

**College of Education and Affiliated Programs  
Annual Assessment Report Template – Spring 2009  
Counseling Core**

**Note: this report presents and analyzes data from the 2007-08 academic year and Fall 2008. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.**

**Background**

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual Report?

The Master of Science in Counseling Program prepares counselors to serve in fields of education, health and human services, and business. Their domains of practice include public and private educational institutions, medical facilities and allied health agencies, social service agencies and organizations, state and federal human service agencies and programs, correctional facilities, business and industry, and private practice. The program's philosophy is to introduce students to a variety of approaches to counseling, and to encourage the development of competencies within these approaches.

The program combines theory and practice utilizing on and off campus course work and field work assignments. Required courses are offered predominantly in the evening, but most field assignments require daytime participation during normal business hours defined by the off-campus sites.

Students coming from diverse experiential backgrounds are trained at the graduate level to be able to perform entry level duties expected by the counseling profession and its specialty areas. Students are prepared to assume future leadership positions in their area(s) of expertise after additional work experiences have been acquired in the field following graduation.

The Master of Science in Counseling Program consists of current options:

1. Marriage and Family Therapy;
2. School Counseling;
3. Student Development in Higher Education.

The total number of course units needed to satisfy requirements for graduation depends upon the option selected by the student.

The MS in Counseling's core curriculum goals reflect the College of Education's Conceptual Framework. We emphasize collaboration and service throughout all of our options and thoroughly prepare our students to become competent cross-cultural counselors capable of providing leadership in their diverse settings. We emphasize a comprehensive understanding of research and program evaluation so that our counselors can become leaders in using these tools to promote improvement, especially those options who will practice in PK-16 settings.

Several significant changes have taken place in our program in recent years. First, our fourth option in Career Counseling, which had not been active since 2002, was reluctantly discontinued due to lack of resources. Second, we had one Full Professor in the SDHE option leave in January of 2008; this professor was replaced by a new Assistant Professor in Fall of 2008. We also had an Associate Professor join us in the MFT option in Fall 2008, as one Full Professor has significant research projects which necessitate frequent leaves. As you can see from Table 2, we continue to receive many more applicants than we are able to accept into all of our options.

**Table 1**  
**Program Student Learning Outcomes and Relevant Standards**

<b>SLOs</b>	<b>Outcome 1:</b> Perform ethical decision-making model in accordance with state and federal law and professional ethical codes. [Knowledge of diverse populations and counseling needs.]	<b>Outcome 2:</b> Know cultural dimensions (race, ethnicity, SES, sexual orientation) of self and others in ways that are integrative, contextual and reflective of systems of oppression	<b>Outcome 3:</b> Assessment and understanding of mental health concerns and the application of basic counseling skills used to direct/suggest appropriate interventions.	<b>Outcome 4:</b> Apply theory to practice by knowing what fits for them and their future professional environments and client populations	<b>Outcome 5:</b> Proficiently facilitate the group process	<b>Outcome 6:</b> Understand and manage personal biases, attitudes and beliefs
<b>Signature Assignment(s)</b>	Case study	Cultural immersion project	Diagnosis report	Personal counseling approach	Group proposal	Personal cultural presentation
<b>National Standards (CACREP)<sup>1</sup></b>	Professional orientation and ethical practice	Social and cultural diversity	Human growth and development; Helping relationships	Human growth and development	Group work	Social and cultural diversity
<b>State Standards NA<sup>2</sup></b>						
<b>Conceptual Framework</b>	Service & Collaboration; Values Diversity	Prepares Leaders; Values Diversity	Promotes Growth	School Improvement; Research & Evaluation	Research & Evaluation; School Improvement	Values Diversity; Prepares Leaders
<b>NCATE Elements</b>	NA	NA	NA	NA	NA	NA

<sup>1</sup> CACREP = The Council for Accreditation of Counseling and Related Educational Programs is the independent accrediting body for national counseling programs; although the MS in Counseling has not yet pursued accreditation, the faculty designed the core courses with these standards in mind in hopes that we would one day apply for accreditation.

<sup>2</sup> California is the only state that does not currently license professional counselors. Therefore, we currently abide by the standards of each option's profession.

**Table 2**  
**Program Specific Candidate Information, 2007-2008 (snapshot taken F08)<sup>3</sup>**

	<b>Transition Point 1</b>		
	<b>Admission to Program</b>		
	Applied	Accepted	Matriculated
	#	#	#
<b>TOTAL</b>	398	96	81

**Table 3**  
**Program Specific Candidate Information, 2007-2008 (snapshot taken F08)**

	<b>Transition Point 2</b>
	<b>Advancement to Culminating Experience</b>
	#
<b>Thesis (698)<sup>4</sup></b>	12
<b>Comps<sup>5</sup></b>	66

**Table 4**  
**Program Specific Candidate Information, 2007-2008 (snapshot taken F08)**

	<b>Transition Point 3</b>
	<b>Exit</b>
	#
<b>Degree</b>	58

<sup>3</sup> Totals for MFT, School Counseling, and SDHE programs

<sup>4</sup> This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 and were still making progress on their theses at this time.

<sup>5</sup> This is data on the number of students who *applied* to take the comprehensive examination in Fall 2007, Spring 2008, or Summer 2008. The data include students who may not have taken or passed the examination(s).

