



College of Education and Affiliated Programs
Annual Assessment Report Template – Fall 2011
Counseling

Note: this report presents and analyzes data from the 2010-2011 academic year.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last 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 fieldwork 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:

- Marriage and Family Therapy;
- School Counseling;
- 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.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Perform ethical decision-making model in accordance with state and federal law and professional ethical codes. [Knowledge of diverse populations and counseling needs.]	Know cultural dimensions (race, ethnicity, SES, sexual orientation) of self and others in ways that are integrative, contextual and reflective of systems of oppression	Assessment and understanding of mental health concerns and the application of basic counseling skills used to direct/suggest appropriate interventions	Apply theory to practice by knowing what fits for them and their future professional environments and client populations	Proficiently facilitate the group process	Understand and manage personal biases, attitudes and beliefs
Signature Assignment(s)	Case study	Cultural immersion project	Diagnosis report	Personal counseling approach	Group proposal	Personal cultural presentation
Conceptual Framework	Collaboration ; Effective Pedagogy	Leadership; Advocacy	Evidence Based Practices	Evidence Based Practices; Innovation; Scholarship	Effective Pedagogy; Evidence Based Practices; Collaboration	Leadership

Note: The Counseling Program has 3 options. Admission and completion data for each of those options is presented in the options' individual annual reports.

Table 2*Faculty Profile 2010-11*

Status	Number
Full-time TT/Lect.	10
Part-time Lecturer	9-12
Total:	19-22

- 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.

Minutes have been submitted to the Assessment Office. 8 of the 10 faculty discussed the findings.

All overall SLO score distribution charts reflect Spring 2010-Spring 2011 data aggregated across both semesters as appropriate.

Data

3. Question 3 is in 2 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.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcome	Student Learning Outcome Description	Signature Assignment(s) Course	Description of the Assignment
1	Perform ethical decision-making model in accordance with state and federal law and professional ethical codes. [Knowledge of diverse populations and counseling needs	COUN 510	Candidates will analyze or assess a vignette that is appropriate to their field of study (e.g., School Counseling, SDHE, MFT). They will identify all legal and ethical issues present in the vignette and develop a plan based on current research to deal with the legal and ethical issues.
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	COUN 555	Using a short story provided by the instructor, candidates will be responsible for conducting a brief multicultural case study. Using information about the client's worldview and concepts learned in class, candidates will develop a case conceptualization and treatment plan for the client.
3	Assessment and understanding of mental health concerns and the application of basic counseling skills used to direct/suggest appropriate interventions	COUN 513	Candidates will learn how to describe a DSM-IV-TR diagnosis and conduct literature review of peer-review journals pertaining to this diagnosis. Additionally, candidates must utilize APA style in writing this report and conclude the report with their opinions.
4	Apply theory to practice by knowing what fits for them and their future professional environments and client populations	COUN 515	Candidates identify one of the theories covered in the class and, using texts and peer-reviewed journal articles, write a comprehensive paper that synthesizes information and increases their knowledge and awareness of the theory and how it applies to the counseling profession.
5	Proficiently facilitate the group process	COUN 638	Candidates lead/facilitate a mock group therapy session with their peers, utilizing ethical and legal guidelines as well as relevant information from texts.

All overall SLO score distribution charts reflect Spring 2010-Spring 2011 data aggregated across both semesters as appropriate.

Student Learning Outcome	Student Learning Outcome Description	Signature Assignment(s) Course	Description of the Assignment
6	Understand and manage personal biases, attitudes and beliefs	COUN 555	Candidates use their reflective journal to respond to the following prompt: What ethnic biases have you or do you hold? What is the root of these biases and what has reinforced these biases? How have you/will you work to manage or dispel these biases?

