**Student Learning Outcome Report**

**2019-2020**

**Program Assessment Activities**

Faculty engaged in a number of assessment activities during this academic year. We had to adjust some of our goals, given the interruption to the spring and summer 2020 semesters due to Covid-19.

* We continued to expand our assessment, coming close to assessing each student on every SLO across multiple points in time, with multiple measures.
* We input all of the non-practicum assessment data into excel (given that we do not yet have the electronic structure in place).
* Each year we also chose one SLO or one aspect of an SLO to assess with a “deeper dive.” This year we looked at the SLO “Diversity Awareness and Sensitivity.”
* We worked with college IT to implement the entire assessment process and all practicum paperwork online (aiming for fall 2020).

**Sources of Data**

We used the following sources of data in this report:

* Signature assignments (e.g., papers, essays) in multiple classes
* Exams in multiple classes
* Dispositions forms in multiple classes
* Practicum professor and site supervisor ratings and feedback
* Research data on student perceptions of the department’s teaching in diversity and social justice, as well as their own process
* Graduating student survey (fall 2019 and spring 2020)

**General Methods and Measures**

Specific methods and measures will be described for each of the five SLOs and Dispositions. Due to Covid-19 complications, we used more exam or paper scores this year than we typically would.

Please note that:

* In rubric scoring of non-practicum evaluations, we use a scoring system of 1 – 6 to indicate that the student’s performance: *exceeds* expectations (5-6), *meets* expectations (3-4), or is *below* expectations (1-2). Our criteria for success is to have aggregate means for each item be 3 or higher, and ideally each student would obtain a score of 3 or higher on each item.
* When we use exams, our criteria for success is to have aggregate means of 80% or higher, and ideally each student would obtain a score of 80% or higher.
* Practicum supervisor scoring of student skills is also on a scale of 1 – 6 but 4-5 “meets standard” and 6 “exceeds standard.” Our criteria for success is 4 or higher.
* We typically use a signature assignment in Coun 584 (Advanced Practicum) as an additional data point for many aspects of clinical and case conceptualization learning. Students completed those papers and were evaluated within their classes, but due to time constraints as a result of Covid-19, we do not have the assessment data for those papers.
* We conduct an *indirect* assessment of learning goals through surveys of students, alumni, or employers post-graduation. For this assessment cycle, we used the graduating student survey (see the end of this document for a part of this survey or the department website for the entire survey). We look for 80% of students to respond that the department had “met” (versus “not met”) its goals.
* See our website for details on the 5 department SLOs, the CACREP core competencies, the clinical mental health specialty, and dispositions. We assess aspects of all the CACREP competencies and requirements; these are embedded within the department SLOs.

**Professional Counseling Orientation and Ethical Practice (2019 - 2020 academic year)**

Assessable outcomes (our focus within this broader SLO):

Students will be able to demonstrate knowledge of: (a) the historical and philosophical underpinnings of the counseling profession; (b) ethical and legal guidelines of the profession; and (c) professional counseling credentialing, certification, and licensure.

Methods, Measures, and Data Collection:

We assessed students’ knowledge and skills using:

* *Measure 1:* Multiple choice exam in Coun 526 (the Ethics course)
* *Measure 2:* Professor rating of “dependability, reliability, and ethical behavior” (part of Dispositions) in Coun 584 (Advanced Practicum)
* *Measure 3:* Site supervisor ratings in Coun 584 (Advanced Practicum)
* Also *Measure 4 (indirect assessment):* Graduating student survey

Results

*Measure 1: Coun 526 ethics exam*

|  |  |
| --- | --- |
| **Coun 526** | **Mean** (80+ meets expectations) |
| fall 2019 | 100 |
| spring 2020-1 | 100 |
| spring 2020-2 | Not obtained |
| summer 2020-1 | 83.75 |
| summer 2020-2 | **65.95 does not meet expectation** |
| **Across sections** | **87.43 meets expectation\*** |

\*Although the total mean across sections was above 80%, only 52% of students individually achieved the expected 80% or above score. This was lower than the 2018-2019 data in which 78% of students achieved the expected score.