**Table 5**  
**Faculty Profile 2007-08**

<b>Status</b>	<b>Number</b>
Full-time TT/Lect.	9
Part-time Lecturer	17
Total:	26

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.  
 Seven out of nine FT TT faculty attended and four out of 17 PT affiliated faculty participated. Please see the attached data discussion guide for details.

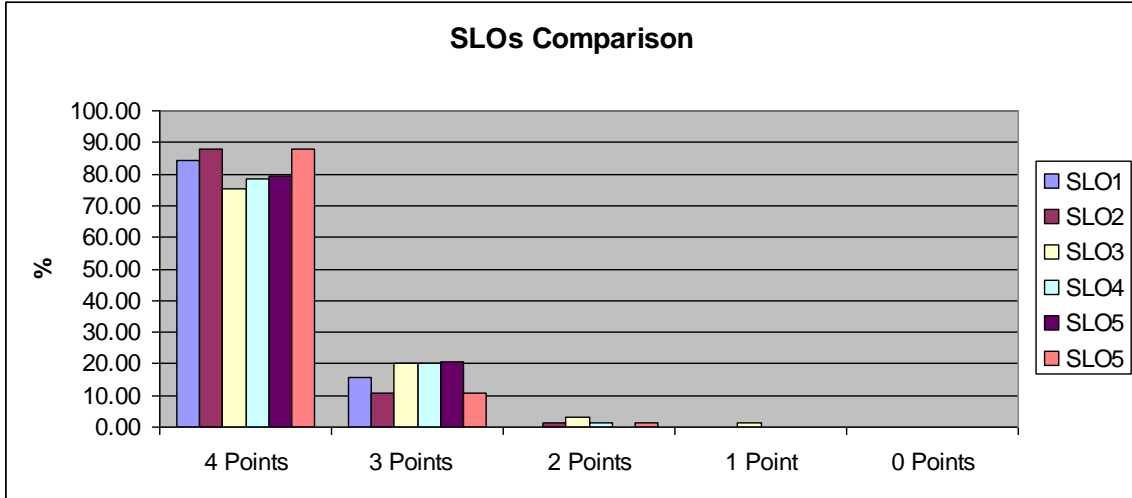
**Data**

3. Question 3 is in two parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
  - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

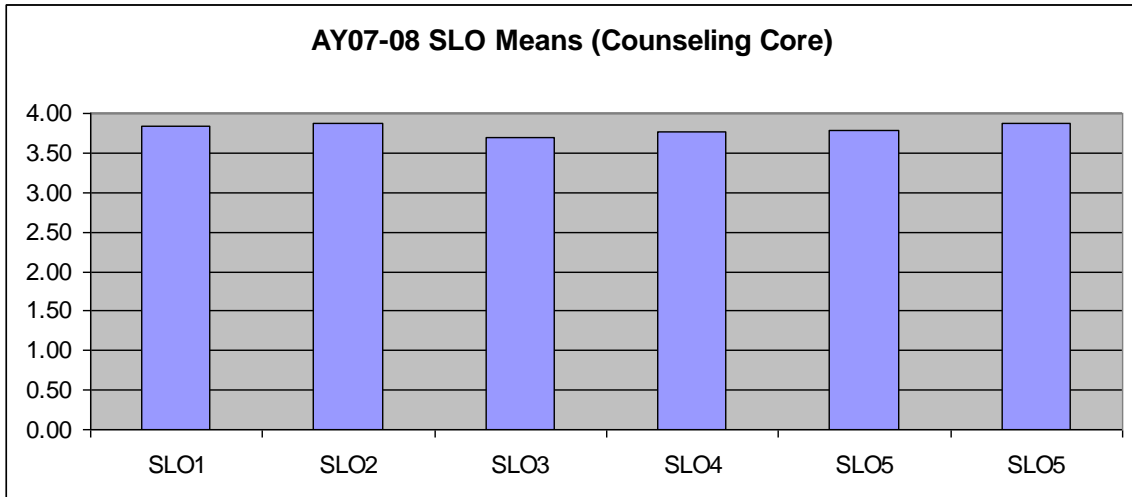
Students were assessed in all core courses on the learning outcomes described in Table 1 above via specific assignments agreed upon by full time faculty and corresponding rubrics developed by faculty teaching the core courses. The instructors of each core course forwarded their individual student scores on said assignments to the counseling assessment coordinator and these were forwarded to the assessment office for data analysis. The results of the analysis were presented to the counseling faculty (both FT TT and PT instructors who teach core classes) on 3/23/09, using the data discussion guide (see attached).