Figure 1
Counseling AY10-11 SLOs Comparison

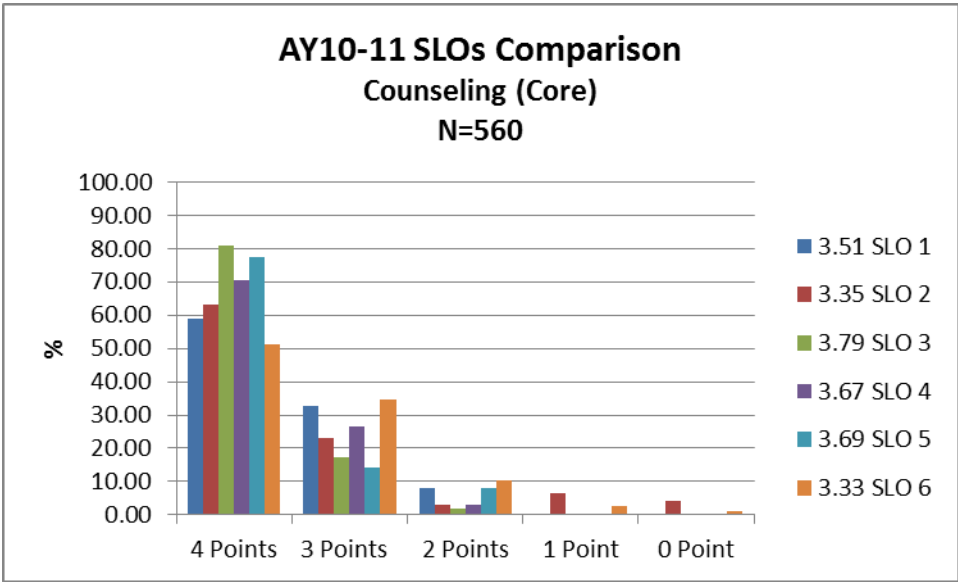
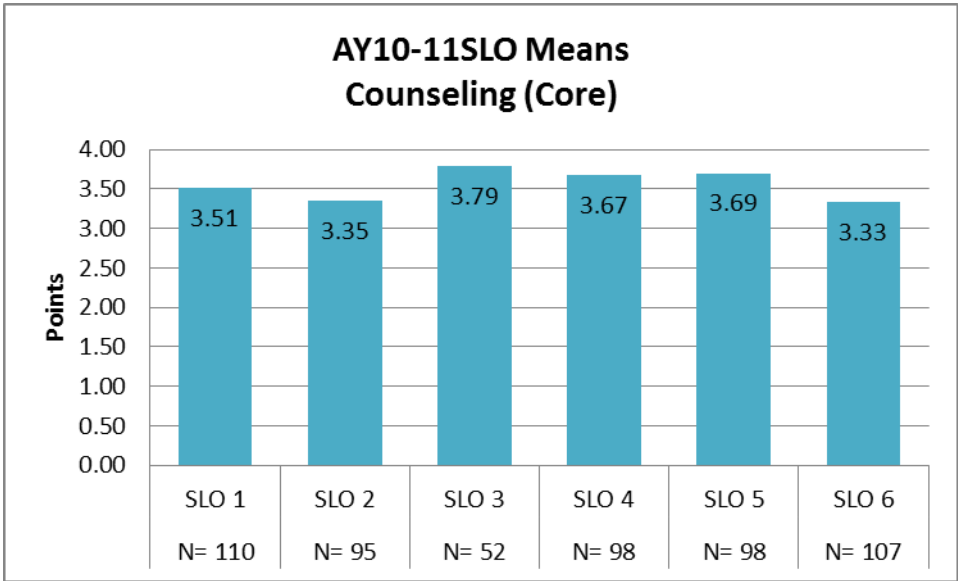


Figure 2
Counseling AY10-11 SLO Means



All overall SLO score distribution charts reflect Spring 2010-Spring 2011 data aggregated across both semesters as appropriate.