*Measure 2: Professor rating of “dependability, reliability, and ethical behavior”* (part of Dispositions) in Coun 584 (Advanced Practicum):There were “no concerns” across five sections of Coun 584 and this meets expectations.

*Measure 3: Site supervisor ratings* in Coun 584 (Advanced Practicum) across 5 sections:

|  |  |
| --- | --- |
| **Coun 584 supervisor ratings on students’ knowledge and skills** | **Mean**  4/5 “Meets standard”  6 “exceeds standard” |
| Law | **5.19\*** |
| Ethics | **5.34\*** |

\* The supervisor scale is a little different from the regular scales. All students met the standard.

*Measure 4:* Well over 80% of graduating students responded that the department had “met” its teaching objective with regard to professional identity, and this meets expectations (see details at the end of this document).

Analysis

All students in advanced practicum met expectations regarding ethical behavior, as assessed by both course professors and site supervisors. This was especially notable, given the stress of Covid-19 and the switch to telehealth, and suggests that our students were well-prepared and able to rise to an unprecedented challenge. A surprising number of students did not meet expectations on the ethics exam, which includes clinical issues but is strongly oriented to credentialing, certification, and licensure issues of the profession. These students were pre-practicum and taking ethics during the condensed summer session, which had also gone remote due to Covid-19. It is possible that students’ learning and retention was impacted by this. By the time students were graduating, they indicated that they felt they had been well taught regarding professional ethics and identity.

Improvement Actions

Faculty will work to improve students’ learning and retention of professional issues, particularly related to credentialing and licensure. This may include a stronger orientation in the first semester Coun 500 (The Counseling Profession) and/or changes to teaching in Coun 526 (the ethics course). We will also implement a review and exam in the Beginning Practicum course (Coun 530). In addition, our research study of students’ perceptions, while primarily related to diversity and social justice, includes a counselor professional identity measure, and we will be examining these data in the next cycle.

**Diversity Awareness and Sensitivity (2019 - 2020 academic year)**

***Note:*** We focused on this SLO for a “deeper dive” this year and so there is more data for it as compared to the other SLOs. There is also more detail on the “criteria for success.”

Assessable outcomes:

Students will be able to: demonstrate awareness of the major cultural influences on human behavior, how those intersect with the mental health of their clients, and how they influence their own perceptions and biases regarding clients.

Methods and Measures:

In order to “close the loop” since our last assessment of diversity awareness and sensitivity, faculty have begun to increase their knowledge and teaching of social justice. We now have two years of data on students’ perceptions and experiences regarding multicultural and social justice issues within the program. We have expanded our assessment to include multiple methods at multiple points in the curriculum.

*Measure 1*: We use a signature assignment in a course taken prior to practicum field work (Coun 523 Cultural Genogram Signature Assignment), in which students write about their own cultural backgrounds to demonstrate understanding of their values and potential biases and how cultural psychological concepts may apply to clinical work. We obtained two sets of data for this measure: (1) professors provided scores for each student paper; and (2) an outside team assessed a randomly selected sample of papers using a rubric.

*Measure 2*: We use a section of the Coun 584 (Advanced Practicum field work) practicum instructors’ ratings of students’ clinical skills called “Diversity awareness and sensitivity” (Coun 584 Practicum Instructor Final Evaluation). The professor rates students’ diversity awareness relative to self, to clients, and to the environment, as well as students’ knowledge of diverse groups and their ability to conduct culturally responsive interventions.

*Measure 3*: We use the Coun 584 (Advanced Practicum) site supervisors’ ratings of students’ skills in “Human diversity” which also assesses students’ work with clients (Coun 584 Site Supervisor Final Evaluation).

*Measure 4*: We use a portion of our Dispositions and Professionalism rating form called “Respect for diversity and openness to other world views” (Dispositions Form). We are required by our accreditation organization to evaluate students’ “fit” for the field and this includes ensuring that students have attitudes and values when working with diverse mental health clients that are consistent with counseling profession ethics. Faculty assess student Dispositions in both the first semester (Coun 511, Pre-Practicum) and later in the program (Coun 584, Advanced Practicum).

