**Summary of Assessment Improvements/Modifications across Four Years**

**Professional Counseling Orientation and Ethical Practice**

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|  | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| **Context** | Assessment process not online yet. | IT and assessment coordinator working on online process. We believe that Covid 19 impacted students’ performance in some areas.  More measures added. | Almost everything was online, although many issues still being worked through. This SLO was the subject of a “deeper dive”—part of the university assessment process and our desire to choose one or two SLOs per year for more attention.  Continued influence of Covid 19.  More measures added: total of 7, including the use of the PISC measure. | Mostly post-Covid environment.  Online system running well, but still with some issues to work out. |
| **Results Highlights** | Expectations met in terms of averages, but a few students were not obtaining the minimum. | One section of the Coun 526 course (ethics) mean was below expectation and more students individually did not obtain the mean score. Although the overall mean met expectations, results were not as good as last year. However, all students in advanced practicum met expectations regarding ethical behavior, as assessed by both course professors and site supervisors. | Continued variability across sections of the Coun 526 course exam, although improvement in consistency from last year.  The mean score for the new exam in Coun 530 did not meet expectations and a large percentage of students did not obtain the minimum score.  Although site supervisors rated students highly on legal and ethics, practicum professors noted a few “concerns” and “needs improvement” in ethical behavior (documentation, primarily, and keeping up with course work). | Greater consistency and improvements in mean and individual scores in the Coun 526 exam.  Strong improvement on the Coun 530 exam.  Ratings by practicum professors and site supervisors met expectations.  Students met expectations on the advanced practicum signature assignment. |
| **Improvement actions** | Still working on the assessment process itself (e.g., easier access to supervisor ratings, getting a better response rate on surveys) and making improvements to teaching and reinforcing ethical concepts throughout the curriculum. | Plan to include a stronger orientation in the first semester Coun 500 class and implement a review and exam in the beginning practicum course (Coun 530) in order to reinforce students’ learning. | Covid may have impacted some results and some of the changes to teaching may take more time to produce changes. Faculty discussed timing of the new Coun 530 exam and approaches to teaching. Faculty plan to encourage students to join CALPCC in their first semester. | The department obtained funds to pay for CALPCC membership for first-year students (by spring semester 2023). We hope to continue this and provide a stronger orientation to CALPCC in the first semester course (Coun 500) as part of their orientation to the profession. We also agreed to reinforce professional identity in the orientation to practicum. |

**Diversity Awareness and Sensitivity**

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|  | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| **Context** | Assessment process not online yet. We focused on the professors’ and site supervisors’ evaluations (rather than the signature assignments) in order to pilot a system of tracking data more easily. | IT and assessment coordinator working on online process.  We believe that Covid 19 impacted students’ performance in some areas.  We did the “deeper dive” focus this year and used multiple measures, including qualitative and quantitative data from a joint assessment/research project of students’ perceptions and experiences of their training in diversity and social justice. | Almost everything was online, although many issues still being worked through. With nearly everything online, we included data from the beginning practicum course (in addition to pre-practicum and advanced practicum). | Mostly post-Covid environment.  Online system running well, but still with some issues to work out. |
| **Results Highlights** | Global ratings of students in the practicum courses 530 (beginning) and 584 (advanced) met expectations, and aggregate scores were all within the expected range. | Students met expectations on the cultural genogram signature assignment in Coun 523, although some means dropped from the previous year. Understanding of social justice and advocacy was lower than other areas.  Students met expectations in professor ratings in Coun 511 and in professor and site supervisor ratings in Coun 584. | Students did very well across multiple measures and at different points in the program regarding diversity knowledge and skills. Not only did averages meet expectations, but the vast majority of students individually also met expectations. Indicators of the social justice were slightly lower than other elements. | Students continued to do well across the curriculum. Averages met expectations (and were close to exceeding on faculty-evaluated rubrics), and the vast majority of students individually also met expectations. |
| **Improvement actions** | More in-depth assessment is needed and this will be the focus of next year’s “deeper dive” in the assessment process. There is a need for more emphasis on social justice and advocacy. | 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 evident, students and faculty alike advocated for a more robust teaching of social justice in counseling. Qualitative data from the research study 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. Part of beginning to implement these changes is greater faculty training and awareness. | The faculty has been making progress following last year’s assessment and the need to improve curriculum and teaching in this area; however, this is still very much a work in progress. Faculty are still working on integrating more of a social justice focus. We believe it will be another year or so before we obtain a more accurate picture of how changes to the curriculum affect students’ scores. | In addition to the recent changes to curriculum and teaching, we have taken steps to align multiple aspects of our program with social justice values. For example, we are currently in the process of changing our RTP (retention, tenure, and promotion) standards so that faculty must demonstrate a diverse and social justice orientation in their teaching and research. We increased faculty diversity with a new tenure track hire and have applied for two more positions with expertise in Latinx populations. |

