

Student Learning Outcome (SLO) Report

For Academic Year 2022-2023

Assessment Activities and Updates

- We assess students individually on every SLO across multiple points in time, with multiple measures.
- Each year we also choose one SLO or one aspect of an SLO to assess with a “deeper dive.” This year we looked at the SLO “Research and Professional Writing.”
- 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 SLOs.
- In addition, the website provides Vital Statistics on the program itself, and you can also view the surveys of graduating students, alumni, and employers in full.

Sources of Data

We used the following sources of data in this report:

- Signature assignments (e.g., papers, essays)
- Exams
- Dispositions forms
- Practicum professor ratings
- Practicum site supervisor ratings
- Graduating student surveys, alumni survey, and employer survey
- Program Advisory Board feedback

General Methods and Measures

Specific methods and measures are described for each of the five SLOs and Dispositions. We indicate that department expectations are “Met” or “Not Met.” Sometimes there is a “Mixed” rating, which typically indicates that the average across students was met but that the percentage of individuals scoring below expectation was higher than we would like.

- In rubric scoring of signature assignment 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 the 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 means of 80% or higher, and ideally each student would obtain a score of 80% or higher.
- We use a scoring system of 1 – 6 in the practicum instructor scoring of clinical skills, diversity, and case conceptualization and treatment planning. Our criteria for success

differ depending on level: Means should be in the 1-2 range for Coun 511a/b; 3-4 range for Coun 530a/b; and 5-6 for Coun 584a/b.

- Practicum site 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 conduct an *indirect* assessment of learning goals through a number of surveys.
 - Graduating students (criteria for success: at least 80% “met” expectations)
 - Alumni (criteria for success: at least 80% indicate “moderately well” or above)
 - Employers post-graduation (criteria for success: at least 80% rate our students as “above average” or higher, and for 100% to be at least “average”)
- Data for the signature assignment in Coun 584a/b, site supervisor ratings, and the surveys can be found at the end of this document under “Data Charts.”
- Data for Dispositions can be found before “Data Charts.”

Professional Counseling Orientation and Ethical Practice (2022-2023 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 collected data at multiple points in the program, using exams, professor and site supervisor ratings, a signature assignment, and surveys.

| Measures | Department Expectations | Averages | Results |
|---|-------------------------|------------------------------------|---------|
| Measure 1: Multiple choice exam in Coun 526 (the Ethics course) (N = 75) | M = 80% | M = 91% | Met |
| Measure 2: Multiple choice exam in Coun 530a/b (Beginning Practicum) (N = 58) | M = 80% | M = 92% | Met |
| Measure 3: Professor rating of “dependability, reliability, and ethical behavior” (part of Dispositions) in Coun 584a/b (N = 57) | 100% no concern | 4% needs improvement 2% concern | Not Met |
| Measure 4: Professor assessment of signature assignment (A.2 of the rubric) in Coun 584a/b (N = 56) | M = 3 | M = 4.93 | Met |
| Measure 5: Site supervisor ratings of ethical and legal knowledge and skills (C7, C8, C10) in Coun 584a/b | M = 4 | Means ranged between 4.91 and 5.15 | Met |

| | | |
|--|---|---------------|
| (N = 55) | | |
| Measure 6 Indirect measures: surveys of graduating students, alumni, and employers | See survey summaries in the “Additional Forms of Data” towards the end of this document | Partially Met |

Analysis of Results and Improvement Actions

Multiple measures indicated that the vast majority of students were meeting expectations. The results for the exams (measures 1 and 2) showed that recent improvements were sustained, and professors and site supervisors indicated that most students were doing very well. There were exceptions regarding a small number of students and employers. For the Dispositions rating in the advanced practicum class, a small minority of students had ratings below expectations. A couple of employers also indicated that graduates were below expectation with regards to ethical knowledge or behavior; however, the survey we used needs revising for clarity. The graduating student surveys indicated that all felt they were well-prepared with regards to their professional identity as counselors. Altogether, we believe most students are well on track in this area. We continue to keep up to date on teaching current law and we will continue to refine our approach to preventing and addressing lapses in professionalism. We also continue to strengthen students’ identity as counselors throughout the curriculum.

Diversity Awareness and Sensitivity (2022 - 2023 academic year)

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.

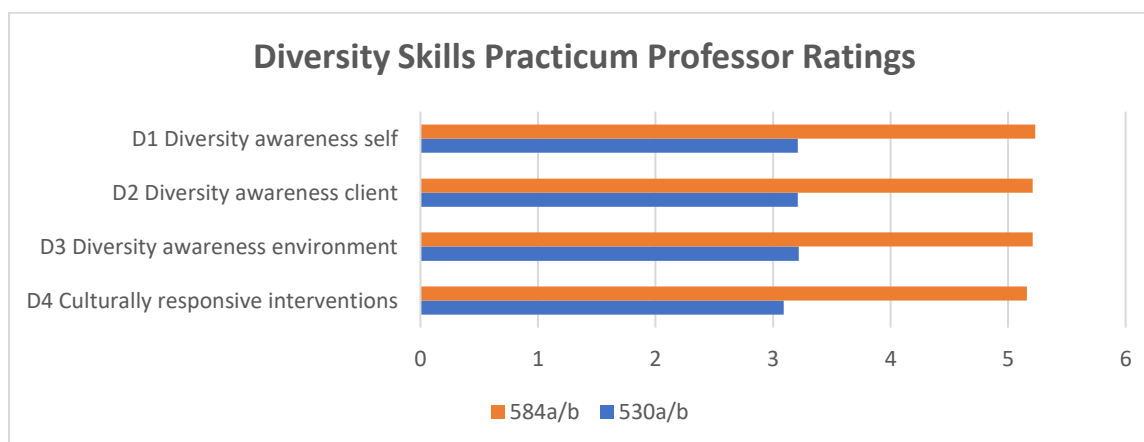
Methods, Measures and Data Collection:

We collected data at multiple points in the program, including professor and site supervisor ratings, signature assignments, and surveys. More detailed data regarding site supervisor ratings and the surveys can be found in “Data Charts” at the end of the document.