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

Figure 3

Counseling AY10-11 Score Distribution-SLO 1

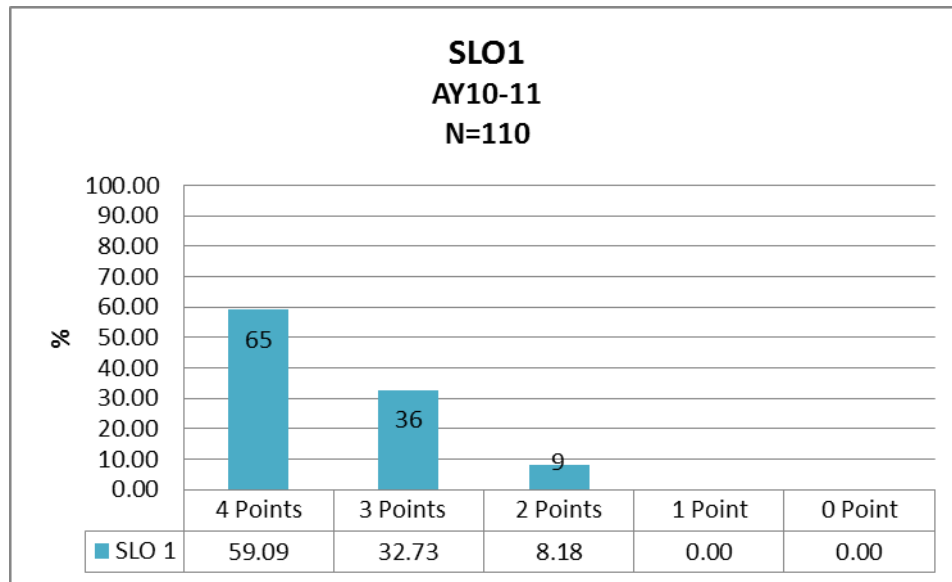
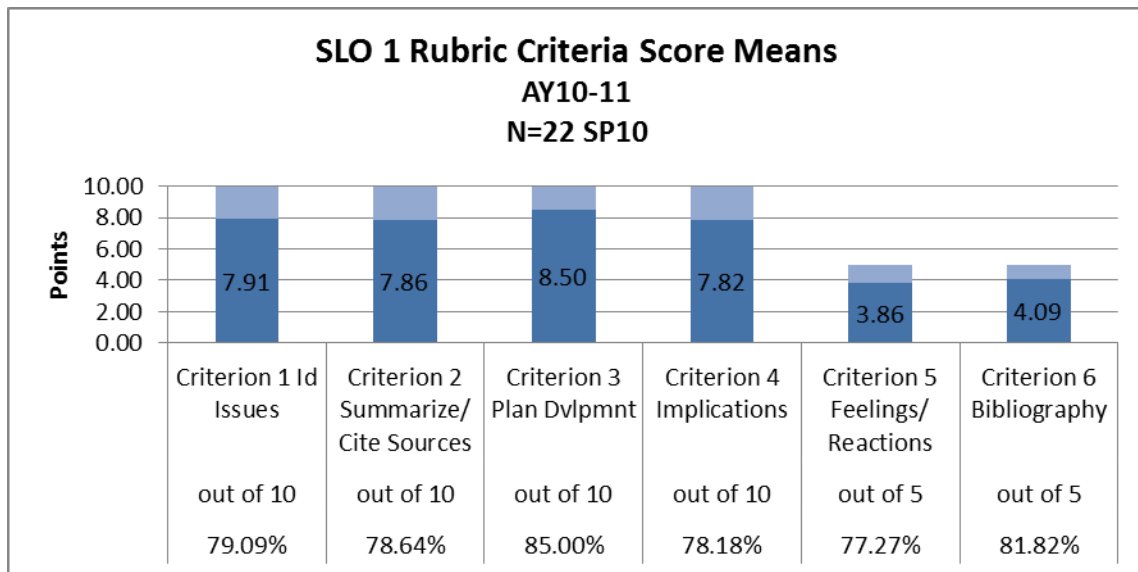


Figure 4

Counseling Spring 2010 Criteria Score Means-SLO 1



All overall SLO score distribution charts reflect Spring 2010-Spring 2011 data aggregated across both semesters as appropriate.