**Clinical Skills**

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|  | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| **Context** | Assessment process not online yet. We focused on the professors’ and site supervisors’ evaluations (rather than the signature assignments) in order to pilot a system of tracking more easily. | IT and assessment coordinator working on online process. | Almost everything was online, although many issues still being worked through. With nearly everything online, we included data from the beginning practicum course (in addition to pre-practicum and advanced practicum). | Mostly post-Covid environment.  Online system running well, but still with some issues to work out.  This SLO was the focus of our “deeper dive” and we utilized multiple measures, including a focus group of students regarding their group training experiences. |
| **Results Highlights** | Across pre-practicum (Coun 511), beginning practicum (Coun 530), and advanced practicum (Coun 584), aggregate scores on skills were in the expected range. Remediation plans were implemented for a small number of pre-practicum students, as they had not met minimal expectation on the global evaluation. | Students met expectations across clinical courses (professor and site supervisor ratings) and in group work, on average. There was evidence that professors teaching the same course may have had slightly different expectations. | Assessment at multiple times and from multiple sources suggests that students did very well clinically. Not only did averages meet expectations, but the majority of students individually also met expectations. This was also during Covid-19 when many students were conducting therapy via telehealth. | Students did very well across multiple measures. Micro skills averages across all three levels of practicum were within expected ranges and increased with experience. Site supervisors tended to rate beginning practicum students lower than professors, but scores were similar once students were in advanced practicum. There is room for improvement in terms of how we can support students in obtaining meaningful group experiences. |
| **Improvement actions** | We are intervening early on in the Pre-Practicum (Coun 511) course in order to help students who are not demonstrating adequate skills. We had several faculty discussions regarding what we want to see students demonstrate in the practicum course as a whole and in the signature assignment in particular. This is a work-in-progress and we will be adding other kinds of assessment. | 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). | As a result of our last assessment, faculty has worked towards consensus on what we expected in clinical skills across the practicum classes, and there was less variability across sections of a course. We also began assessing for group work in COUN 530. Future actions will include assessing group in the summer COUN 590 course. | We focused in on group work this cycle and believe this warrants further attention. We have increased assessment to include the summer Coun 590 and beginning practicum. We plan to explore a larger number of students’ experiences of group work at their sites. In the coming year, we will strategize about how to advocate for students to bring their group proposals from class into practicum, and on how to help practicum sites provide stronger group experiences. |

**Case Conceptualization and Treatment Planning**

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|  | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| **Context** | Assessment process not online yet. We focused on the professors’ and site supervisors’ evaluations (rather than the signature assignments) in order to pilot a system of tracking more easily. | IT and assessment coordinator working on online process.  Multiple measures were added. | Almost everything was online, although many issues still being worked through. | Mostly post-Covid environment.  Online system running well, but still with some issues to work out. |
| **Results Highlights** | Students in beginning and advanced practicum met global expectations and aggregate scores across these skills were all within range; however, the averages of each element were on the low end of meeting expectations, indicating that students need help in this area. | With the exception of one section of Advanced Practicum, all 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. | There was a mixed picture of students’ performance in this area. Although averages met expectations all but twice, too many individual students did not obtain minimally acceptable scores, particularly on the exams. Other forms of assessment (signature papers, site supervisor ratings) also shared areas of minimal expectations met. This SLO has had varied results over time, sometimes due to different faculty expectations. We have gotten better at that but are now assessing this SLO in more ways and this may account in part for the mixed picture as well. | Students’ performance, on average, met expectations, including aspects of neurobiology, counseling theories, assessment, and career. Most averages were slightly higher than the prior year. Site supervisors tended to rate beginning practicum students a bit lower than did the practicum course professors. |
| **Improvement actions** | We have been working on strengthening teaching in two earlier courses that address aspects of conceptualization and treatment planning: Coun 522 (Diagnosis and Treatment Planning) and Coun 520 (Theories), and have had several faculty discussions regarding what we want to see students demonstrate in the practicum course as a whole and in the signature assignment in particular. This is a work-in-progress. | 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. Multiple classes provide the opportunity for case conceptualization and we will add a neurobiological conceptualization of trauma in Coun 538 (Crisis Intervention and Trauma Treatment) next year. Faculty will be discussing how to assist students who do not meet minimal expectations individually. | Faculty have been implementing more “mastery” learning to better prepare students and address when individuals are falling below minimal expectations. We have added instruction and assessment of some specific elements of case conceptualization (e.g., neurobiology of trauma in COUN 538, occupational/work in COUN 590) and are helping students to connect all the ways in which they are learning about case conceptualization throughout the program. This is an ongoing process and it may take more time to see the impact of these efforts. | Faculty will continue to refine coursework in order to enhance students’ readiness for practicum. For example, this summer the faculty who teach Coun 522a/b (Diagnosis and Treatment Planning) will meet to make modifications. |