| Measures | Department Expectations | Averages | Results |
|---|-------------------------|------------------------------------|---------|
| Measure 1: Cultural Genogram Signature Assignment in Coun 523 (Counseling & Culture) (N = 60) | M = 3 on each item | Means ranged between 4.27 and 4.50 | Met |
| Measure 2 in Coun 530a/b: Beginning Practicum Instructor Final Evaluation of students’ clinical skills: “Diversity awareness and sensitivity” (N = 58) | M = 3 – 4 on each item | Means ranged between 3.09 – 3.22 | Met |

| | | | |
|---|---|----------------------------------|---------------|
| Measure 2 in Coun 584a/b: Advanced Practicum Instructor Final Evaluation of students' clinical skills: "Diversity awareness and sensitivity" (N = 56) | M = 5 – 6 on each item | Means ranged between 5.16 – 5.23 | Met |
| Measure 3 in Coun 530a/b: Beginning Practicum Site Supervisor ratings of clinical skills in "Human diversity" (N = 54) | M = 4 on each item | M = 4.96 | Met |
| Measure 3 in Coun 584a/b: Advanced Practicum Site Supervisor ratings of clinical skills in "Human diversity" (N = 55) | M = 4 on each item | M = 5.25 | Met |
| Measure 4: Professor assessment of signature assignment (B.1, B.2., B.4 of the rubric) in Coun 584a/b (N = 56) | M = 3 on each item | Means ranged between 4.79 – 4.89 | Met |
| Measure 5 Indirect measures: surveys of graduating students, alumni, and employers | See survey summaries in the "Additional Forms of Data" towards the end of this document | | Partially Met |

Measure 2 data



Analysis of Results and Improvement Actions

Students did very well on multiple measures. Averages tended to be slightly lower than previous years, and in the beginning practicum (Coun 530a/b) skills in particular, as these were just within the "meets expectation" level. It is possible that faculty expectations have increased, given the greater focus on diversity throughout the program. Faculty have also been working to strengthen social justice awareness, and on an individual level, fewer students were below expectations on the social justice item in the Coun 523 signature assignment than in previous

years. Averages of the practicum instructor final ratings and the site supervisor ratings suggested that students' skills improved with more experience. Graduating students and alumni strongly endorsed diversity learning in the program; however, a small number of employers indicated that graduates were below expectations. Faculty continue to prioritize diversity and social justice awareness in the program. We were granted two more tenure line positions for faculty with expertise in Latinx populations; we are engaged in social justice teacher training, and we continue to revise syllabi and the curriculum.

Clinical Skills (2022 - 2023 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.

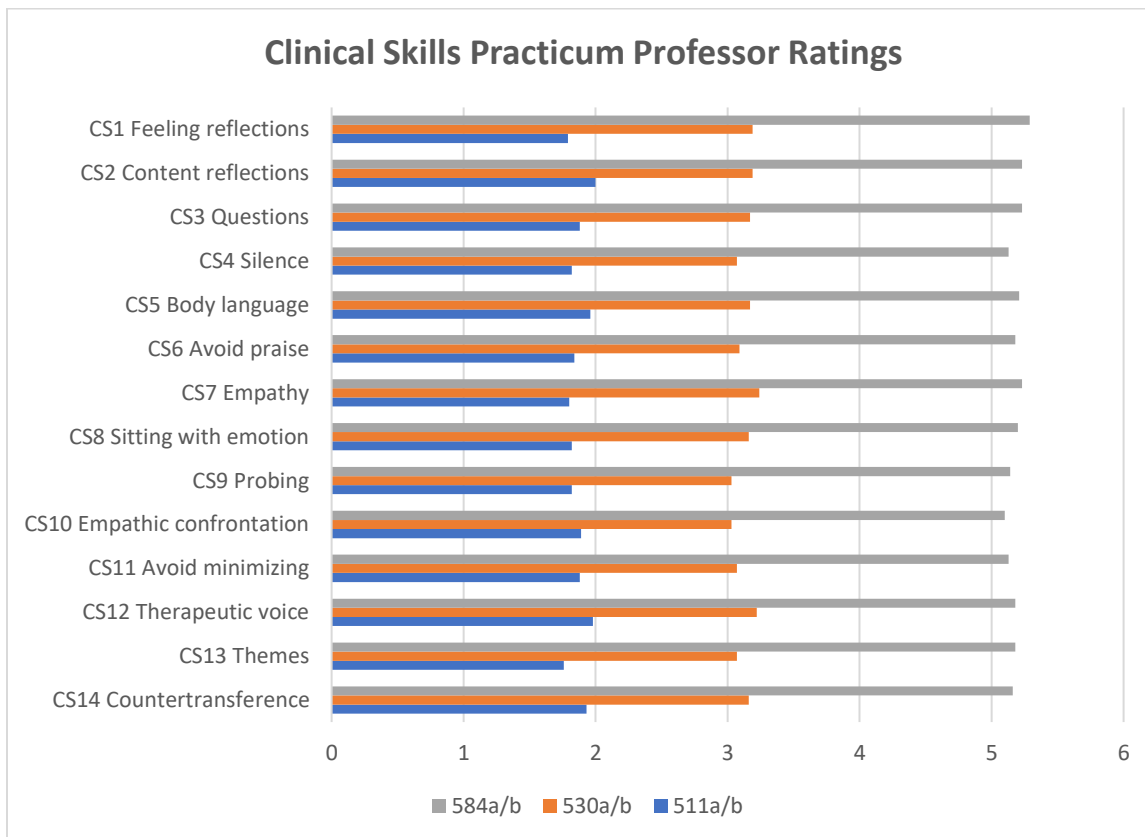
Methods, Measures, and Data Collection:

We collected data at multiple points in the program using professor and site supervisor ratings, signature assignments, and surveys. More detailed data regarding site supervisor ratings and the surveys can be found in "Data Charts" at the end of the document.