Figure 5

Counseling Fall 10 Criteria Score Means-SLO 1

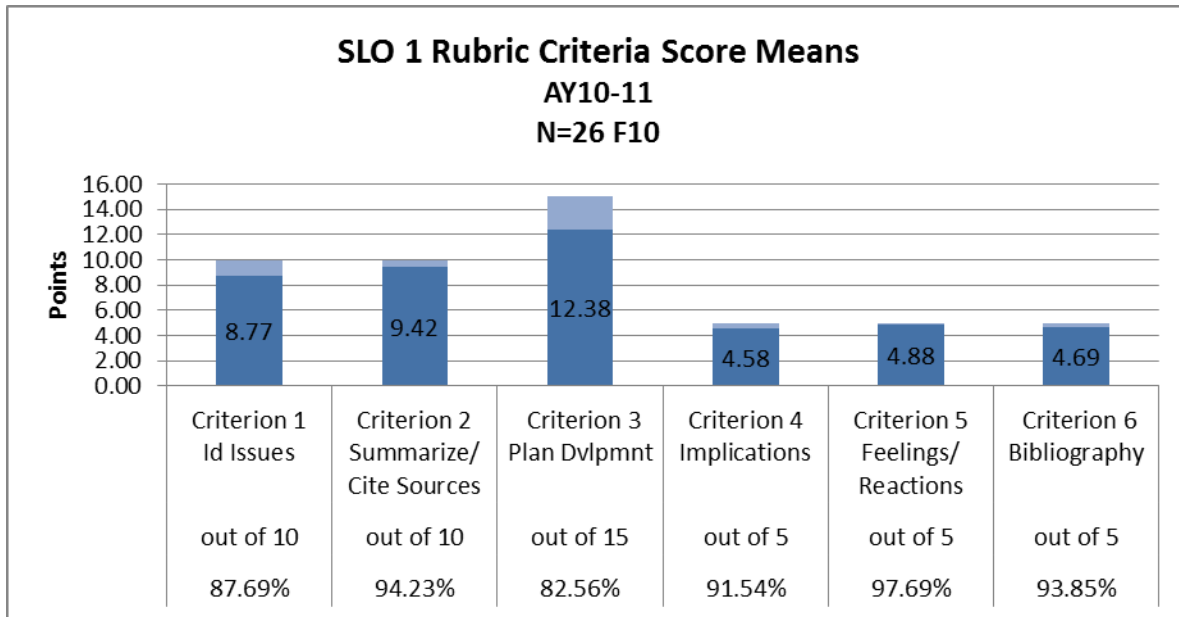
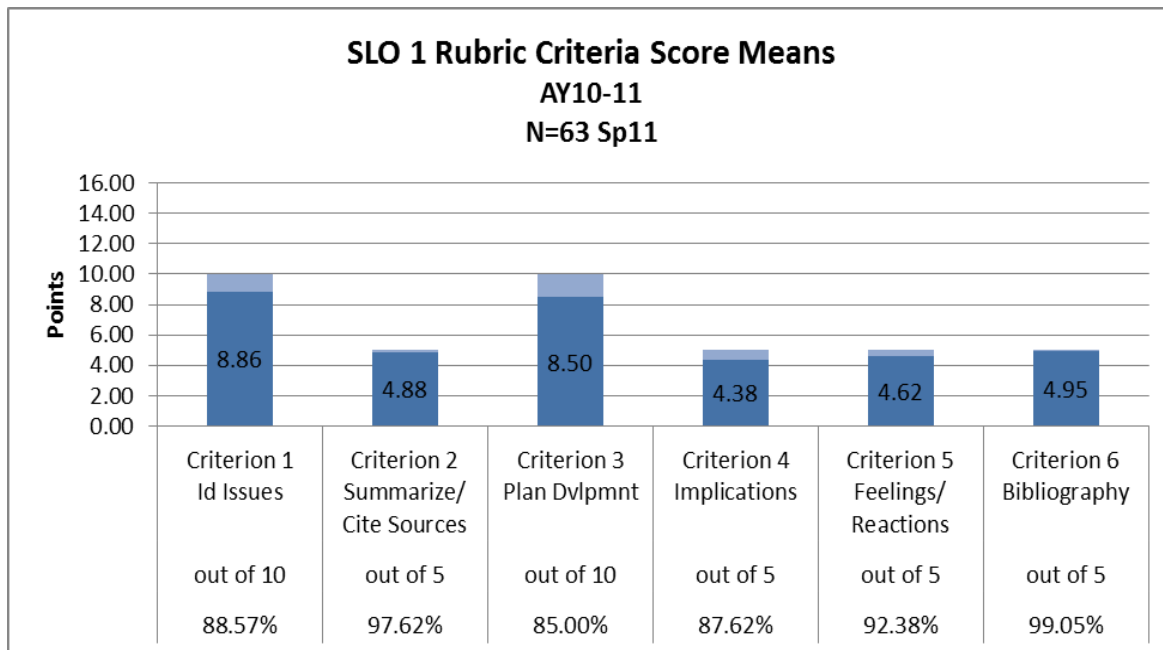


Figure 6

Counseling Spring 2011 Criteria Score Means-SLO 1

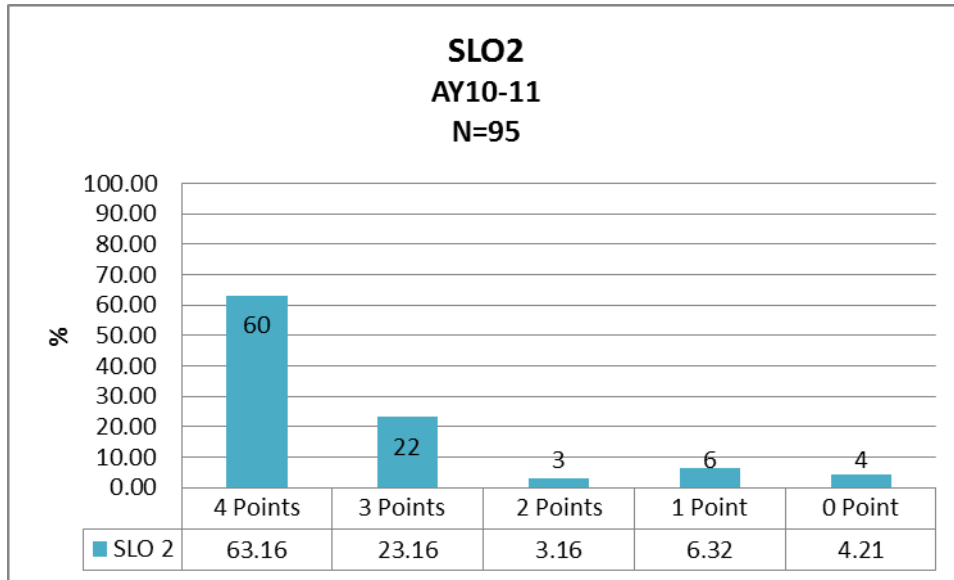


All overall SLO score distribution charts reflect Spring 2010-Spring 2011 data aggregated across both semesters as appropriate.

