

LEARNING OUTCOMES ASSESSMENT

- 1. What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.

SLO: Apply professional counseling expertise under direct supervision

SLO: Conduct effective counseling

SLO: Maintain academic and prctica curricula consistent with the standards set by the Counsel for the Accreditation of Counselor Education and Related Programs (CACREP).

- 2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”

SLO 1.4. Counselors-in-training undergo evaluation in multiple courses, most notably COUN 200 and COUN 208 and additionally for students enroll in the MFCC program option, 238. Skills rubrics were developed to assess student progress and development. In addition, feedback was sought from community stakeholders (i.e. site supervisors and employers) through interviews and meetings as well as written feedback regarding counselor-in- training progress in COUN 219, COUN 239, and COUN 249. Finally, all students in the program undergo a Clinical Review in COUN 208 in which a dispositional assessment of professional fit is conducted.

SLO 1.2. Counselors-in-training undergo evaluation in multiple courses, most notably COUN 200 and COUN 208. Skills rubrics were developed to assess student progress and development. In addition, feedback was sought from community stakeholders (i.e. site supervisors and employers).

- 3. What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).

From Fall 2016 to spring 2017, all students enrolled in the COUN 208 Individual Counseling Practicum course were evaluated by the Counselor Education programs' Clinical Review Committee. On the whole, most students' progress were developmentally on target in all areas. Only two needed extra advising and mentoring to improve and only one student did not pass Clinical Review due to dispositional concerns. Programmatic weakness is most evident in students' ability to articulate and apply counseling theories. This was evident in practice, in feedback from new faculty, and in communication with stakeholders.

A review of Employer/Supervisor surveys during the internship course found high reported satisfaction with the program's training of Marriage, Family, and Child Counseling (MFCC) student counselors. A rating of 3.5 on the Employer's Evaluation Forms in educational training and clinical expertise is the program's benchmark. Employers/Supervisors rated the MFCC program's educational training and clinical preparation with an overall mean of 4.37 on a 5-point scale (n=52). Most comments on the program were extremely positive.^[SEP] Several suggested improvements included greater emphasis on the integration of theoretical and clinical learning throughout the program. The results from the Comprehensive Exam and feedback from employers/supervisors indicated that students were able to demonstrate a firm grasp of theoretical knowledge associated with counseling and also demonstrated excellent counseling skills but could benefit from integrating this knowledge in a global way into clinical practice.

In terms of the School Counseling program, all Employer's Evaluation Forms rated students' educational training and clinical expertise at 3 or above on the 1-5 scale of satisfaction with positive comments. Students scored highest on their ability to counsel others and multicultural sensitivity. Students need to improve their ability to diagnose and develop treatment plans. Many students pursuing School Counseling take an assessment course but are not required to take a diagnostic course, given the solution and strength-focused philosophy of most of the school counseling theories. All students received ratings from their on-site school supervisors ranging from "acceptable", to "A fine counselor, of great value to the profession", to, "One of the few very outstanding counselors I have known". No student (zero) received the rating of "unacceptable".

For the Student Advising and College Counseling (SACC) program, 28 internship evaluation forms have been reviewed and areas for improvement have been identified.

Areas for improvement (either marked as N/A or 1-2) were needed in the following areas: promotes preventative methods in a student service plan effectively, applies remedial methods available to students effectively, applies principles of career development planning with students, which may include academic and personal development, uses assessment and/or advising instruments (N=2 students), makes clear group presentations and/or case presentations during staffing meetings (N=9), conducts research activities to address current needs and progress of student service areas (N=12).

4. What changes did you make as a result of the data? Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.

Information from the assessment activities were brought to program and department meetings for review, discussions, and planning. Based on the assessments, the program faculty is improving individual mentoring and advising, documenting student progress, making changes to the curriculum or communicating to all instructors on areas that need to be included in each course. The department is increasing support to new faculty by connecting them to seasoned instructors and providing an orientation. Increasing students' knowledge in and application of theory is an ongoing discussion in the department. A committee has been set to examine our curriculum and identify courses where we could include theories and application of theories beyond what we already offered. Finally, CER department is enhancing communication with part-time instructors and site supervisors (both internship and practicum) about theory implication, is discussing ways to develop critical thinking skills and be able to evaluate different worldviews, perspectives, and theoretical orientations, and to be aware of different levels of cognitive & intellectual development among students and support them to integrate theories into practice.

Program specific changes for the Marriage, Family, and Child Counseling program are as follows:

Objective 5.2 Maintain academic and practical curricula consistent with the standards set by the Counsel for the Accreditation of Counselor Education and Related Programs (CACREP).

After reviewing Employer/Supervisor Surveys, student Practicum and Field-Placement evaluations, and discussions with community supervisors, faculty and students, the MFCC program added coursework in Couples Counseling. Since the fall of 2016, a 3-unit course in couples counseling was added to the degree requirements for all MFCC students. The delivery of credit hours by noncore faculty is an issue that the Department of Counselor Education and Rehabilitation has been addressing as the program is out of compliance with our national accreditation body CACREP. The high number of part-time and adjunct faculty has been the result of faculty attrition and increased numbers of

1. Students entering the various counseling options. The CER department has been addressing this issue. During the Fall 2016 and Spring 2017 Semesters, the programs reduced their admissions of qualified applicants. Each program is now only taking in from 20 to 25 students. The program will continue to restrict the numbers of students admitted ongoing. In addition, the CER department has hired two full-time tenured track faculty for the 2016 – 2017 academic year, who specialize in MFCC with a focus in Latino mental health disparities. The department has also been approved for three new tenure-track position specializing in MFCC, SACC and School Counseling. The reduction of students entering the program combined with the addition of new faculty is expected to reverse this trend.
2. In terms of the Student Affairs and College Counseling (SACC) program, the following strategies are being implemented, (1) better communicate with interns and site supervisors on the evaluation criteria during the initial meetings, (2) process with interns during group supervision regarding process & challenges at their internship sites, and (3) share the evaluation forms with interns in the beginning of the semester regarding a variety

activities/counseling types (research, staff meeting, using assessments) expected from internship.

3. In the school counseling program, the program coordinator is increasing communication with instructors and site supervisors to discover whether we need to include more content areas or if our assessment tool is relevant.

5. **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.

The Counselor Education programs will continue assessing students skills, knowledge and dispositions during Coun208 (practicum) and during internship courses (Coun249, Coun219, Coun239). The programs will also continue to conduct ongoing Clinical Reviews to assess student concerns and provide support. Lastly, the programs will begin the process of addressing new CACREP accreditation standards that will require increased standardization of assessments across the curriculum and to address FTES to FTEF ratios. The programs will also be addressing CTC accreditation requirements.

6. **What progress have you made on items from your last program review action plan?**

Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”

The FTEF to FTES ratios have also been an ongoing issue between the Department of Counselor Education and Rehabilitation and the University administration. As noted in above, the CER department has reduced the number of applicants accepted into the program, recently hired two full-time tenured track faculty and the program currently has open searches for three new full-time faculty member to begin in Fall 2018. The hiring of new faculty as well as continued efforts to manage enrollments will be made to decrease the FTE ratio.

Additional Guidelines: If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.