the n=124.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Faculty may need to consider a way to mandate this assignment, as it is a crucial component of preparing students for their chosen field.

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<b>Summary Table of Student Learning Outcomes/Criteria/Instruments</b>				
<b>Student Learning Outcomes</b>	<b>Criteria/Instrument (modify table to fit your plan)</b>	<b>Direct/ Indirect Measure</b>	<b>Met</b>	<b>Not Met</b>
SL01: Students will Demonstrate knowledge of a core body of content needed by entry level professionals in the human service counseling field.	1.1: The outcomes reported from Program Assessment Final Evaluation Surveys by internship site supervisors will demonstrate entry level knowledge within a core body of content.	I	X	
	1.2: The outcomes reported from Program Assessment Final Evaluation Surveys by internship faculty supervisors will demonstrate entry level knowledge within a core body of content.	I	X	
	1.3: The outcomes reported from Program Assessment Final Evaluation Surveys by graduating senior interns will demonstrate entry level knowledge within a core body of content.	I	X	
	1.4: The overall results of the comprehensive exit exam will demonstrate a human services counseling theoretical knowledge base.	D	X	
SL02: Students will be able to write reports and service plans reflecting a professional level of writing skills in a style appropriate for the field.	2.1: Outcomes will be demonstrated by responses from item #7 on the program assessment surveys reported by internship site supervisors, internship faculty supervisors, and graduating senior interns.	I	X	
	2.2: Outcomes will be evaluated by student produced written plans and reports in HURES 3183: Case Management Practice assignment.	D	X	
SL03: Student will demonstrate the ability to integrate human services counseling theory with practice.	3.1: The outcomes reported from Program Assessment Final Evaluation Surveys by internship site supervisors will demonstrate knowledge in this area.	I	X	
	3.2: The outcomes reported from Program Assessment Final Evaluation Surveys by internship faculty supervisors will demonstrate knowledge in this area.	I	X	
	3.3: The outcomes reported from Program Assessment Final Evaluation Surveys by graduating senior interns will demonstrate knowledge in this area.	I	X	
	3.4: Integration of theory with practice will be demonstrated by performance on HURES 2103: Interviewing Techniques Video Assignment.	D	X	

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<b>Student Information for this Academic Year</b>	
Total, <i>unduplicated</i> number of students assessed this academic year	<b>116</b>
Program census for Fall	138
Program census for Spring	133
Total number of Fall Program graduates	13
Total number of Spring/Summer graduates	19
Mean major GPA of Fall graduates	3.03
Mean major GPA of Spring/Summer graduates	3.33

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

**Faculty Meeting:** List meeting date(s) and a roster of those in attendance. During the course of the year, HSC faculty met and reviewed assessment analysis; revision/addition of criteria; revision/addition of rubrics and assignments used; and discussed program outcomes. Meeting dates: 8-19-21, 9-24-20, 1-13-21, 2-25-21, 4-14-21.

Meetings attended by: Dr. Melissa Inglis, Ms. Lisa Sheffield, Ms. Jeanene Taylor, Dr. Dwaine Turner, Dr. Jacque Dalton & Ms. Holli Witherington.

**Sharing with Stakeholders:**

1. Stakeholders for this Program include: [**list** all within and without the ECU community]
  - students;
  - employers;
  - alumni;
  - faculty;
  - consumers;
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

[https://myecu.ecok.edu/ICS/Institutional\\_Reporting/Assessment\\_Reporting\\_and\\_Outcomes.jnz](https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz)

In addition, the results are shared via town hall meetings, program review, faculty meetings, and to professional organizations.

**SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES**

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

<b>Academic Year</b>	<b>Summary of Actions/Changes from Report</b>
<b>2019-2020</b>	CRITERION FOR SLO 9.2 IMPLEMENTED. RUBRIC FOR CASE MANAGEMENT ASSIGNMENT SCORES WAS USED AND INCLUDED ONLY THE DOCUMENTATION PORTION. DEVELOPMENT OF HSC ONLINE DEGREE PROGRAM. DEVELOPMENT OF ONLINE CLASSES THROUGH THE LEARNING HOUSE. UPDATED ASSESSMENT SO THAT CASE MANAGEMENT POPULATION WILL INCLUDE ONLY HUMAN SERVICE

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	<p>COUNSELING MAJORS. IN THE PREVIOUS REVIEW PERIODS, ALL STUDENT SCORES WERE REPORTED. REVISED SYSTEM OF DATA GATHERING TO ALLEVIATE MISSING EVALUATIONS. TRAINING AND FOLLOW UP WITH ADJUNCT/NEW INSTRUCTORS TO ENSURE COURSE DATA IS AVAILABLE AND ACCURATE FOR ASSESSMENT. MET AS A PROGRAM COMMITTEE TO REVIEW NUMERICAL STANDARDS TO A MORE RIGOROUS 3.5-4.0, NOT ADOPTED AT THIS TIME. REVISITED EXIT EXAM TO IMPLEMENT CHANGES CORRESPONDING WITH NEW TEXTBOOKS AND COURSE DEVELOPMENT OF AN ONLINE DEGREE PLATFORM. REVISITED EXIT EXAM TO INCLUDE QUESTIONS THAT ASSESS THE KNOWLEDGE, SKILLS, THEORY AND PRACTICE AS INTENDED. CONTINUAL MONITORING OF OVERALL EFFECTIVENESS OF EXIT EXAM CONTENT AS IT RELATES TO PROFESSIONAL ADVANCEMENTS IN THE FIELD. CONTINUED TO DEVELOP FOLLOW UP SYSTEM FOR BA GRADUATES TO REFLECT GRADUATE SCHOOL ADMISSIONS AND EMPLOYMENT STATUS.</p>
<b>2018-2019</b>	<p>IMPLEMENTED INTERVIEWING ASSIGNMENT AND RUBRIC FOR ONLINE COURSES. ALIGNMENT OF CASE MANAGEMENT AND INTERVIEWING ASSIGNMENTS FOR CONSISTENCE IN DATA REVIEW. REVISED EXIT EXAM TO REFLECT CURRENT BEST PRACTICES AND CURRICULUM. DEVELOPMENT OF ONLINE COURSES FOR HSC ONLINE DEGREE PROGRAM.</p>
<b>2017-2018</b>	<p>ALL CRITERIA RESTATED FOR ASSESSMENT PURPOSES. CRITERION FOR SLO 9.2 ADDED. CONTINUED ANALYSIS OF EXIT EXAM TO ENSURE EXIT EXAM COINCIDES WITH CHANGES AND UPDATES IN THE COUNSELING PROFESSIONAL FIELD. DEVELOPMENT OF SYSTEM TO UPDATE RECENT BA GRADUATES' EMPLOYMENT OR GRADUATE SCHOOL STATUS. NEW RUBRIC USED FOR CASE MANAGEMENT ASSIGNMENT TO REFLECT WRITTEN PORTION ONLY FOR ASSESSMENT. IMPLEMENTED PROTOCOLS TO TRAIN AND PROVIDE FOLLOW UP WITH ADJUNCT/NEW FACULTY TO ENSURE AVAILABILITY OF GRADES, CONTINUITY OF MATERIALS TAUGHT, AND GRADING RUBRICS USED FOR ASSESSMENT.</p>
<b>2016-2017</b>	<p>NEW EXIT EXAM WAS INSTITUTED IN 2016.</p>
<b>2015-2016</b>	<p>FACULTY COMMITTEE WAS FORMED TO EVALUATE OPTIONS FOR THE ADMINISTRATION AND ANALYSIS OF THE EXIT EXAM. BASED ON THE PROGRAM REVIEW REPORT 2014-15, FACULTY ANALYZED THE ASSESSMENT DOCUMENT TO DETERMINE IF DATA AND BENCHMARKS ARE CONSISTENT WITH PROGRAM REVIEW.</p>

<b>Academic Year</b>	<b>Summary of Annual Reviews of Dean and/or UAC</b> (Reviews found in Teams folder; UAC <i>does not</i> review annually)	<b>Updates in Response to Reviews</b>
<b>2019-2020</b>	NOT FOUND.	
<b>2018-2019</b>	NOT FOUND.	