Outcome 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

Figure 7

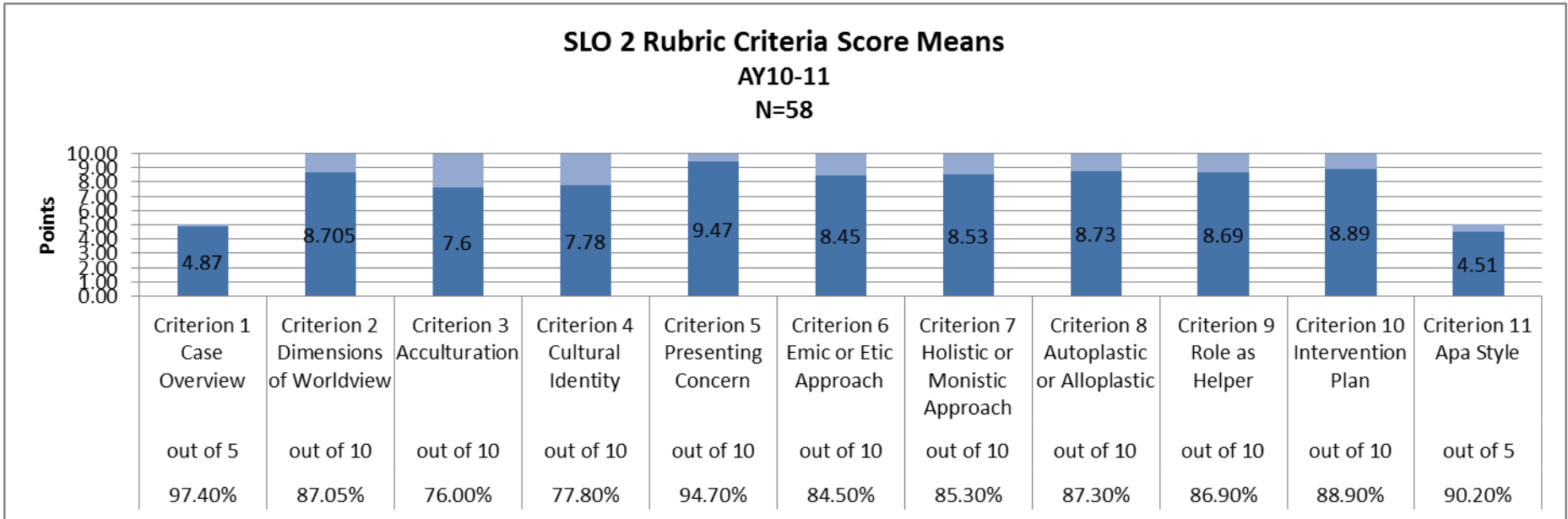
Counseling AY10-11 Score Distribution-SLO 2



All overall SLO score distribution charts reflect Spring 2010-Spring 2011 data aggregated across both semesters as appropriate.