**Research and Professional Writing**

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|  | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| **Context** | Assessment process not online yet. We revised the rubric slightly. | IT and assessment coordinator working on online process. | Almost everything was online, although many issues still being worked through. | Mostly post-Covid environment.  Online system running well, but still with some issues to work out. |
| **Results Highlights** | All measures indicated that students met expectations and that there was some improvement overall. | 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. | Results suggest that students continue to do well in this area, both in their first semester and their last one. The averages in the final project class (COUN 597) reflect growth and in many ways exceed expectations. The scores are especially impressive during a year of Covid and multiple demands on students in their final semester. | Results suggest that students continue to do well in this area. Scores were very similar to the previous year. |
| **Improvement actions** | We spent time in committee evaluation of randomly selected anonymous papers and engaged in lengthy discussion regarding future evaluation and teaching. We will continue to refine the research sequence and the teaching of writing skills across the curriculum. | 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. | Faculty continue to discuss decolonizing syllabi and how this may impact what we require in terms of writing and research. The faculty who teach the research sequence (COUN 521 and 597) will be discussing possible changes to the courses in 2022-2023 and bringing that to a full faculty discussion. | Students have continued to perform well in the research sequence; however, we have become more aware since Covid of the need to reconsider the work load, particularly in Coun 521. We also need to increase our efforts in decolonization and social justice with regard to research and writing. This SLO will be the focus of our “deeper dive” next year. |

**Dispositions and Professionalism**

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|  | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| **Context** | Assessment process not online yet. The faculty had developed a formal evaluation form that is now required in all practicum courses and can be used in any course. | IT and assessment coordinator working on online process. | Almost everything was online, although many issues still being worked through. | Mostly post-Covid environment.  Online system running well, but still with some issues to work out. |
| **Results Highlights** | The vast majority of students received a “no concern” across all areas. | The vast majority of students in pre-practicum (Coun 511) and 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. | Both professors and site supervisors noted that a small percentage of beginning practicum students (Coun 530) needed improvement on a number of dispositions and professionalism aspects. Of greater concern, was that small percentages of students in the advanced practicum received concerns. These seemed mostly related to timeliness with assignments and appropriate communication. A strength across the three practicum courses was “Respect for diversity.” All students received a “no concern” in this area. | The vast majority of students across the practicum courses had “no concern” on all elements of dispositions, as expected. However, again a small percentage of students obtained “needs improvement” or “concern.” Unlike last year, there did not appear to be any particular trend. |
| **Improvement actions** | Faculty are working to better educate students on expectations and to develop consistency across faculty. The professors who teach the introductory course the first semester of the program have been working to provide students with more information and socialization into the program and the field. | 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 (e.g., remediation committee, advisor appointments). | We believe that attention to dispositions and professionalism across the curriculum is working well. However, we still do not want to see any concerns, particularly by the time students are in advanced practicum. We will continue our efforts in preparing students for practicum and in providing remediation. | Numbers of students who do not meet expectations remain very low. We will continue to try to intervene earlier than later in order to help students be successful. This is an ongoing process. |