*Measure 5*: We used data from an ongoing mixed methods study of our students’ attitudes and perceptions of their learning (and our teaching) of diversity and social justice issues. A majority of students in their first semester of the program (in the Coun 500 class) and at a later point in the program (Coun 590 summer practicum) across two years participated. The qualitative data provide an in-depth look at “Respect for diversity and openness to other world views” (part of the necessary counselor dispositions).

Also: *Measure 6 (indirect assessment):* Graduating student survey

Criteria for Success

The criteria vary depending upon the direct measures used.

For *Measure 1* (Coun 523 signature paper): (1) the average score of papers is 80% or higher to meet expectations; and (2) the average score across papers sampled is a 3 or higher for each item (i.e., each element of the Learning Goal), and this score meets expectations.

For *Measure 2* (Coun 584 practicum instructor final evaluation): a score of 5 or 6 on each element meets expectation.

For *Measure 3* (Coun 584 site supervisor final evaluation): a score of 4 or 5 meets expectation (and 6 exceeds expectation).

For *Measure 4* (Dispositions Form): a rating of “no concern” in the global rating (versus “needs improvement” or “concern”) meets expectations. This is true whether in the beginning of the program (Coun 511) or later (Coun 584), as we expect that incoming students will have the temperament and professionalism suited to a career in counseling. They may need assistance on specific issues, but there should not be a global concern.

For *Measure 5*, the criteria for meeting expectations was unlike the other measures, given the qualitative and exploratory nature of the data; however, we relate them to the diversity elements on the Dispositions: (1) Student is respectful and empathic regarding the experience of others different from themselves; (2) Student is willing to address areas of personal bias, prejudice, or “blind spots”; (3) Student does not impose personal values onto others (e.g., peers, clients); and (4) Student is committed to enhancing the well-being of others, regardless of their diverse identities and/or circumstances. We expect to see evidence of at least a couple of these qualities in the responses of our beginning students (Coun 500) and a greater depth of response in our more advanced students (Coun 590), particularly since they are seeing clients.

For *Measure 6* (the indirect measure of the graduating student survey) we use Question 12 (“How well did the program help you to become aware of the impact of diversity on the counseling process in order to be sensitive to cultural differences?), which assesses graduates’ perceptions of how the program prepared them for the field. To meet expectations, we look for 80% or more of graduates to rate “moderately well” or higher (“very well” or “extremely well”). We also use a question from the same survey regarding whether the program had met its objective of assisting students in Social and Cultural Diversity (Q2): “Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.” To meet expectations, we look for 80% of students to rate this objective as “met” (versus “not met”).

Data Collection, Results, and Analysis

*For Measure 1 (Coun 523 Cultural Genogram)* we obtained two sets of data: (1) professors provided scores for each student across three sections of the course, and the total Mean was 91.14, with no student falling below 80%, so this meets expectations; and (2) an outside team of three full-time professors assessed a random sample of papers (20%; 10 papers) using a rubric and came to consensus on the scoring. The average for each item was above 3.0, which meets expectations. Scores dropped somewhat on each item, as compared to our 2018 assessment, and were slightly incongruent with the high scores provided by the course professors. However, this assignment was due about a week after the university shut down due to Covid 19 and we believe the quality of the papers may have been impacted by that (and that the course professors may have been more forgiving than usual on their grading). Students’ understanding of social justice and advocacy was lower than the other areas and this is consistent with student feedback and faculty growth areas in teaching.

*For Measure 2 (Coun 584 practicum instructor final evaluation)* the practicum professors rated students on a variety of diversity clinical skills: awareness relative to self, to clients, and to the environment, as well as students’ knowledge of diverse groups and their ability to conduct culturally responsive interventions. Means were all 5.5, and no individual student had a score below 5. This meets expectations.

*For Measure 3, site supervisors provided ratings* for students in the Advanced Practicum (Coun 584 site supervisor final evaluation) course. The mean score for the “human diversity” skill area was 5.45 and no student obtained less than a 4. This meets expectations (4 or 5 meets expectations and 6 exceeds).