Figure 8

Counseling AY10-11 Criteria Score Means-SLO 2



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

Figure 9

Counseling AY10-11 Score Distribution-SLO 3

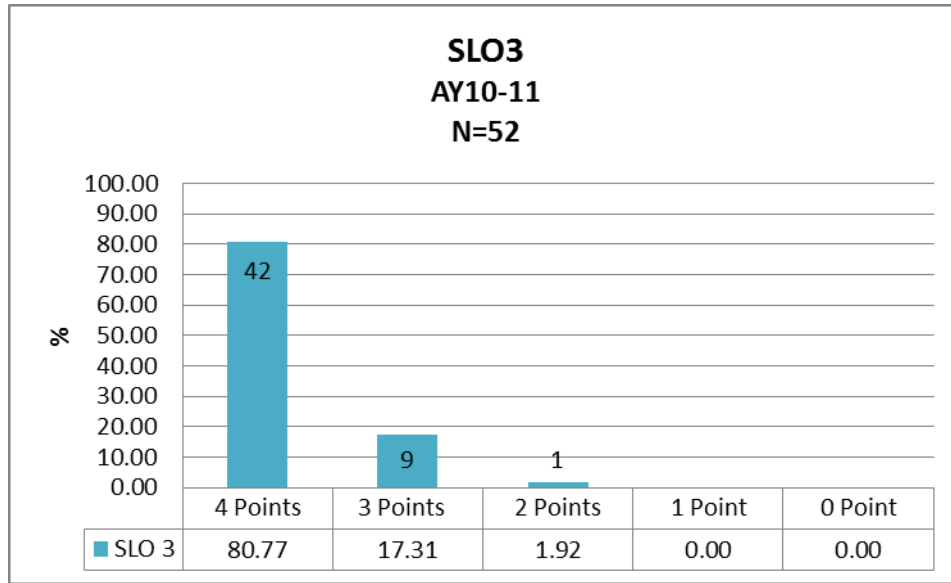
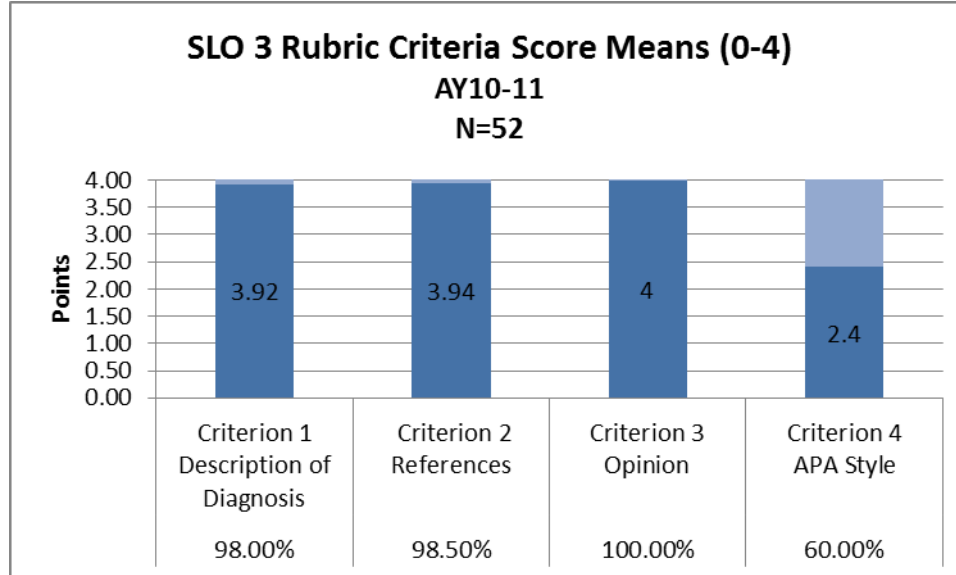


Figure 10

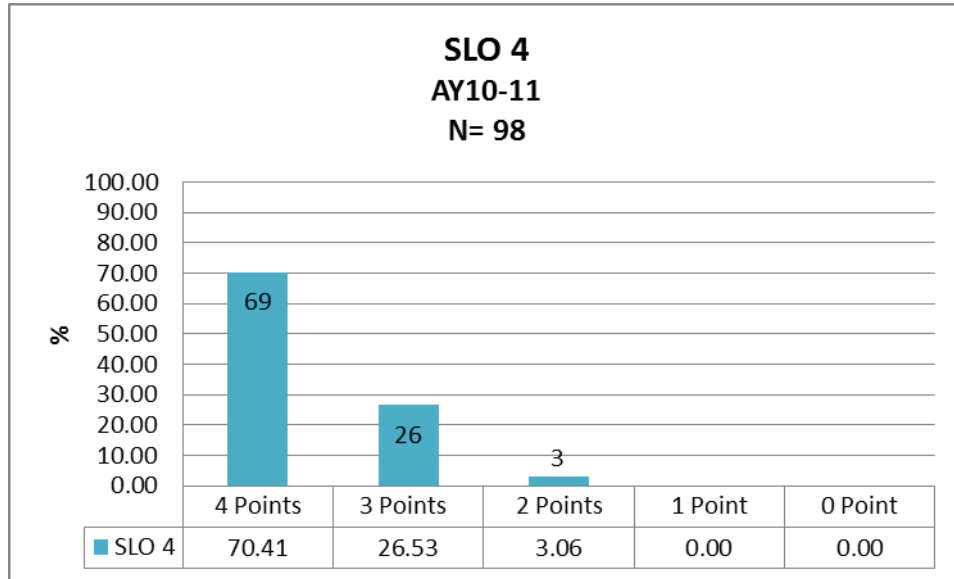
Counseling AY10-11 Criteria Score Means-SLO 3