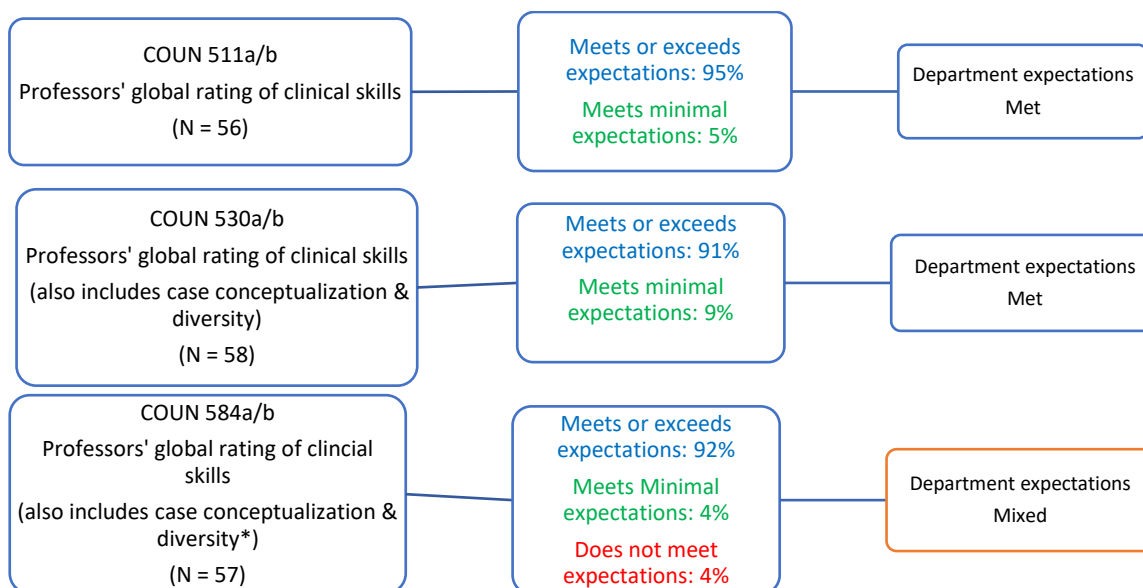
| Measures | Department Expectations | Averages | Results |
|---|--------------------------------|-------------------------------|----------------|
| Measure 1: Professor ratings of beginning clinical skills in Coun 511a/b (Pre-Practicum) (N = 56) | M = 1-2 | Means ranged from 1.76 – 2.0 | Met |
| Measure 2: Signature assignment in Coun 528 (Group Counseling and Group Work): Group process and development (C6) and Group leadership (C7) (N = 96) | M = 3 | Means ranged from 4.67 – 4.70 | Met |
| Measure 3: Site supervisor ratings in Coun 530a/b (Beginning Practicum): <i>Group skills</i> (C13) (n = 34/54) | M = 4 | M = 4.50 | Met |
| Measure 3: Site supervisor ratings in Coun 530a/b (Beginning Practicum): <i>Clinical skills</i> C2, C4, C5 (N = 54) | M = 4 | Means ranged from 4.3 – 5.09 | Met |
| Measure 3: Site supervisor ratings in Coun 584a/b (Advanced Practicum): <i>Group skills</i> (C13) (n = 37/55) | M = 4 | M = 4.95 | Met |
| Measure 3: Site supervisor ratings in Coun 584a/b (Advanced Practicum): <i>Clinical skills</i> C2, C4, C5 (N = 55) | M = 4 | Means ranged from 4.76 – 5.51 | Met |
| Measure 4: Professor ratings of clinical skills in Coun 530a/b | M = 3 - 4 | Means ranged from | Met |

| | | | |
|---|---|-------------------------------|-----|
| (N = 58) | | 3.03 – 3.24 | |
| Measure 4: Professor ratings of clinical skills in Coun 584a/b (N = 57) | M = 5 - 6 | Means ranged from 5.1 – 5.29 | Met |
| Measure 5: Professor rubric assessment of Coun 584a/b Clinical skills, signature assignment (C1 – C5) (N = 56) | M = 3 | Means ranged from 4.45 – 4.80 | Met |
| Measure 6 Indirect measures: surveys of graduating students, alumni, and employers | See survey summaries in the “Additional Forms of Data” towards the end of this document | | Met |

Measures 1 and 4 data across all the practicum classes



Professors' ratings of clinical skills (**Measures 1 and 4**) include a "global" rating (see below).



Analysis of Results and Improvement Actions check summary with last year and data

Students did well across multiple measures and points in time. Micro skills averages across all three levels of practicum were within expected ranges and increased with experience. There is room for improvement, as not all students "met expectations" on all elements; however, the averages suggest that while students may learn at different rates, they are generally doing very well. Although largely comparable to the previous year, ratings for Coun 530 were somewhat lower. Over 90% of students in each course met expectations on the global evaluation and most of the others met minimal expectations. A small minority of students did not meet expectations in the advanced practicum (Coun 584a/b) course.

Professor evaluations on the comprehensive *signature assignment* (Measure 5) in Advanced practicum (COUN 584a/b) rated strong clinical skills, with averages slightly below the past year but well within "meets expectations."

The site supervisor ratings indicated that clinical competencies (C2 Crisis Management; C4 Rapport Building; C5 Treatment) improved between the beginning and advanced course and that all averages met expectations (above 4.0). Rapport building was the strongest skill in both courses. Means across all areas for both courses were slightly higher than the previous year. Although a few students received a "minimally meets," the majority "met expectations" and many "exceeded expectations." See the Data Charts section at the end of the document for more details.

Group knowledge and skills are evaluated by site supervisors in Coun 530 and Coun 584 (measure 3, competency 13), and earlier in the Coun 528 class by professors (measure 2).

Overall, scores were similar to last year's (slightly higher). Supervisors rated the advanced practicum (Coun 584) students higher than the beginning students (530), and the averages for both courses met expectations.

Surveys of graduating students, alumni, and employers indicated that all three groups perceived students' counseling skills to be strong.

We continue to refine earlier course work in crisis intervention and treatment so that students are better prepared for work with real clients, and we are in the process of improving students' ability to obtain a better group therapy experience.

Case Conceptualization and Treatment Planning (2022 - 2023 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.