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<b>2017-2018</b>	NOT FOUND.	
<b>2016-2017</b>	UAC: MISSING CRITERION 9.2, CORRECT PHRASING IN POPULATION SECTION, REVIEW STANDARDS AND INCREASING RIGOR DEAN: CLARIFY CRITERIA, USE COURSE NUMBERS, ATTACH MINUTES	ADDED CRITERION, PHRASING UPDATED TO INCLUDE COURSE NUMBERS/STUDENTS, STANDARDS REVIEWED BUT NOT CHANGED.
<b>2015-2016</b>	NOT FOUND.	

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**APPENDIX**

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here.

**ATTACHMENT 1: SITE SUPERVISOR ASSESSMENT SURVEY**

**PROGRAM ASSESSMENT SURVEY - FINAL EVALUATION FORM**

*To be completed by SITE SUPERVISORS*

Name of Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

Facility/Agency: \_\_\_\_\_

Keeping in mind that the Human Services Counseling Program is not designed to train individuals to a specific job or agency, please respond to the following items using the scale below:

5	4	3	2	1	NA
Far Above Avg.	Above Avg.	Average	Below Average	Far Below Average	Not Applicable

Numerical Rating	Question Number	Question
_____	1.	Knowledge of the roles and functions of human service professionals.
_____	2.	Knowledge and skills to use counseling theory in practice.
_____	3.	Knowledge and skills necessary for conducting interviews.
_____	4.	Knowledge and skills necessary to conduct assessment and appraisals.
_____	5.	Knowledge and skills to effectively interact with clients.
_____	6.	Knowledge and skills necessary to communicate with clients, co-workers, and superiors.
_____	7.	Knowledge and skills necessary to prepare and write effective reports.
_____	8.	Knowledge and skills in the area of job development and placement.
_____	9.	Knowledge and skills in the area of advocacy.
_____	10.	Knowledge of ethical and legal issues in human services.
_____	11.	Knowledge and skills related to multicultural and discrimination issues.
_____	12.	Knowledge and skills necessary for effective community relations.

Compare the preparation of Human Services Counseling students to other entry-level personnel.

5	4	3	2	1	NA
Much Better Prepared	Better Prepared	About Equivalent	Less Prepared	Much Less Prepared	Not Applicable

Comments or other: (May also use back if necessary)



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ATTACHMENT 2: FACULTY ASSESSMENT SURVEY

**PROGRAM ASSESSMENT SURVEY - Final evaluation form**  
*To be completed by Faculty*

**Name of Intern:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

Keeping in mind that the Human Services Counseling Program is not designed to train individuals to a specific job or agency, please respond to the following items using the scale below:

5	4	3	2	1	NA
Far Above Avg.	Above Avg.	Average	Below Average	Far Below Average	Not Applicable

Numerical Rating	Question Number	Question
☒	1.	Knowledge of the roles and functions of human service professionals.
_____	2.	Knowledge and skills to use counseling theory in practice.
_____	3.	Knowledge and skills necessary for conducting interviews.
_____	4.	Knowledge and skills necessary to conduct assessment and appraisals.
_____	5.	Knowledge and skills to effectively interact with clients.
_____	6.	Knowledge and skills necessary to communicate with clients, co-workers and superiors.
_____	7.	Knowledge and skills necessary to prepare and write effective reports.
_____	8.	Knowledge and skills in the area of job development and placement.
_____	9.	Knowledge and skills in the area of advocacy.
_____	10.	Knowledge of ethical and legal issues in human services.
_____	11.	Knowledge and skills related to multicultural and discrimination issues.
_____	12.	Knowledge and skills necessary for effective community relations.

Please indicate the level of your preparation to other entry-level personnel.

5	4	3	2	1	NA
Much Better Prepared	Better Prepared	About Equivalent	Less Prepared	Much Less Prepared	Not Applicable

Comments or other: (May also use back if necessary)

**PROGRAM ASSESSMENT REPORT**  
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ATTACHMENT 3: INTERN ASSESSMENT SURVEY

**PROGRAM ASSESSMENT SURVEY - Final evaluation form**  
*To be completed by Intern*

Name of Intern:  Date:

Internship Site:

Keeping in mind that the Human Services Counseling Program is not designed to train individuals to a specific job or agency, please respond to the following items using the scale below:

5
4
3
2
1
NA

---

Far Above Avg.
Above Avg.
Average
Below Average
Far Below Average
Not Applicable

<u>Numerical Rating</u>	<u>Question Number</u>	<u>Question</u>
<input type="text"/>	1.	Knowledge of the roles and functions of human service professionals.
<input type="text"/>	2.	Knowledge and skills to use counseling theory in practice.
<input type="text"/>	3.	Knowledge and skills necessary for conducting interviews.
<input type="text"/>	4.	Knowledge and skills necessary to conduct assessment and appraisals.
<input type="text"/>	5.	Knowledge and skills to effectively interact with clients.
<input type="text"/>	6.	Knowledge and skills necessary to communicate with clients, co-workers and superiors.
<input type="text"/>	7.	Knowledge and skills necessary to prepare and write effective reports.
<input type="text"/>	8.	Knowledge and skills in the area of job development and placement.
<input type="text"/>	9.	Knowledge and skills in the area of advocacy.
<input type="text"/>	10.	Knowledge of ethical and legal issues in human services.
<input type="text"/>	11.	Knowledge and skills related to multicultural and discrimination issues.
<input type="text"/>	12.	Knowledge and skills necessary for effective community relations.

Please indicate the level of your preparation to other entry-level personnel.

5
4
3
2
1
NA

---

Much Better Prepared
Better Prepared
About Equivalent
Less Prepared
Much Less Prepared
Not Applicable

Comments or other: (May also use back if necessary)

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### ATTACHMENT 4: EXIT EXAM



#### **HURES 2083**

Availability: Item is hidden from students. It was last available on Apr 29, 2021 6:00 PM.

Enabled: Review

This examination is over the content in HURES 2083 Human Behavior and Social Environment. You will have 30 minutes to complete the 20 question, multiple-choice exam. Please note that scores will be released after 7:00 p.m. today.



#### **HURES 2103**

Availability: Item is hidden from students. It was last available on Apr 29, 2021 6:00 PM.

This examination is over the content in HURES 2103 Interviewing Techniques. You will have 30 minutes to complete the 20 question, multiple-choice exam. Please note that scores will be released after 7:00 p.m. today.



#### **HURES 2183**

Availability: Item is hidden from students. It was last available on Apr 29, 2021 6:00 PM.

Enabled: Review

This examination is over the content in HURES2183 Fundamentals of Counseling. You will have 30 minutes to complete the 20 question, multiple-choice exam. Please note that scores will be released after 7:00 p.m. today.



#### **HURES 3183**

Availability: Item is hidden from students. It was last available on Apr 29, 2021 6:00 PM.

Enabled: Review

This examination is over the content in HURES 3183 Case Management. You will have 30 minutes to complete the 20 question, multiple-choice exam. Please note that scores will be released after 7:00 p.m. today.



#### **HURES 3213**

Availability: Item is hidden from students. It was last available on Apr 29, 2021 6:00 PM.

Enabled: Review

This examination is over the content in HURES 3213 Employment & Placement Techniques. You will have 30 minutes to complete the 20 question, multiple-choice exam. Please note that scores will be released after 7:00 p.m. today.

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**ATTACHMENT 5: SERVICE PLAN GRADING RUBRIC**

**Grading Rubric for Service Plan & Related Documentation**

Total possible points: 100 points

Criteria	Proficient 17-25 points	Sufficient 8-16	Insufficient 0-7	Points Earned
<b>Intake Form &amp; Case Note</b>	Forms were completed in full and the student provided an accurate description of client's verbalized information. Student utilized appropriate language. Demonstrates mastery of grammar, usage, mechanics, and spelling.	Form was mostly completed and/or the student provided mostly minimal, but accurate, description of the client's information. Demonstrates control of usage, grammar, mechanics, and spelling. May contain minor errors but are not accumulated to distract reading.	Form was not adequately completed and/or the student provided minimal to no accurate description of client information. May contain some to many intrusive errors in grammar, usage, mechanics, and spelling.	
<b>Service Plan</b>	Demonstrated an understanding of appropriate service plans. Accurately identified client strengths & needs, along with SMART action steps and services. Demonstrates mastery of grammar, usage, mechanics, and spelling.	Demonstrated a limited understanding of service plans, incomplete sections of service plan, and/or did not use SMART action steps. Demonstrates control of usage, grammar, mechanics, and spelling. May contain minor errors but are not accumulated to distract reading.	Demonstrated a lack of understanding of service plans, minimal info. on the form, and/or inaccurate information based on the interview video. May contain some to many intrusive errors in grammar, usage, mechanics, and spelling.	