**Counseling Core – AY07-08**

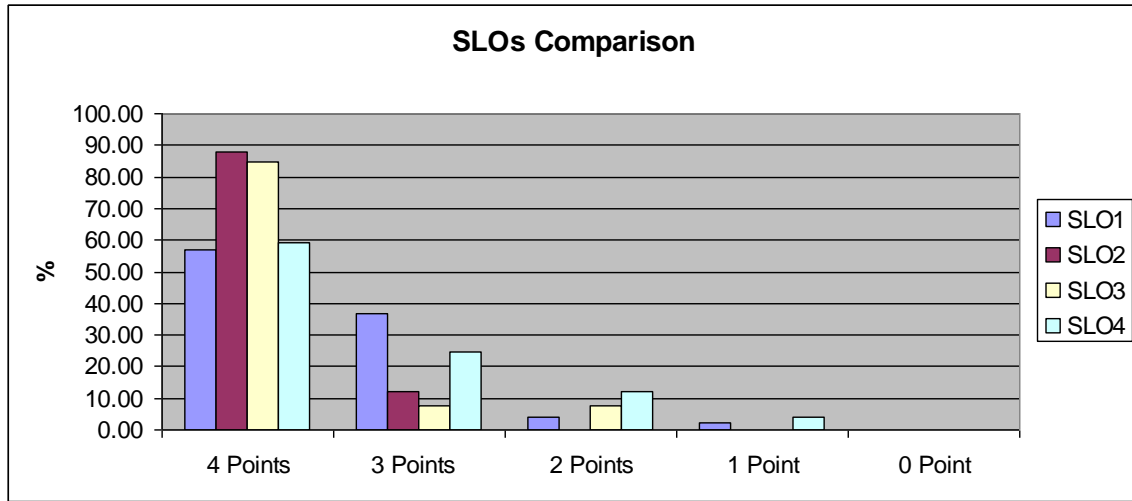
**Table 6**  
**Counseling SLO Comparison, 2007-08**



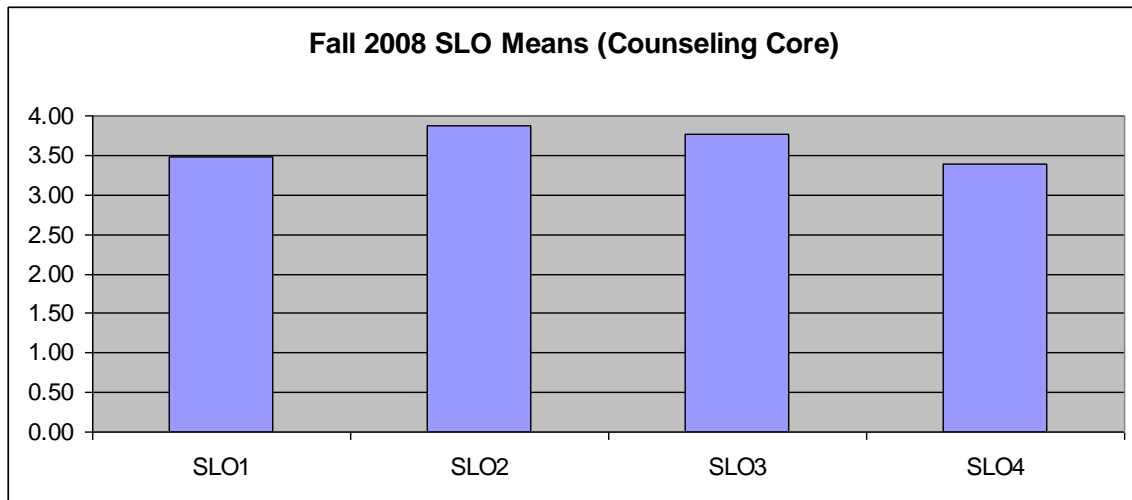
**Table 7**  
**Counseling SLO Means, 2007-08**



**Table 8**  
**Counseling SLOs Comparison, 2008**



**Table 9**  
**Counseling SLO Means, 2008**



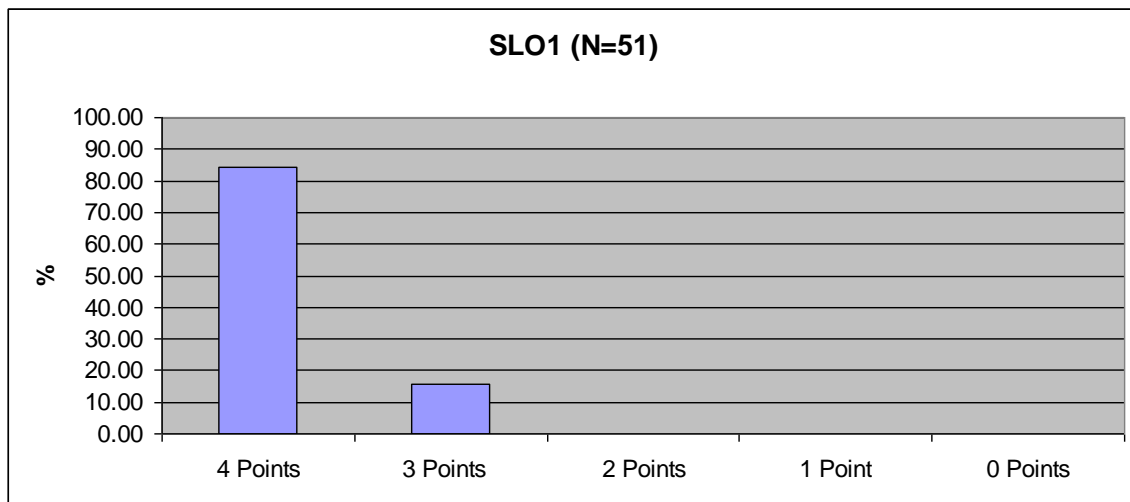
SLO 1: Perform ethical decision-making model in accordance with state and federal law and professional ethical codes. [Knowledge of diverse populations and counseling needs.]