*For Measure 4 (Dispositions Form):* professors provided ratings on the “Respect for diversity and openness to other world views” segment of the Dispositions and Professionalism form in both Coun 511 and Coun 584. Professors make this assessment based on students’ performance in these clinical classes; for example, how they respond in clinical role plays in Coun 511 and how they respond with real clients in Coun 584. In Coun 511 there were no global concerns about students’ diversity awareness. In Coun 584, there were no global concerns about students’ diversity awareness. This meets expectations.

*For Measure 5 (a portion of the mixed methods study*): We used grounded theory qualitative methods to determine themes across both sets of Coun 500 data and Coun 590 data. We used a team consensus approach: two professors talked through every piece of narrative data multiple times until consensus was reached; then the coding was sent to another professor to audit the analysis. The auditor provides an outside view on how the data were coded and makes recommendations; this serves to increase the “trustworthiness” (similar to “validity” in quantitative research) of the data. (We plan to submit the study for publication and adhered to a rigorous analytic process.) In both the Coun 500 and Coun 590 data, students wrote in some detail about their process regarding multiculturalism and social justice in the program. We saw strong evidence of two of the four dispositions elements: “Student is willing to address areas of personal bias, prejudice, or ‘blind spots’” and “Student is committed to enhancing the well-being of others, regardless of their diverse identities and/or circumstances.” While students expressed mixed opinions about our teaching and their own experience in the classroom, they were overwhelmingly interested in and committed to multicultural and social justice issues. Many had chosen our program for its emphasis on diversity. Students in the later class of Coun 590 wrote in nuanced ways about their growth in the program. For example, many wrote about their experience of increased open-mindedness, acceptance of others, and compassion. Although students in the beginning Coun 500 class identified personal biases, the theme of self-awareness was more complex and detailed later in the program (Coun 590), with students clearly articulating how they were aware of their own personal bias and value systems, their own personal cultural identity, and their own privilege and oppression. They conveyed ways in which they were able to apply the concepts to clinical work: in the conceptualization of client issues, in how they approach treatment, and in their ability to bring up cultural issues with their clients. Many made overt statements of their commitment to social justice. While not easily measurable, we believe that these complex data suggest that the vast majority of students who participated meet expectations with regards to diversity dispositions.

*For Measure 6 (the indirect measure), graduating students* in Dec of 2019 and in May of 2020 responded to the survey. In Dec 2019, 100% of graduates rated the question about how the program prepared them to work with diverse clients as “very well” or “extremely well.” In addition, 100% responded that the program had “met” its objective of assisting students with social and cultural diversity. In May 2020, 100% of graduates rated “moderately well” or above. Only one student rated “moderately well” and the rest rated this higher. Also in the May graduating class, 94.44% responded that the program had “met” its objective of assisting students with social and cultural diversity. These data meet expectations.

Concluding Analysis

Students performed well across all measures and at beginning and advanced stages of the program. The data suggest that most students we admit to the program have the desired counselor diversity dispositions and that their learning deepens over time in the program. While this is clearly a strength of students and the program, students indicated the need for more focused teaching on social justice. Indeed, the current sociocultural milieu has increased students’ demands that we update our approach.

Improvement Actions

We are a faculty that has always been committed to diversity awareness and sensitivity and we had begun to incorporate a stronger emphasis on social justice over the past two years. However, since the summer of 2020, with BLM protests and so much inequity made painfully evident, students and faculty alike have advocated for a more robust teaching of social justice in counseling. This is consistent with the American Counseling Association ethics and CACREP (the national accreditation organization) standards. Students have expressed appreciation for the program but demanded that more be done. The qualitative study also revealed students’ “suggestions for change” (to the program), including: (1) make changes to courses or curriculum; (2) develop more diverse representation” (in faculty and students); (3) provide more education of White students; and (4) require social justice assignments. Students also provided feedback on what they felt had worked and not worked in the classroom. Faculty have begun meeting with students in social justice forums and have already made substantive changes to some courses. We are in the process of training and reevaluating our approaches to teaching. This includes an effort to decolonize syllabi and examine course material.