Criteria	Proficient 17-25 points	Sufficient 8-16	Insufficient 0-7	Points Earned
<b>Relationship between presenting problem &amp; plan</b>	Demonstrated ability to connect presenting problems and client information to service plan.	Some connection of presenting information to service plan. However, service plan is missing key elements without explanation.	Minimal (or no) connection of presenting information to service plan.	
<b>Self-Evaluation Insights</b>	Demonstrated ability for self-reflection. Accurate and insightful perceptions of performance & skills. Included strengths and areas for improvement. Demonstrates mastery of grammar, usage, mechanics, and spelling. APA style adhered to.	Some description or evaluation of performance & skills. May not have described strengths or areas for improvement. Demonstrates control of usage, grammar, mechanics, and spelling. May contain minor errors but are not accumulated to distract reading. APA elements are included but with errors.	Minimal evaluation of performance & skills OR provided transcript-type description of interview. May contain some to many intrusive errors in grammar, usage, mechanics, and spelling. A few to all missing APA elements with errors.	

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**ATTACHMENT 6: SERVICE PLAN GRADING RUBRIC**

**Grading Rubric (100 possible points)**

*Video Interview (70 possible points)*

Criteria for Video Interview	Proficient	Sufficient	Insufficient
<b>Ethics</b>	<b>13-17.5 points</b> Provided written informed consent with video or verbal informed consent on video detailing purposes of practice interview and lack of credentials. Student adhered to ethical practices discussed in class.	<b>7-12 points</b> Provided informed consent but did not clearly state purpose of interview or lack of credentials. Minimal ethical concerns identified in video.	<b>0-6 points</b> Lack of informed consent or presence of ethical concerns in video.
<b>Attending Behaviors</b>	<b>13-17.5 points</b> Demonstrated appropriate use of attending behaviors, eye contact, vocal qualities, verbal tracking, attentive body language.	<b>7-12 points</b> Attending skills are intermittently demonstrated.	<b>0-6 points</b> Closed or distracted orientation and attention to client, no eye contact, and/or fidgety posture.
<b>Basic Listening Skills</b>	<b>13-17.5 points</b> Demonstrated appropriate listening skills, accurately reflects and paraphrases client verbal and non-verbal communication. Able to accurately, timely, and briefly summarize information.	<b>7-12 points</b> Some evidence of accurate reflections and paraphrases.	<b>0-6 points</b> Inaccurate reflections or paraphrases. Lack of listening skills shown.
<b>Questioning</b>	<b>13-17.5 points</b> Balance of open and closed questions, relevant focus of questions.	<b>7-12 points</b> Questions are intermittently relevant or overuse of closed questions.	<b>0-6 points</b> Focus of questions is irrelevant and mostly closed questions are used.

*Self-Evaluation (30 possible points)*

Criteria for Self-Evaluation	Proficient	Sufficient	Insufficient
<b>Insights</b>	<b>17-25 points</b> Demonstrates ability for self-reflection. Accurate and insightful perceptions of performance & skills. Includes strengths and areas for improvement.	<b>9-16 points</b> Some description or evaluation of performance & skills. May not describe strengths or areas for improvement.	<b>0-8 points</b> Minimal evaluation of performance & skills OR provides transcript-type description of interview.
<b>Grammar, usage, punctuation, etc. &amp; APA Style Formatting</b>	<b>4-5 points</b> Demonstrates mastery of grammar, usage, mechanics, and spelling. Evaluation includes cover page with minimum 2 page narrative. APA style adhered to.	<b>2-3 points</b> Demonstrates control of usage, grammar, mechanics, and spelling. May contain minor errors but are not accumulated to distract reading.  All APA elements are included but with errors.	<b>0-1 points</b> May contain some to many intrusive errors in grammar, usage, mechanics, and spelling. A few to all missing APA elements with errors.