This is assessed in COUN 510, Law & Ethics, via a Case study. Students are assigned a vignette relating to the counseling professions that contains several key legal and ethical issues. Students address each of the issues in a 4-5 page double-spaced paper. Keep in mind that in these vignettes, there may be no one

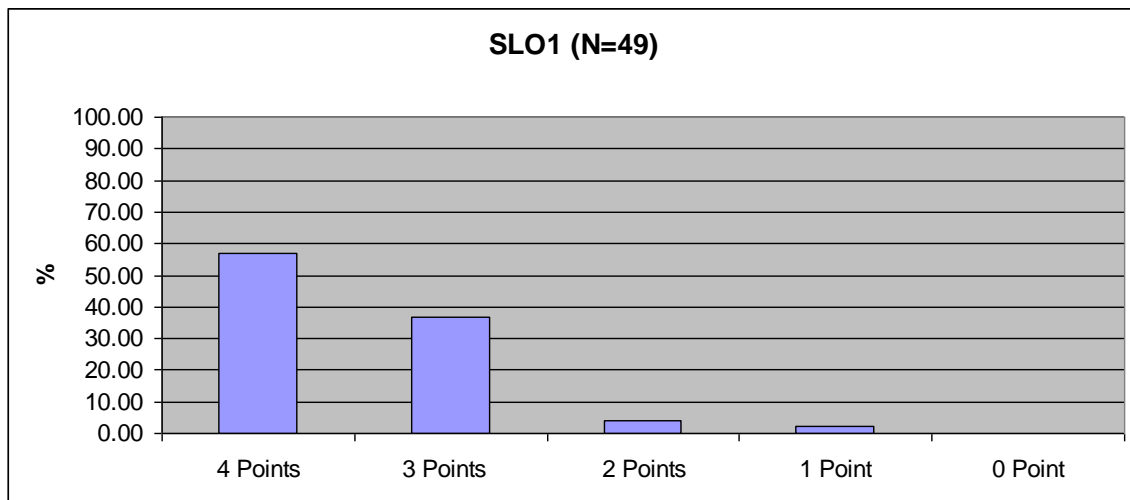
specific correct answer regarding how issues are to be handled, but students must identify all significant issues and apply correct legal and ethical standards to the situation. We are looking for students' knowledge and understanding of applicable laws and ethical codes, and their professional and clinical decision-making process as they describe their course of action.

A common rubric is used by all instructors to grade this assignment. This is an in-course assignment, done by all students in multiple sections of the course.

**Table 10**  
**Counseling SLO 1, 2007-08**



**Table 11**  
**Counseling SLO 1, 2007-08**



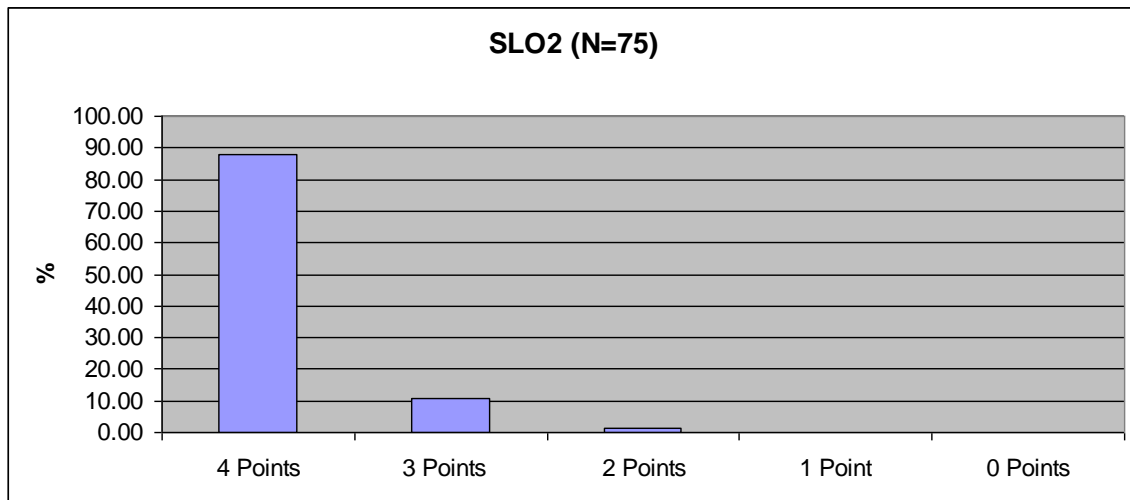


SLO 2: Know cultural dimensions (race, ethnicity, SES, sexual orientation) of self and others in ways that are integrative, contextual and reflective of systems of oppression.