**Clinical Skills (2019 - 2020 academic year)**

Assessable Outcome:

Students will be able to: demonstrate awareness of the social and cultural influences on human behavior; demonstrate effective counseling skills; evaluate clients’ progress; recognize and mitigate countertransference; and conduct counseling with appropriate awareness of ethical and legal issues.

Methods, Measures, and Data Collection:

We directly assessed students’ knowledge and skills in a variety of ways:

* *Measure 1:* Professor ratings of beginning clinical skills in Coun 511 (Pre-Practicum)
* *Measure 2:* Professor ratings of clinical skills in Coun 584 (Advanced Practicum)
* *Measure 3:* Site supervisor ratings in Coun 584 (Advanced Practicum)
* *Measure 4:* Signature assignment in Coun 528 (Group Counseling and Group Work)
* Also: *Measure 5 (indirect assessment):* Graduating student survey

Results

*Measure 1:* Professor ratings of beginning clinical skills in Coun 511 (Pre-Practicum)

* 93% of students met or exceeded expectations on Global Skills rating; about 5% met minimal expectations, and nearly 2% did not meet minimal expectations.
* All microskills means were in expected range of 1-2

*Measure 2:* Professor ratings of clinical skills in Coun 584 (Advanced Practicum)

* 76% met or exceeded expectations and 24% met minimal expectations on Global Skills rating (which includes case conceptualization and is discussed in the next section); no one fell below minimal expectations.
* All microskills means were in expected range of 5-6

*Analysis of Measures 1 & 2:* See Chart below for skills ratings of both beginning 511 and advanced 584 students. Although skills are expected to be higher in advanced practicum as seen here, it is more useful to examine the scores within each course level. The highest rating possible in 511 is 2, so the closer to 2, the stronger the skills and anything less than 1 is below expectations. The expected range in 584 is 5-6, but students can receive lower. The means for both sets are all within the expected range. Both groups (at their respective levels) struggled a bit more with identifying *themes.*

*Measure 3:* Site supervisor ratings in Coun 584 (Advanced Practicum): All students met or exceeded expectations in clinical skills.

|  |  |
| --- | --- |
| **Coun 584 supervisor ratings on clinical skills** | **Mean**  4/5 “Meets standard”  6 “exceeds standard” |
| Rapport building | **5.48** |
| Crisis management | **5.17** |
| Treatment | **5.17** |
| Group\* | **5.25** |

\*Not all students were evaluated for group skills

*Measure 4:* Signature assignment across 8 sections of Coun 528 (Group Counseling and Group Work): 98% of students met or exceeded expectations and the aggregate means met expectations.

|  |  |
| --- | --- |
| **Coun 528 Professor ratings on knowledge of group work** | **Mean**  3/4 “Meets expectation”  5/6 “exceeds expectation” |
| Group process and development | 4.61 |
| Group leadership | 4.73 |

*Measure 5*: Well over 80% of graduating students indicated that they believed the department had “met” its goals regarding the teaching of clinical skills (see the end of this document for more detail).

Analysis

Students demonstrated strong beginning clinical skills in Coun 511. It is expected that some would receive a global evaluation of “meets minimal expectations,” as students learn at different rates. There is also some difference in how faculty rate skills. This was particularly evident in the Global ratings of advanced practicum students, where we did not expect as large a percentage of students to only meet “minimal” expectations. However, the global rating for Coun 584 includes case conceptualization and diversity, in addition to clinical skills. These students were very strong on clinical and diversity skills but one professor tended to use a different standard for case conceptualization, which brought their global evaluations down. This seems to be more an issue of faculty interrater reliability than students’ abilities. Those students also received high ratings from site supervisors.

Improvement Actions

Pre-Practicum (Coun 511) and Advanced Practicum (Coun 584) faculty will work to create greater agreement about what they expect from students at different levels of their training. We will also be working with training sites to increase students’ experience of group work and will begin assessing their group skills in Beginning Practicum (Coun 530) and possibly in Coun 590 (Advanced Counseling Techniques), since students may be doing their group work during those semesters, rather than in Coun 584. Faculty will also work on assisting students with case conceptualization in other areas of the curriculum so that they are better prepared for Advanced Practicum (see the next section).