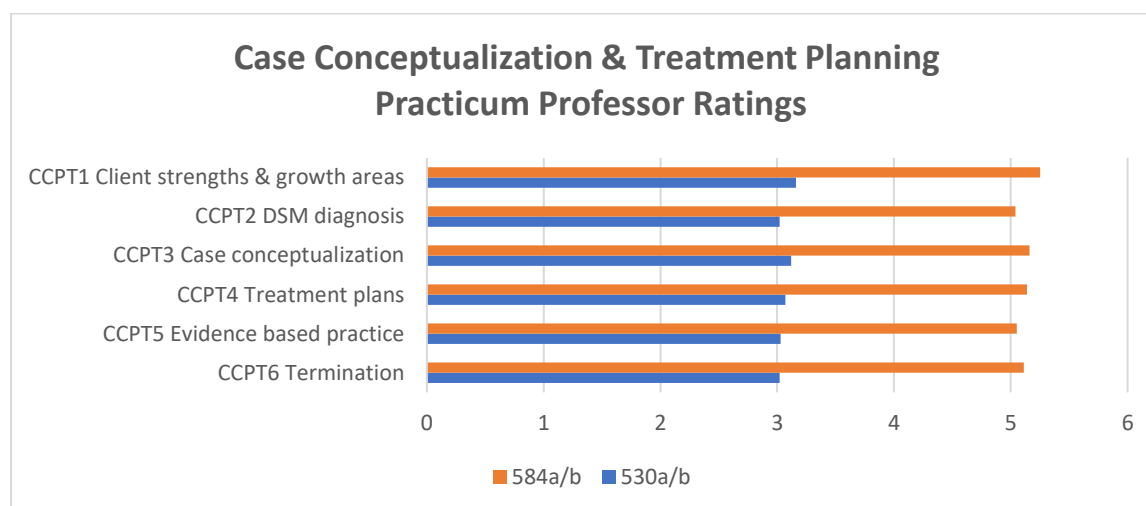
Methods, Measures, and Data Collection

This SLO encompasses a number of the CACREP core competency requirements and we use a variety of methods at multiple times throughout the program. More detailed data regarding site supervisor ratings and the surveys can be found in "Data Charts" at the end of the document.

| Measures | Department Expectations | Averages | Results |
|---|---------------------------------------|--------------------------------|----------------|
| Measure 1: Exam on biological, neurological, and physiological factors affecting human development in Coun 518 (Human development and functioning) (N = 82) | M = 80 | M = 99 | Met |
| Measure 2: Signature assignment on: DSM diagnosis (D2), biopsychosocial conceptualization (D5), and treatment planning (D6) in Coun 522a/b (Diagnosis and treatment planning) (N = 99) | Mean = 3 on each element (D1, D5, D6) | Means ranged from 3.49 to 3.69 | Met |
| Measure 3: Exam on theories in Coun 527a/b (Systems of family Counseling) (N = 85) | M = 80 | M = 89 7% below | Met |
| Measure 4: Assessment exam in Coun 560 (Appraisal in Counseling) (N = 38) | M = 80 | M = 94 | Met |

| | | | |
|--|---|-------------------------------|---|
| Measure 5: Signature assignment on career theory and application in Coun 590 (Summer advanced Counseling techniques) (N = 56) | M = 3 | M = 5.34 | Met |
| Measure 6: Professor ratings of case conceptualization and treatment planning skills in Coun 530a/b (Beginning Practicum) (N = 58) | M = 3 - 4 on each element (CSCCTP 1-6) | Means ranged from 3.02 – 3.16 | Met but lower than last year |
| Measure 6: Professor ratings of case conceptualization and treatment planning skills in Coun 584a/b (Advanced Practicum) (N = 57) | M = 5 - 6 on each element (CSCCTP 1-6) | Means ranged from 5.04 – 5.25 | Met |
| Measure 7: Professor rubric assessment of Coun 584a/b signature assignment N = 56 | M = 3 on each element (D1 – D6) | Means ranged from 4.23 – 4.66 | Mixed; Means were met, but 14% received below on theoretical application |
| Measure 8: Site supervisor ratings in Coun 530a/b (Beginning Practicum) (N = 54) | M = 4 on each element (C1, C4) | Means ranged from 4.41 – 5.09 | Met |
| Measure 8: Site supervisor ratings in 584a/b (Advanced Practicum) (N = 55) | M = 4 on each element (C1, C4) | Means ranged from 4.98 – 5.51 | Met |
| Measure 9: Professor rubric assessment of Coun 538 (Crisis intervention and trauma treatment) signature assignment (N = 58) | M = 3 | M = 3.97 | Met |
| Measure 10: Career exam in Coun 502 (Career Counseling) (N = 52) | M = 80 | M = 98 | Met |
| Measure 11 Indirect measures: surveys of graduating students, alumni, and employers | See survey summaries in the “Additional Forms of Data” towards the end of this document | | Partially Met |

Measure 6 for Coun 530a/b and Coun 584a/b



Analysis of Results and Improvement Actions

The average scores across assessments met expectations in this broad conceptualization SLO, including aspects of neurobiology, counseling theories, assessment, and career. Averages were similar to the prior year, and there continued to be improvement in the number of students scoring below the minimum expected, with the exception of the exam in theories (Coun 527a/b). In both practicum classes, professors rate students' skills based on their work with clients (Measure 6). Beginning practicum (COUN 530a/b) students met expectations on all six elements, both individually and collectively, although the averages were lower from the previous year, just crossing into the minimum requirement of 3.0. Students in advanced practicum (COUN 584a/b) are held to a higher standard. The averages all met expectations, similar to the previous year. Individually, a small number of students scored 3-4 on some elements, and this is not unexpected and still meets expectations overall. Students were also evaluated by their professors on a comprehensive signature assignment in advanced practicum. The averages were all within expectations, even though scores were slightly lower in comparison to the year before. Between 2% and 5% of students scored below minimum expectation on each of the elements, except for D1 (use of theory), in which 14% of students received below expectations. Site supervisors provide another view of students' case conceptualization and treatment planning skills (see C1 Clinical Evaluations and C3 Treatment Planning in the Site Supervisor Ratings, Data Charts section.) Averages on both elements in both the beginning and advanced courses met expectations and were similar to the previous year (slightly higher in most and fewer individuals scored below minimum). As expected given counselor development, advanced practicum students obtained higher scores than beginning practicum students did.

Multiple measures at different times in the program indicated that students were on average learning and demonstrating the necessary skills in case conceptualization and treatment planning. However, many of the averages were just barely in the “meets expectations” range, and although there was general improvement in the number of individual students scoring below expectations, the percentage was high in some areas (e.g., theories). Although the survey of alumni indicated satisfaction with case conceptualization and treatment planning, a small number of employers indicated that this could be improved. Case conceptualization is arguably the most difficult SLO, with most counselors engaged in a career-long process of honing their skills; however, the data indicate that there is room for improvement. We will be focusing more attention on this SLO in the next assessment cycle.

Research and Professional Writing (2022-2023 academic year)

Assessable outcomes:

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 assess this SLO during students’ first semester (Coun 500) and their last semester (Coun 597). We choose this SLO for a more in-depth focus this year, adding another level of assessment for both courses. In addition to the usual embedded assessments, a committee of faculty assessed a sample of papers.