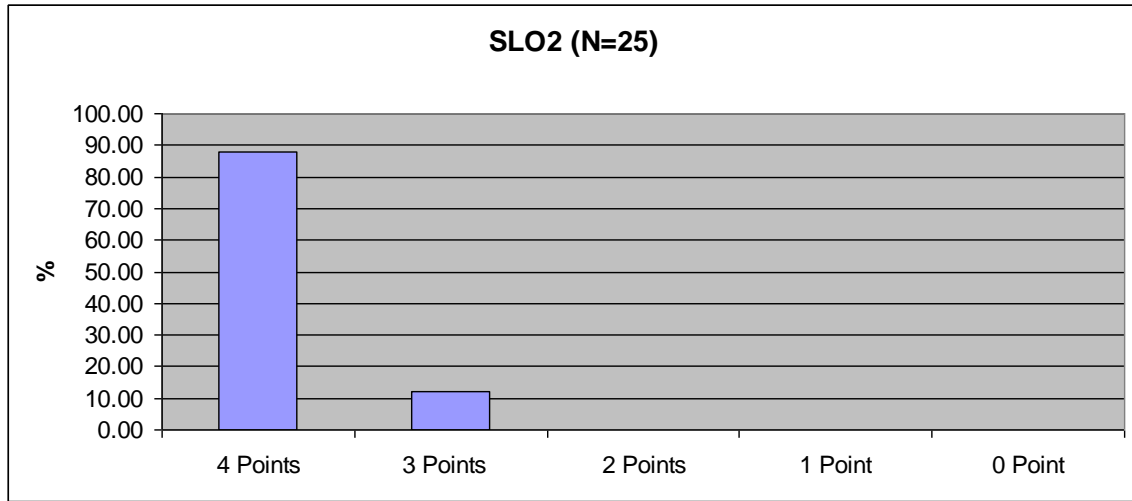
This is assessed in COUN 555, Cross-Cultural Counseling, via a project whose purpose is to help students learn about people from a minority culture or ethnic group **different** from their own which requires them to immerse themselves in learning about the experience and knowledge about this group (from actual experience). They immerse themselves in various “experiences” as a way of collecting data about “this group” and then write a reflection paper based on these experiences. The paper has three components that are assessed separately: literature review, interview, event and reflective synthesis.

A common rubric is used by all instructors to grade this assignment. This is an in-course assignment, done by all students in multiple sections of the course.

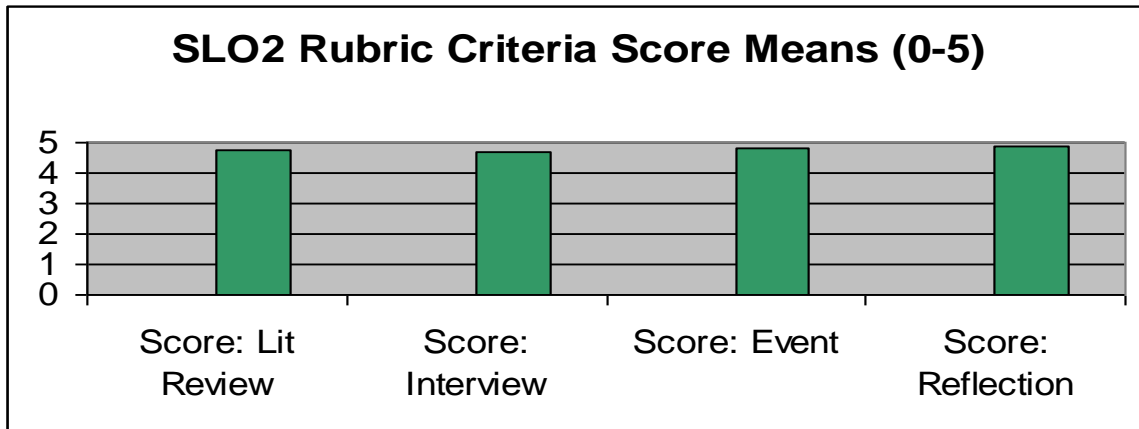
**Table 12**  
**Counseling SLO 2, 2007-08**



**Table 13**  
**Counseling SLO 2, 2007-08**



**Table 14**  
**Counseling SLO 2 Rubric Criteria Score Means, 2007-08**



Note: Maximum possible score of Reflection was 25. While creating this chart, the score was converted to the 0-5 scale to facilitate comparisons across different criteria.

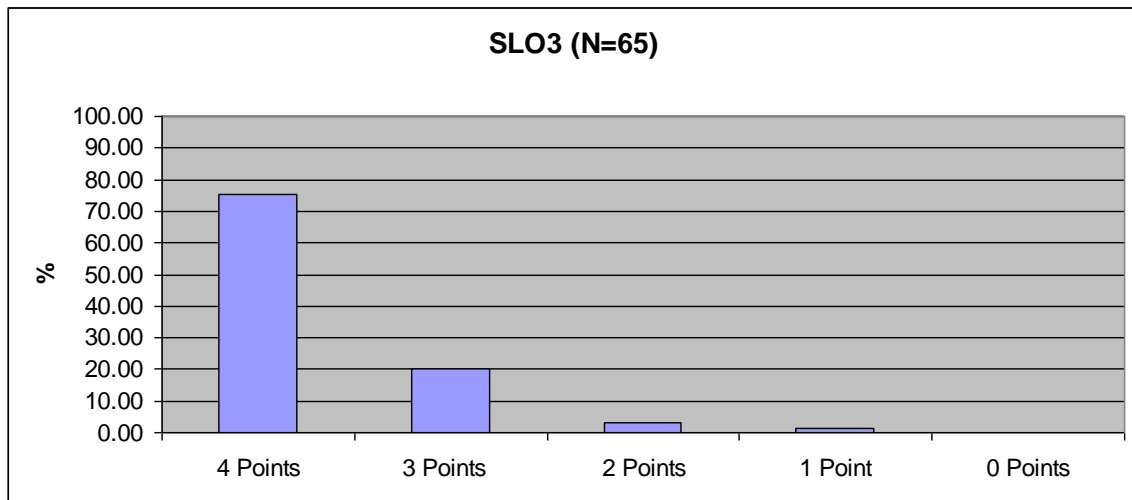
SLO 3: Assessment and understanding of mental health concerns and the application of basic counseling skills used to direct/suggest appropriate intervention.