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

Figure 11

Counseling AY10-11 Score Distribution-SLO 4



Outcome 5: Proficiently facilitate the group process

Figure 12

Counseling AY10-11 Score Distribution-SLO 5

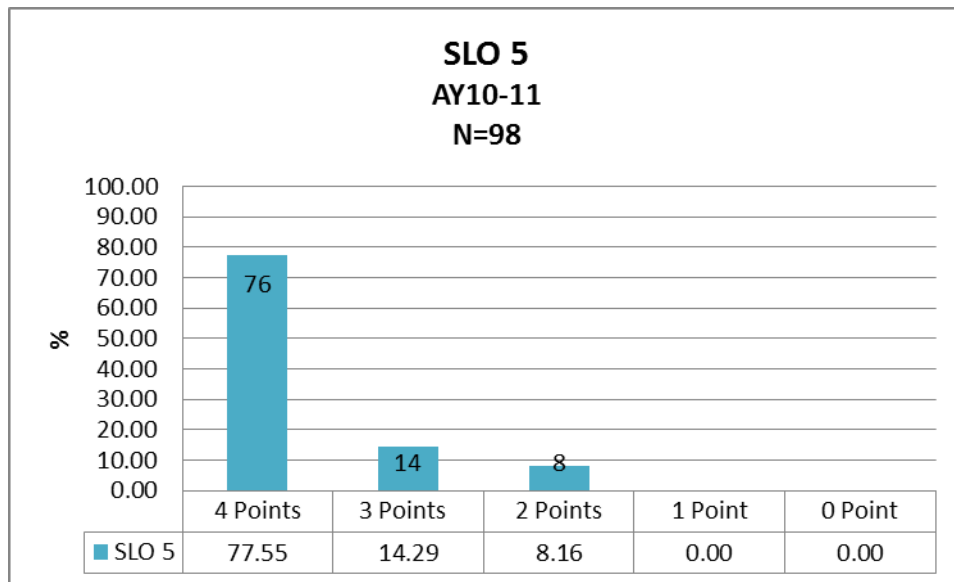
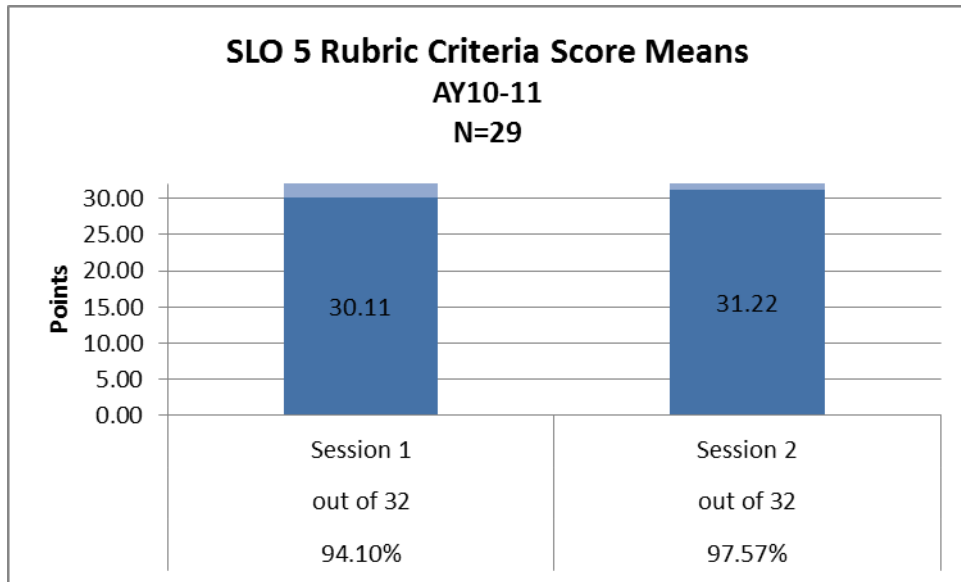