- **Method 1:** Embedded assessment (instructor evaluated each student in their class) across 4 sections of the course.
- **Method 2** (committee assessment): Using the same rubric to score a section of a random selection of papers, three committee members scored independently and then came to consensus on the scoring.
- **Method 3:** Indirect measures using graduating students, alumni, and employer surveys

Direct Measures using Coun 500 signature assignments: Methods 1 and 2

| Rubric Items on Signature Assignment | Department expectations Score 1 - 6 | Method 1: Faculty embedded assessment (N = 54) | Method 2: Committee assessment (N = 8; 15%) | Results |
|--------------------------------------|-------------------------------------|--|---|----------|
| E2 (literature review) | 3 – 4 meets | 4.40 | 3.63 | Both met |
| E3 (writing) | 3 – 4 meets | 4.44 | 3.5 | Both met |
| E4 (APA style) | 3 – 4 meets | 4.36 | 3.63 | Both met |

Summary of Results for Coun 500 signature assignment papers: Both methods (course faculty ratings and outside committee ratings) indicated that expectations were met across all three items of the rubric. No single section of the course had averages below the mid 3's, suggesting that course faculty were scoring similarly. However, the outside committee's scores were lower than those of the faculty teaching the course. In addition, there was somewhat of a decline from the past few years, across all elements of the SLO.

Direct Measures using Coun 597 signature assignments: Methods 1 and 2

| Rubric Items on Signature Assignment | Department expectations Score 1 - 6 | Method 1: Faculty embedded assessment (N = 47) | Method 2: Committee assessment* (N = 6; 26%) | Results |
|--------------------------------------|-------------------------------------|--|--|----------|
| E1 (project) | 3 – 4 meets | 4.98 | Not evaluated** | |
| E2 (literature review) | 3 – 4 meets | 4.71 | 4.0 | Both met |
| E3 (writing) | 3 – 4 meets | 5.0 | 3.67 | Both met |
| E4 (APA style) | 3 – 4 meets | 4.98 | 3.83 | Both met |

* We used only the spring sections of the Coun 597 sections because we had made some changes to the research requirements mid-year.

** The Discussion sections of the projects were evaluated by the committee (we did not evaluate the literature review so E2 is not included here).

Summary of Results for Coun 597 signature assignment papers: Both methods (course faculty ratings and outside committee ratings) indicated that expectations were met across all three items of the rubric. However, similar to the Coun 500 ratings, the course faculty ratings were somewhat lower than in previous years. In addition, the outside committee provided lower scores across all three items, as compared to the course faculty ratings for the same year (2022-2023), and as compared to the previous committee rating cycle in 2018-2019.

Summary of Indirect Measures (Method 3): Expectations were met across all three surveys, with percentages well above the minimum required in order to meet expectations. These results were comparable to previous years' findings, in which expectations were all met.

Analysis of Results and Improvement Actions

The data suggest that students' writing and research skills are on track for both the beginning class (COUN 500) and the advanced research class (COUN 597). All rubric items averaged well above the minimum 3.0; however, this year saw a slight drop in scores across both courses, in every item of the rubric.

For Coun 500, course faculty averages remained between 4 and 5, similar to previous years. "Meets expectations" is the 3-4 range, and both course faculty and committee rated in this range; however, course faculty's averages were in the 4s, while the committee's averages were

in the 3s. The discrepancy in ratings could be due to the outside committee members having somewhat higher expectations or perhaps when faculty teach and mentor students throughout the course, they do not have as objectively critical a view. Nevertheless, both assessments suggest that beginning students are meeting expectations.

For Coun 597, the faculty averages were on the high end of “meeting expectations” (3-4), whereas previous years they were in the 5 range or “exceeding expectations” (5-6). The drop in averages may have been impacted by recent changes made to the precursor research class (COUN 521) and the need for faculty to adjust their teaching. Although the outside committee also had averages in the “meets expectations” range, they were close to a point lower on each element, as compared to the faculty ratings. This may have been impacted by the outside committee only assessing a portion of the papers, whereas course faculty were assessing the entire paper. However, this may suggest a lack of consistency in expectations by the faculty and warrants more discussion and planning for the future.

The survey results were all within expectations, and suggest that the vast majority of students and alumni believe that they learned good research and writing skills in the program. Although the results from the employers were good, the pool was limited and the response rate inadequate, so we cannot make too much of those data.

Although the scores are in a good range, we would like to see them maintaining or going up, rather than down. We are the examining the workload of the research sequence, particularly when students are still seeing clients at community agencies. We also want to increase practices consistent with equitable pedagogy. In the spirit of maintaining standards but altering the means of obtaining them, we are implementing some changes to the first research class, Coun 521.

Dispositions and Professionalism (2022 – 2023 academic year)

Assessable outcomes:

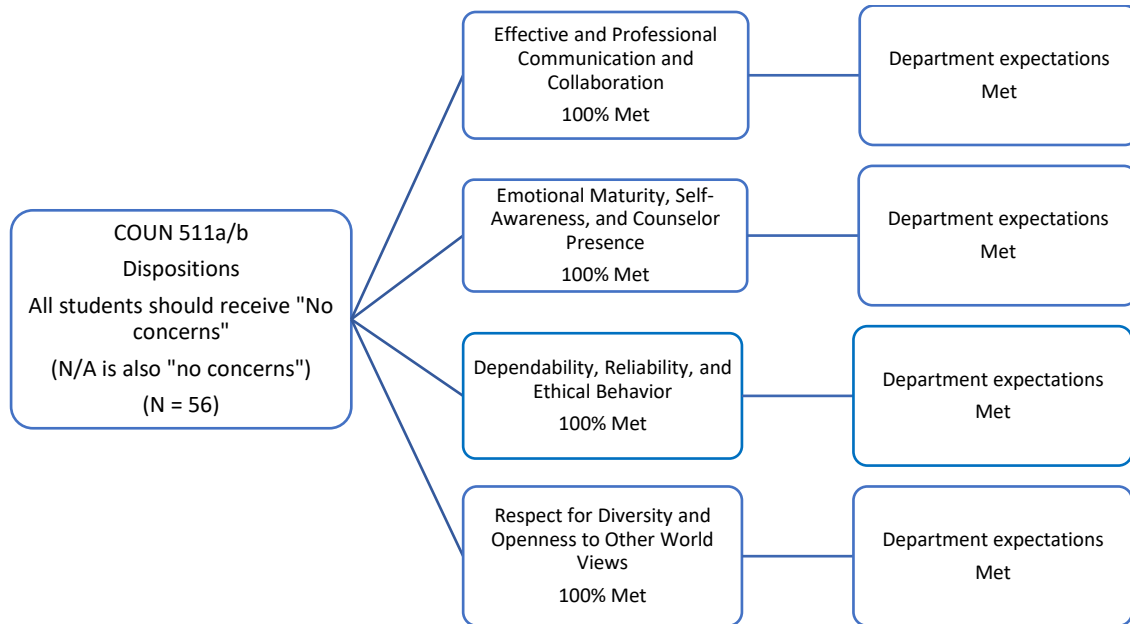
Students will demonstrate fitness for the field through four broad categories within Dispositions and Professionalism: (1) *effective and professional communication and collaboration*; (2) *emotional maturity, self-awareness, and Counselor presence*; (3) *dependability, reliability, ethical behavior*;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