This is assessed in COUN 513, Clinical Interviewing and Diagnosis, via a signature assignment, the Diagnosis Report. In conjunction with the instructor, students choose one of the DSM-IV disorders which they might be likely to encounter, given their counseling option (MFT, School Counseling, SDHE).

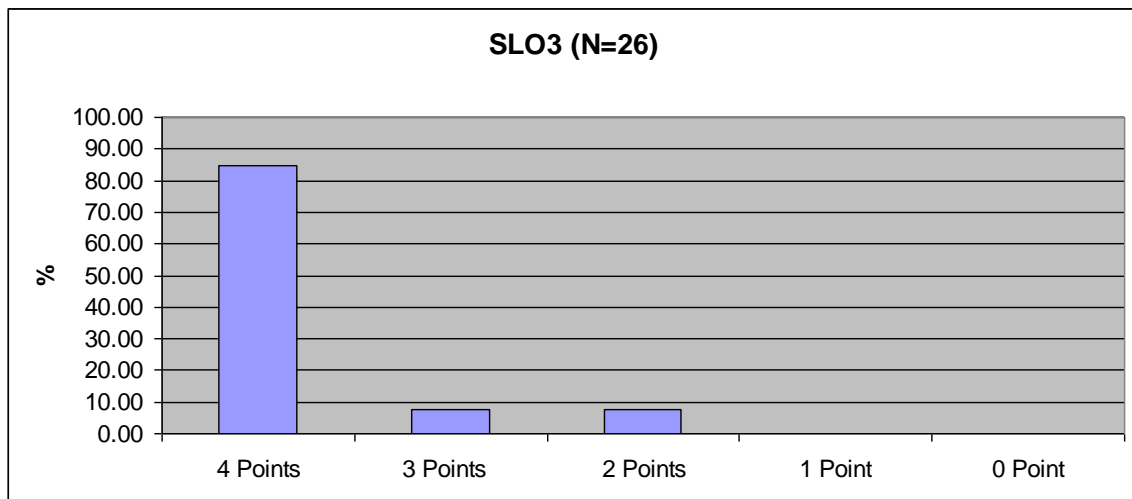
They write up a report on the disorder using both the DSM-IV TR text as well as not less than 5 other sources, of which 3 must be research articles.

A common rubric is used by all instructors to grade this assignment. This is an in-course assignment, done by all students in multiple sections of the course.

**Table 15**  
**Counseling SLO 3, 2007-08**



**Table 16**  
**Counseling SLO 3, 2007-08**

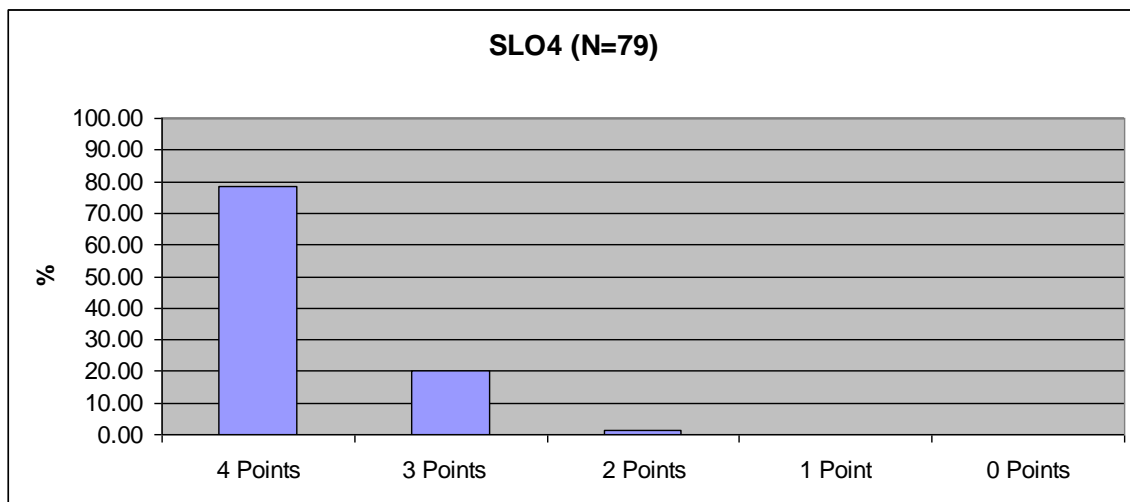


SLO 4: Apply theory to practice by knowing what fits for them and their future professional environments and client populations.