**Conceptualization and Treatment Planning (2019 - 2020 academic year)**

Assessable Outcome

Students will demonstrate knowledge of counseling theories and a bio-psycho-sociocultural framework and apply them to case conceptualization. They will demonstrate the ability to appropriately use the DSM-5 (diagnostic manual of mental disorders). They will construct relevant treatment plans.

Methods, Measures, and Data Collection:

We directly assessed students’ knowledge in a variety of ways:

* *Measure 1:* Theories exam in Coun 527
* *Measure 2*: Signature assignment on diagnosis, biopsychosocial conceptualization, and treatment planning in Coun 522
* *Measure 3*: Assessment exam in Coun 560
* *Measure 4*: Career exam in Coun 502
* *Measure 5*: Signature assignment on career theory and application in Coun 590
* *Measure 6*: Exam on biological, neurological, and physiological factors affecting human development in Coun 518
* *Measure 7*: Professor ratings of case conceptualization and treatment planning skills in Coun 584 (Advanced Practicum)
* *Measure 8*: Site supervisor ratings in Coun 584 (Advanced Practicum).

Also:

* *Measure 9 (indirect assessment):* Graduating student survey

Results

*Measure 1:* Theories exam in Coun 527: Total mean of two sections = 90.42 (meets expectations)

*Measure 2*: Signature assignment in Coun 522

* In spring 2020 we used scores from the signature paper: M = 93.73 (meets expectations)
* In summer 2020 we began using a new rubric to assess the papers

|  |  |  |  |
| --- | --- | --- | --- |
| **Coun 522 Summer**  **3-4 meets & 5-6 exceeds expectation** | **DSM diagnosis** | **Biopsychosociocultural conceptualization** | **Treatment planning** |
| Section 1 Means | 3.88 | 4.12 | 4.08 |
| Section 2 Means | 3.92 | 3.92 | 4.08 |
| Section 3 Means | 3.74 | 3.42 | 3.92 |
| **Total Mean** | **3.74\*** | **3.74** | **4.02** |

\*3% of students obtained a score below minimal expectation

*Measure 3*: Assessment exam in Coun 560

|  |  |
| --- | --- |
| **Coun 560 exam** | **80% meets expectations** |
| Section 1 Means | 88.83 |
| Section 2 Means | 85.07 |
| Section 3 Means | 93.15 |
| **Total Mean** | **89\*** |

\*10% of students did not obtain a score of 80% or above

*Measure 4*: Career exam in Coun 502: M = 86.58, which meets expectations. However, 16% of students did not obtain scores of 80% or higher.

*Measure 5*: Signature assignment on career theory and application in Coun 590

*Demonstrates ability to conceptualize the interrelationships between work and multiple other factors, such as mental well-being, relationships, and life roles.* (M = 4.52, which meets expectations and all students obtained scores of 3 or above, which meets expectations.)

*Measure 6*: Exam in Coun 518: M = 88.40, which meets expectations, and all students obtained scores of 80% or above.

*Measure 7*: **Professor mean ratings of case conceptualization and treatment planning skills in Coun 584 (Advanced Practicum): 5-6 meets expectations**

|  |  |  |
| --- | --- | --- |
| Assesses strengths/growth areas of clients | M = 4.97\* | |
| Assesses using DSM | M = 4.83\* | |
| Develops case conceptualizations through use of theory and biopsychosociocultural considerations | M = 4.97\* |
| Develops treatment plans responsive to assessment, conceptualization, and cultural factors | M = 4.95\* | |
| Uses Evidence-based practices in clinical work | M = 4.88\* | |
| Prepares for termination and provides adequate referrals and follow-up as needed | M = 4.91\* | |

\*These means do not meet expectations for Coun 584 but do meet expectations for Coun 530 (beginning practicum). The lower scores appear to be reflective of one professor’s different understanding of the criteria, rather than of the students’ capabilities relative to other students.