Methods, Measures, and Data Collection:

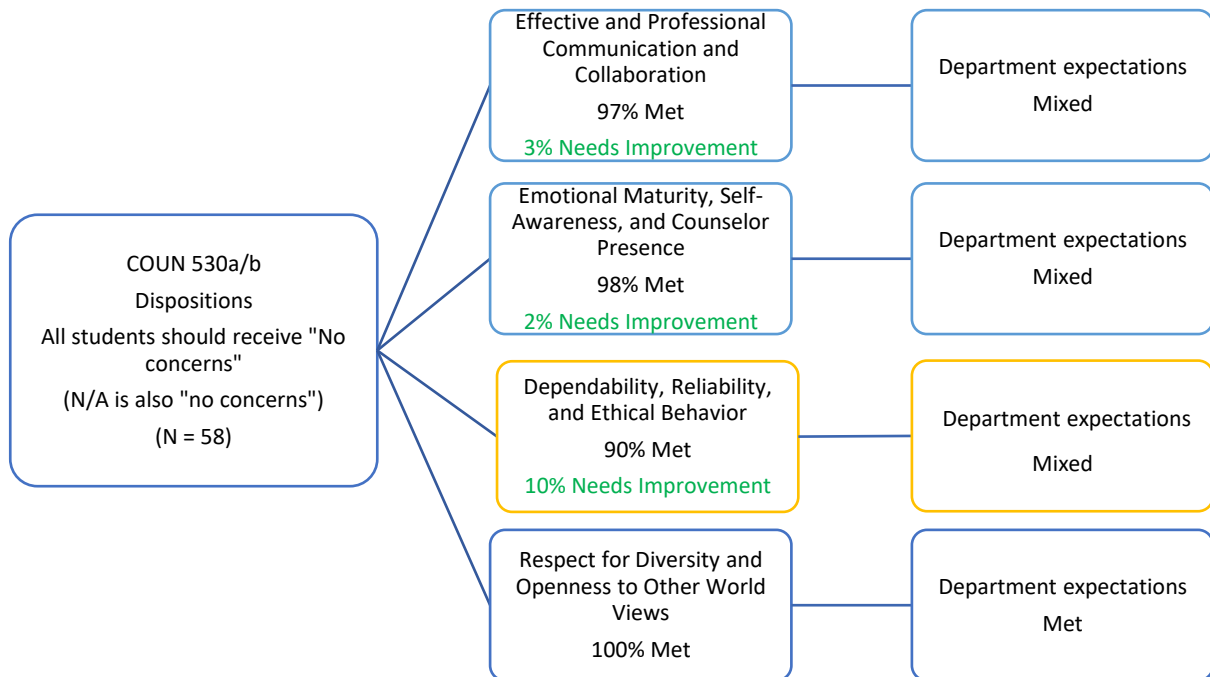
We directly assessed students’ dispositions and professionalism in all Coun 511a/b (pre-practicum) courses, Coun 530a/b (Beginning Practicum), and Coun 584a/b (Advanced Practicum) courses. Using a comprehensive form, students are rated with “concern,” “needs improvement,” or “no concern” on four categories (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 (C9), documentation (C10), professionalism (C11), and supervision (C12).*