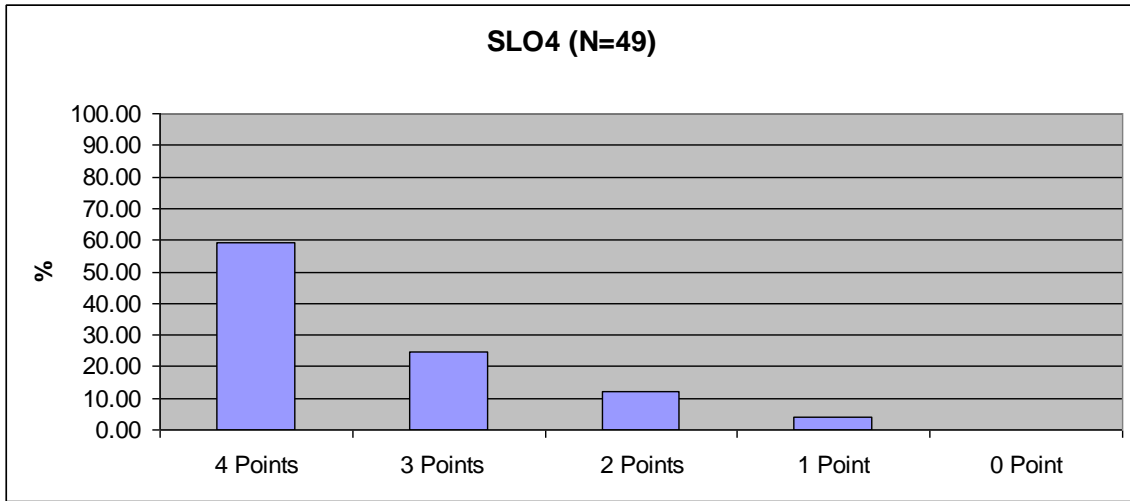
This SLO is assessed via a signature assignment, the Personal Counseling Approach paper. Students prepare a 9-11 page paper that describes their personal theory of counseling at this point in their professional development and integrates their learning in this course. This paper should reflect students' critical thinking about the theory(ies) that they choose to integrate into their work. This assignment is more than simply summarized information from the textbook or other sources; this paper should reflect synthesis of these ideas and reflect students' evolving approach to counseling.

A common rubric is used by all instructors to grade this assignment. This is an in-course assignment, done by all students in multiple sections of the course.

**Table 17**  
**Counseling SLO 4, 2007-08**



**Table 18**  
**Counseling SLO 4, 2007-08**

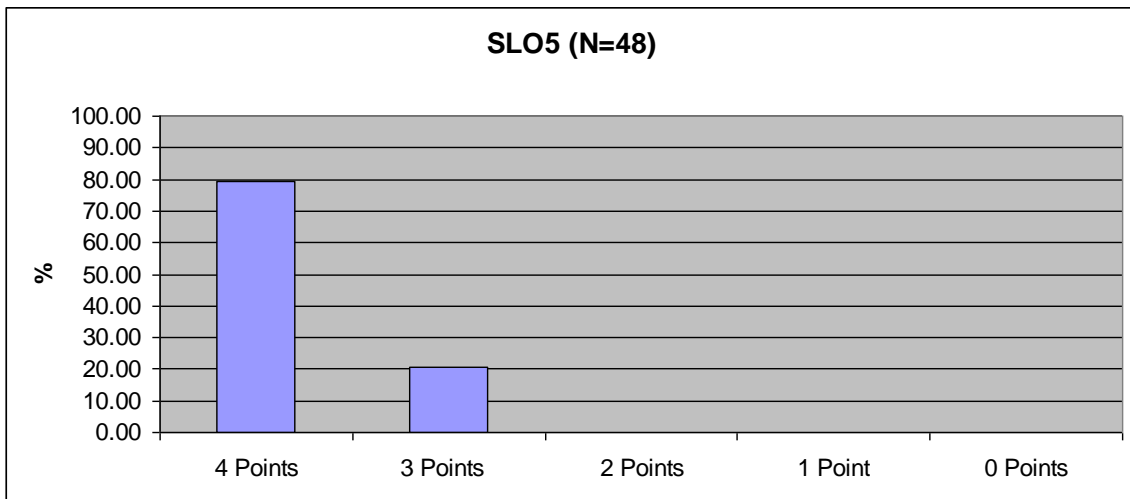


SLO 5: Proficiently facilitate the group process.

This SLO has been assessed via the Counseling Group Proposal. This paper focused on the basic issues and practical organizational factors involved in setting up a group appropriate for use in students' future counseling setting.

A common rubric is used by all instructors to grade this assignment. This is an in-course assignment, done by all students in multiple sections of the course.

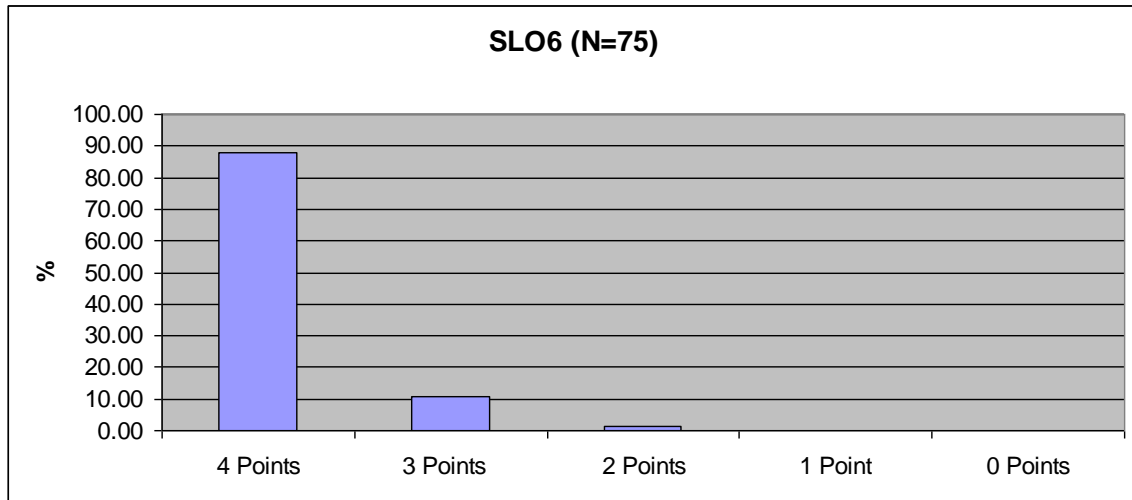
**Table 19**  
**Counseling SLO 5, 2007-08**



SLO 6: Understand and manage personal biases, attitudes and beliefs.