*Measure 8*: Site supervisor ratings in Coun 584 (Advanced Practicum): all students met expectations.

|  |  |
| --- | --- |
| **Coun 584 supervisor ratings** | **Mean**  4/5 “Meets standard”  6 “exceeds standard” |
| Clinical evaluations | 5.24 |
| Treatment planning | 5.17 |

*Measure 9:* Over 80% of graduating students indicated that the department had met its teaching goals in this broad area (see end of this document for more detail). This meets expectations; however, the ratings were slightly lower in the area of theory, assessment, and career, as compared to other areas.

Analysis

We assessed students’ knowledge and skills in assessment and diagnosis, case conceptualization (including theoretical, biopsychosociocultural, and career), and beginning and advanced treatment planning. With the exception of one section of Advanced Practicum, in which the professor had different expectations of case conceptualization skills than did the other faculty, all aggregate means met expectations and the majority of students met expectations individually. Only 90% of students met expectations individually in the assessment course (Coun 560) but this was largely limited to one section, even though it was the same professor in all sections. This may have been related to start of Covid-19. The data suggest that students are well on track and are performing well at their clinical sites.

Improvement Actions

Although we believe students are on track, we are aware that students struggle with case conceptualization and treatment planning throughout the program. Graduating student survey responses indicate great satisfaction with clinical skills training and slightly less satisfaction with their learning of theory, case conceptualization, and treatment planning. This may be due in part to the great variety of clinical work they can choose from and the different demands of clinical sites. Faculty have worked to provide consistent expectations in Advanced Practicum but we need to revisit this. Faculty are also implementing more “mastery” learning to better prepare students; for example, in Coun 522 students have the opportunity to revise papers. Multiple classes provide the opportunity for case conceptualization but we realize we have to help students understand the connections among the class content better. We will be implementing another opportunity beginning next year, with the addition of a neurobiological conceptualization of trauma in Coun 538 (Crisis Intervention and Trauma Treatment). Finally, faculty will be discussing how to assist students who do not meet minimal expectations individually.

**Research and Professional Writing (2019 – 2020 academic year)**

Assessable outcomes (our focus within this broader SLO):

Students will be able to: critically analyze research methodology and the professional literature regarding a counseling topic; construct an original research project; and demonstrate professional writing skills in accordance with APA guidelines.

Methods, Measures, and Data Collection:

We directly assessed students’ knowledge and skills in a variety of ways:

*Measure 1:* signature assignment in the first semester Coun 500 (The Counseling Profession) class

*Measure 2:* signature assignment, capstone research project in Coun 597 (Research Project) during the last semester in the program

Also:

*Measure 3 (indirect assessment):* Graduating student survey

Results

*Measure 1: 3-4 meets expectations; 5-6 exceeds expectations*

|  |  |  |  |
| --- | --- | --- | --- |
| **Coun 500** | **Literature Review** | **Writing** | **APA Style** |
| **Total Mean of 2 sections** | **4.89** | **4.59** | **4.47\*** |

\*2% did not meet expectations

*Measure 2: 3-4 meets expectations; 5-6 exceeds expectations*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coun 597** | **Research Project** | **Literature Review** | **Writing** | **APA Style** |
| **Total Mean of 4 sections** | **5.06** | **5.24** | **5.36** | **5.45** |

*Measure 3:* Well over 80% of graduating students indicated that the department had met its goals in teaching of this area, and this meets expectations.

Analysis

Nearly all students met expectations in their first semester course (Coun 500) and all students met expectations in their final course (Coun 597) and scoring was similar across faculty. Scores were higher in the later course, even though expectations were higher as well, indicating that students had improved.

Improvement Actions

Faculty have worked hard in recent years to assist students in the first semester (Coun 500) course and put them on a path to perform well in the rest of the curriculum. They continue to refine the requirements of this course and their teaching. All faculty are currently engaged in training and discussions of decolonizing syllabi and how this may impact what we require in terms of writing and research.

**Dispositions and Professionalism (2019 – 2020 academic year)**

Assessable outcomes:

Students will demonstrate fitness for the field through four broad categories within Dispositions and Professionalism: (1) effective and professional communication and collaboration; (2) emotional maturity, self-awareness, and counselor presence; (3) dependability, reliability, ethical behavior; and (4) respect for diversity and openness to other world views.