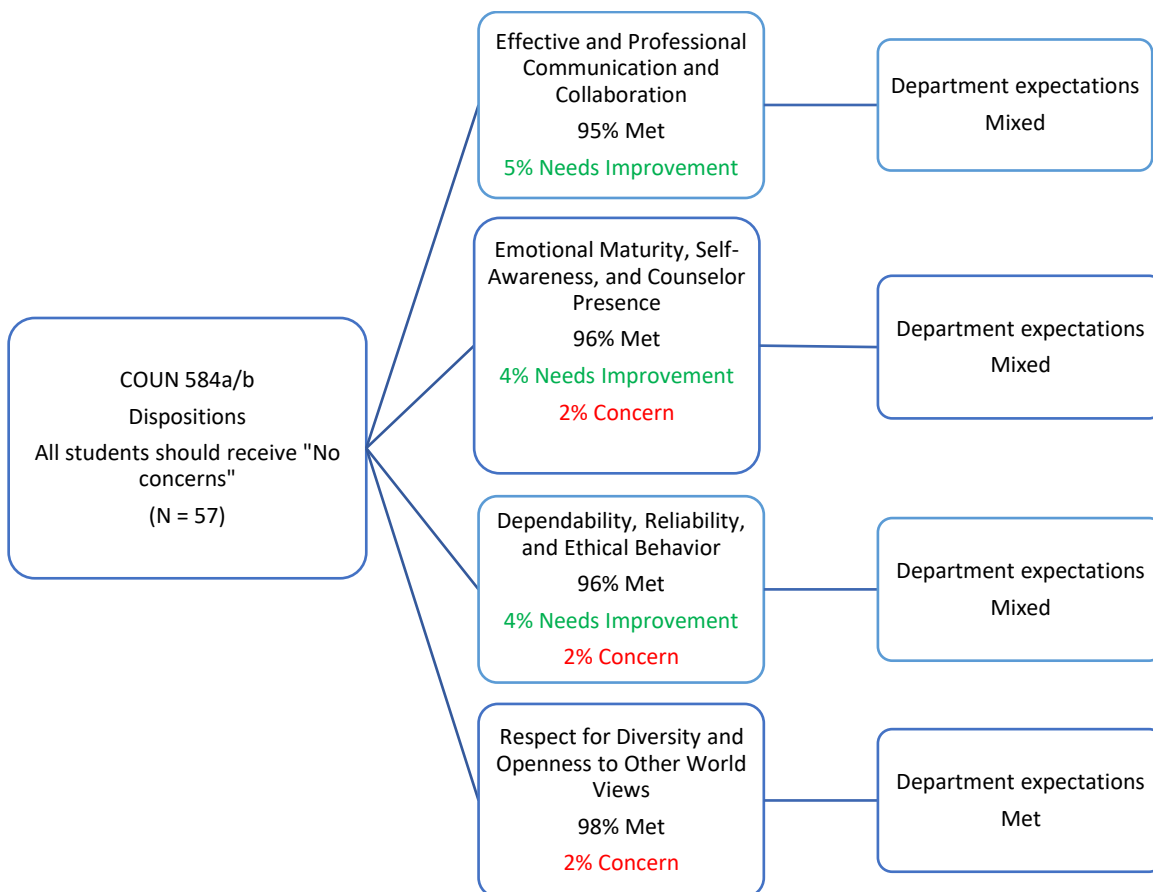
COUN 511A/B



COUN 530A/B



COUN 584A/B



Analysis of Results and Improvement Actions

We expect all students to receive a “no concern” on dispositions regardless of where they are in the program, and the vast majority of students met this expectation. However, it is not entirely unexpected that a few would *need improvement*, especially early on in the program. The vast majority of students had no problems with professionalism and dispositions, as expected.

Most notable was that 10% of students in Coun 530a/b received a “needs improvement” in *Dependability, Reliability, and Ethical Behavior*. This is the element of dispositions that students tend to struggle with the most and we are making efforts to provide instruction and guidance beginning with the first semester of classes. Site supervisor ratings (see Data Charts, competencies 9-12) were similar in that the vast majority of students met or exceeded expectations, and a small number of students met “minimal expectations.”

Summary of Findings and Improvement Actions

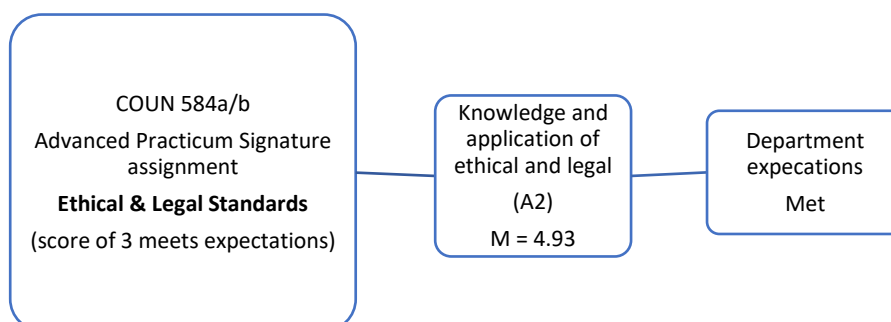
The data from the five SLOs and Dispositions indicate that the vast majority of students met expectations, and data from the indirect measures suggest that graduating students, alumni, employers, and advisory board members are extremely positive about students' skills and the program. There is also room for improvement in various areas.

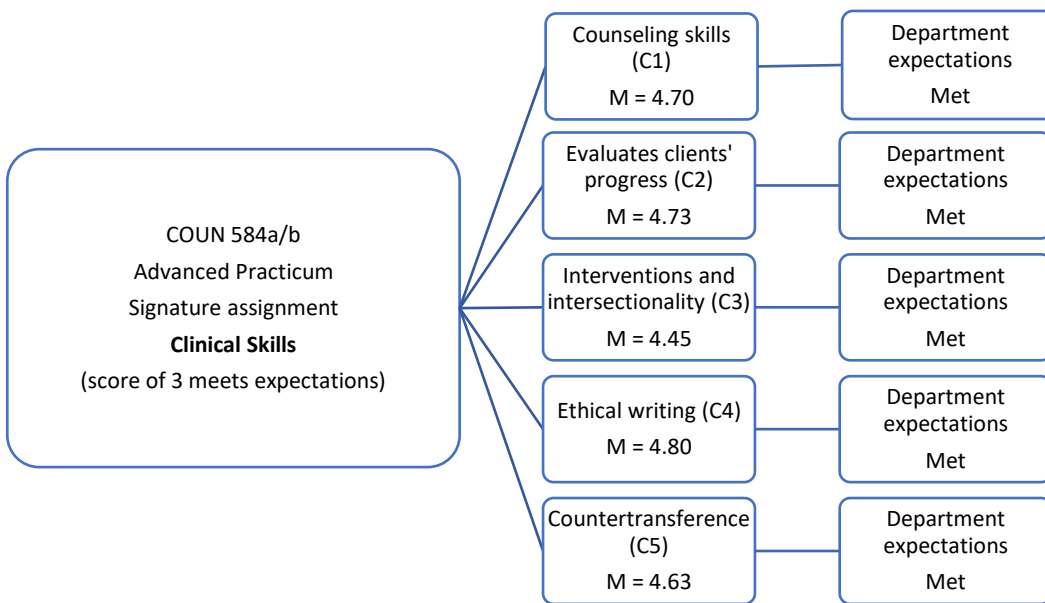
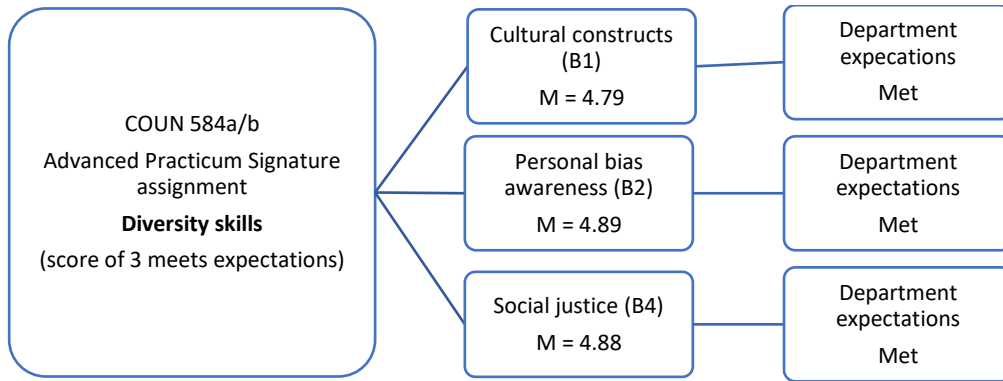
Although a number of scores were slightly lower than last year, we have still largely maintained the gains made over the last few years. Assessments in the beginning practicum class (Coun 530a/b) in particular showed adequate but lower scores; however, we do not know that this is a pattern just yet. Students did well on case conceptualization and treatment planning overall, but there were indications that more than a few struggled with theoretical application. This will be the focus of the next year's "deeper dive" (increased attention). This year we focused on the research and writing SLO and have already made changes to the research sequence. This is still a work in progress. Faculty will increase efforts to educate and guide students on professionalism, particularly the element of Dispositions that refers to "dependability, reliability, and ethical behavior." Students and faculty continue to engage in efforts to increase our diversity and social justice awareness; this is also a work in progress.