This SLO is assessed in COUN 555, Cross-Cultural Counseling, via a personal cultural presentation. A common rubric is used by all instructors to grade this assignment. This is an in-course assignment, done by all students in multiple sections of the course.

**Table 20**  
**Counseling SLO 6, 2007-08**



## Counseling Core – Fall 2008

- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators of program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Because the three options in Counseling each collect this data, please refer to their individual reports for specific program effectiveness data. We have discussed this gap as a program and plan to address it this academic year.

4. Complementary Data: You may summarize *additional* information about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data related to things such as student perceptions, community views of the program, or general faculty observations. If you elect not to respond to this prompt, please write "N/A."

N/A

### Analysis and Actions

5. What do the data for each outcome say regarding:

- a) Candidate Performance

Overall, faculty are satisfied with student performance. The results seem to be bifurcated; most students seem to be doing well in terms of professional counseling skills and academic performance but a significant minority are struggling with both. The aforementioned significant minority (approximately 10%) seems to be struggling both with their academic abilities (writing and research) and their basic counseling skills. There seemed to be consistency across the core courses in terms of student performance, both at the highest and lowest levels of performance.

- b) Program Effectiveness

Because we are a program with three active options that operate semi-autonomously, we need to develop an integrated system of cohesively assessing the results of all the data we collect on our students. We will undertake this during AY 2009-2010.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

Overall, the findings are consistent with past data.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5 and prioritize the action items.

We identified four areas to work on:

1. Signature assignment in 638 to better measure group process facilitation.
2. Clarification/differentiation of two signature assignments in 555.
3. Begin to work on assessment of core counseling skills that could be incorporated into all core classes eventually.
4. For a significant minority, we need a system of graduate level writing remediation.

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>
1	Change 638 signature assignment to group session conceptualizations	Pamela Ashe & Laura Forrest	ASAP
2.	Clarify both signature assignments for 555	Diane Hayashino & Yuying Tsong	Summer 09 to use Fall 09
3	Begin collecting exemplars for assessment office and to use in Fall 09 for interrater reliability faculty meeting	Laura Forrest	Summer 09
4	Begin development of suggested core counseling skills student learning outcomes.	Sharon Loeschen, Debora Luken, and Paul Ratanasiripong	Fall 09





## Data Discussion Guide

Please complete the following form and forward it to the Assessment Office with your final report. This will serve as a record of your workshop discussion. You may forward it earlier if you had part-time colleagues who participated in the workshop and wish to receive a \$130 stipend.

**Date of Workshop Discussion:** Monday, March 23, 2009

**Purpose:** Data Analysis and Interpretation, plan next action steps

**Attendees:**

Laura Forrest  
Bita Ghafoori  
Rose Marie Hoffman  
Angela Locks  
Anna Ortiz  
Paul Ratanasiripong  
Bill Saltzman

For each part-time colleague in attendance, please provide his/her name and signature so we can provide a stipend to recognize their contributions.

Name (Print)	Signature
Sharon Loeschen	
Debora Luken	
Diane Hayashino	
Pamela Ashe	

### Data Analysis and Interpretation Discussion

#### Student Learning

- How satisfied are you with the overall performance of students on the signature assignment?  
Overall, faculty are satisfied.

- On what criteria or sub-skills do students seem to be doing *particularly well*?  
The results seem to be bifurcated; most students seem to be doing well in terms of professional counseling skills and academic performance but a significant minority are struggling with both.
- On what criteria or sub-skills do students seem to be *struggling*?  
The aforementioned significant minority (approximately 10%) seem to be struggling both with their academic abilities (writing and research) and their basic counseling skills
- What about the results was surprising?  
That there seemed to be consistency across the core courses in terms of student performance, both at the highest and lowest levels of performance
- How do findings on this outcome compare to past results on the outcome?  
Overall, consistent with past data.
- What are the areas of particular concern where you would like to see student performance improve?  
We identified four areas to work on:
  5. Signature assignment in 638 to better measure group process facilitation.
  6. Clarification/differentiation of two signature assignments in 555.
  7. Begin to work on assessment of core counseling skills that could be incorporated into all core classes eventually.
  8. For a significant minority, we need a system of graduate level writing remediation.

#### Instrument Utility

- Did the signature assignment and/or rubric you used give you the information you were seeking?  
In all but 638 (555 needs clarification)
- Do you want to make any revisions to the signature assignment and/or rubric, or the assessment process?  
Yes, in 638 we want to assess the group session leadership via the pre/post session notes and develop a rubric for this.

#### Programs, Courses, and Practices

- What do other data (such as program indicators) say related to your results? (For instance, how do they confirm, contradict, or add to what the direct evidence of student learning suggests?)  
The overall core results are consistent with program indicators collected in each of the three options (SDHE, MFT, SC)
- What actions (e.g., policy or curricular changes, faculty development, additional courses or extracurricular opportunities, changes in processes) might you take to improve student learning?  
In the fall we will have an interrater reliability session with all faculty and develop assessments of core counseling skills and remedial writing.

- Who else needs to know about these findings and next steps?  
Update dept chair and assessment committee.

**Closing the Loop and Moving Ahead**

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>
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