Methods, Measures, and Data Collection:

We directly assessed students’ dispositions and professionalism in all Coun 511 (pre-practicum) courses and all Coun 584 (Advanced Practicum) courses. Using a comprehensive form students are rated with “concern,” “needs improvement,” or “no concern” on four categories (noted above). Our criteria for success is to have each student obtain “no concern” on every category. Practicum site supervisors also rate students on dispositions and professionalism: personal qualities; documentation, professionalism, and supervision.

Results

The vast majority of students (98% in the beginning Coun 511 course and 97% in the advanced practicum Coun 584) demonstrated acceptable dispositions and professionalism. There was no pattern of difficulty among those who struggled in some way. Site supervisors rated all Advanced Practicum students as meeting or exceeding standards.

Analysis

The data suggest that, for the most part, we are admitting students with the desired counselor dispositions and that they demonstrate those qualities later on in their clinical work as well. These data do not include the dispositions and professionalism issues that emerge in other courses. Faculty file dispositions forms in the students’ files when there are difficulties and discuss them with other faculty.

Improvement Actions

We believe that students have had a better understanding of what is expected of them since we began using the form. They can often identify when they are not acting professionally. We continue to refine our admissions process, our process of detecting sooner than later when students are struggling, and our process of providing support and guidance in order to help them be successful.

**Indirect data: Graduating Students Survey**

We assess aspects of the five SLOs using a variety of surveys (e.g., graduating students, employers, alumni). Given Covid-19 issues, we only used the graduating survey this year.

Methods, Measures, and Data Collection:

The graduating student survey assesses students’ perceptions of the program and their learning. Students answer questions about whether the program had “met” or “not met” their expectations on the different learning objectives. The minimum criteria for success is for 80% of students to indicate their expectations were met.

Results and Analysis

In every category, over 80% of students indicated that their expectations had been met, which meets our criteria. Although we had full response rates, the overall numbers of graduating students in fall and spring were relatively small and a single answer of “not met” could alter the percentage significantly. Nevertheless, we aim for higher than 80% and do see some trends in the ratings. Students’ perceptions just as they are graduating tend to be strongly favorable regarding their training in professional development, counseling skills, and research skills, with slightly less favorable ratings regarding their training in theory and assessment.

|  |  |  |
| --- | --- | --- |
| Directions: *Please indicate whether the Counseling Department met the objectives of assisting students to do the following:* | Fall 2019 | Spring 2020 |
| Professional Identity-Demonstrate an understanding of the counseling profession develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. | 100% met | 94.44% met  5.56% not met |
| Social and Cultural Diversity-Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process. | 100% met | 94.44% met  5.56% not met |
| Human Growth and Development-Develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior. | 92.31% met  7.69%  Not met | 94.44% met  5.56% not met |
| Career Development-Develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle. | 84.62% met  15.38%  Not met | 88.89%  met  11.11% not met |
| Helping Relationships-Demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals. | 100% met | 94.44% met  5.56% not met |
| Counseling Theory-Gain significant knowledge of major counseling theories in the context of individual and group counseling, and to apply this knowledge to the actual counseling process. | 84.62% met  15.38%  Not met | 94.44% met  5.56% not met |
| Group Work-Develop both theoretical and experiential understandings of group purpose,  development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. | 100% met | 94.44% met  5.56% not met |
| Assessment-Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal. | 84.62% met  15.38%  Not met | 88.89%  met  11.11% not met |
| Research and Program Evaluation-Develop the ability to read, critique, evaluate, and contribute to professional research appraisal. | 100% met | 94.44% met  5.56% not met |
| Clinical Instruction-Develop, through supervised practicum experiences, an integration of the knowledge and skills needed to be successful counselors. | 92.31% met  7.69%  Not met | 94.44% met  5.56% not met |
| Personal Growth and Understanding-Develop, through self-reflection and insight, an integration of the knowledge and skills needed to be successful as counselors. | 100% met | 94.44% met  5.56% not met |