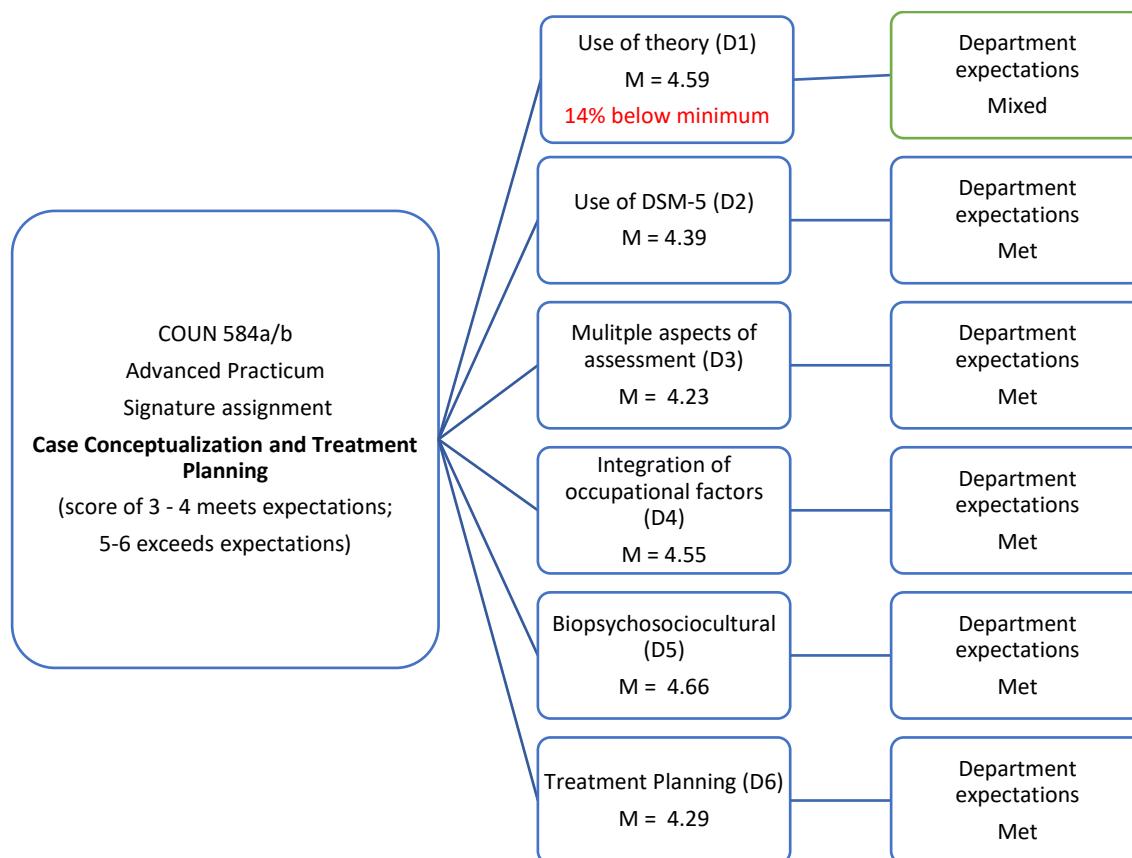
Faculty are incredibly proud of the work that our students do on themselves and in the community.

DATA CHARTS

COUN 584A/B Signature Assignment Rubric Ratings by professors (N = 56)







Site Supervisor Ratings 2022-2023 (530a/b: N = 54; for Comp 13 Group n = 34) and 584: N = 55; for Comp 13 Group n = 37



Surveys: Summary of some of the elements (see surveys posted separately on website for more information). Not all elements are assessed in every survey.

Overall, the survey results were very positive, with a couple of exceptions. Over 90% of graduating students believed that the department met its goals in every category except Career Counseling (which still met expectations of over 80% of students). A large number of alumni responded and were overwhelmingly positive across all aspects. Relatively few employers responded and 5-11% gave ratings below expectations in three areas: diversity, case conceptualization and treatment planning, and ethical behavior. This survey in particular requires more clarity and we will be revising it.

| | Graduating students survey Fall 2022 | Graduating students survey Spring 2023 | Alumni Survey Fall 2022 | Employer Survey Fall 2022 |
|---|--------------------------------------|--|-------------------------|---------------------------|
| | N = 19 | N = 16 | N = 279 | N = 19 |
| Identity as Counselor and MFT preparation | Met expectations | Met expectations | | |

| Diversity preparation | Met expectations | Met expectations | | |
|--|--|--|--|--|
| Objectives | Criteria for success: 80% or above to rate "Met" | Criteria for success: 80% or above to rate "Met" | Criteria for success: at least 80% indicate "moderately well" or above | Criteria for success: at least 80% rate our students as "above average" or higher, and for 100% to be at least "average" |
| Professional identity | Met* | Met* | | |
| Diversity | Met* | Met* | Met* | Not Met: 11% below |
| Human growth and development | Met* | Met* | | |
| Career development | Met | Met | | |
| Helping relationships— Counseling skills | Met* | Met* | Met* | Met |
| Theory | Met | Met* | | |
| Group work | Met* | Met | | |
| Assessment | Met* | Met* | | |
| Research & Program Evaluation | Met* | Met* | Met* | |
| Clinical instruction— knowledge & skills as Counselors | Met* | Met* | | |
| Personal growth | Met* | Met* | | |
| Case conceptualization & Treatment planning | | | Met* | Not Met: 5% below |
| Effective writing | | | Met* | Met |
| Overall experience | | | Met* | |
| Ethical behavior | | | | Not Met: 11% below |

Met* = over 90%