Figure 13

Counseling AY10-11 Criteria Score Means-SLO 5



Outcome 6: Understand and manage personal biases, attitudes and beliefs

Figure 14

Counseling AY10-11 Score Distribution-SLO 6

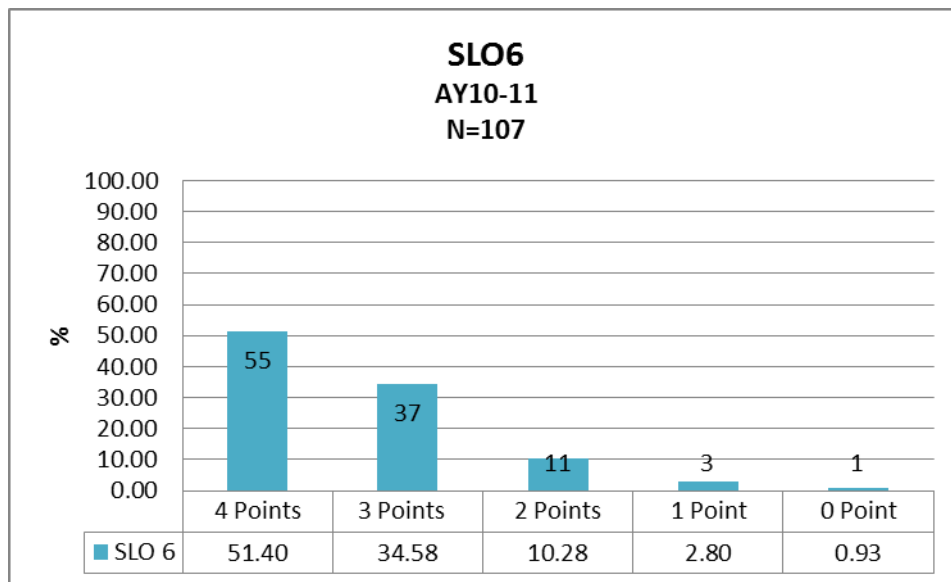
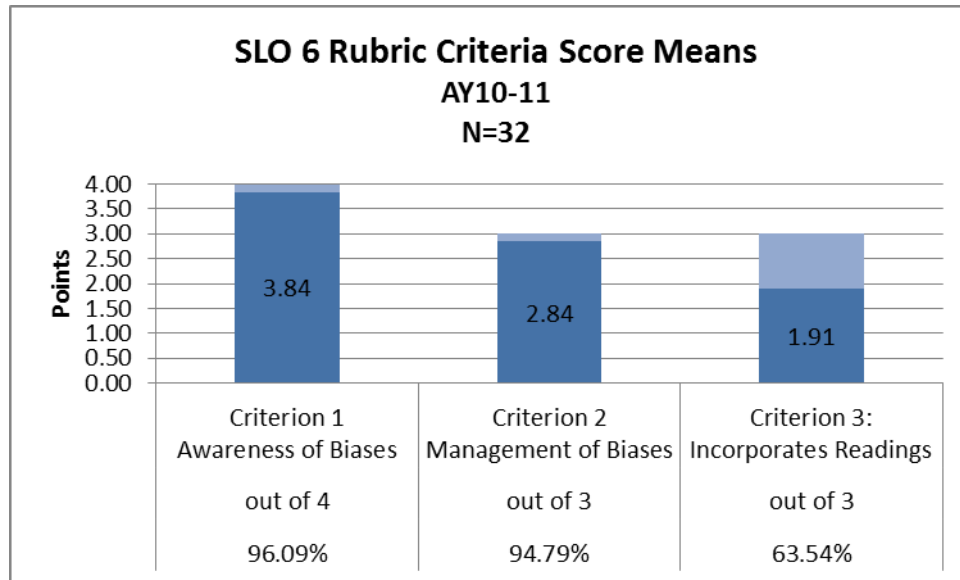


Figure 15

Counseling AY10-11 Criteria Score Means-SLO 6



- 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 or 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.

The exit survey data is collected for each Counseling option; however, no exit survey data has been collected for the Counseling program as a unit. Indirect evidence includes observations shared by faculty and students regarding student experiences in the counseling programs, and these have generally been positive.

4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.
- For SLO 1: Some people are having difficulty with Criterion 5 (Feelings/Reactions); The counseling faculty are satisfied that they are creating differentiation; Concerns are addressed in individual meetings with students and ample opportunity to remediate is given; Problems seem to be isolated to spring 2010
 - For SLO 2: The program does not do enough in other courses to support learning in COUN 555; Some discussions need to occur between instructors to ensure delivery of diversity related content appropriately; Student performance on signature assignment will continue to be monitored. Criterion 3 and 4 seem to have the weakest student performance.

- For SLO 3: No surprises for SLO 3. This is a first semester course for all students and APA often poses challenges.
 - For SLO 4: We need rubric and criterion scores to know more about this candidate performance in this course
 - For SLO 5: Dispositional issues related to ability to be a counselor often comes up in this course.
 - For SLO 6: Students had problems with criterion 3. Specifically, they had problems incorporating the readings. Faculty engaged in a discussion regarding why students struggle with this.
6. How do these findings compare to past findings?
- These findings are similar to some past findings; specifically, the conversation regarding infusing diversity related discussions into courses is ongoing. Part time faculty were involved with our past meeting; however, they were not involved with this meeting. Due to issues discussed in the past meeting, COUN 638 was revised.
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.
- SLO 1: Dr. O'Brien will assist in changing the reflection piece of the assignment in order to improve candidate performance.
 - SLO 2: Dr. Hipolito-Delgado has changed his instruction in order to improve student performance in this area beginning in the fall 2011 semester.
 - SLO 3: We now require all students in all courses to use APA style.
 - SLO 4: Gather rubric and criterion score data.
 - SLO 5: An outcome of the discussion related to this SLO is that faculty will engage in discussions of at-risk students on an as needed basis, particularly related to dispositional issues tied to their ability to be an effective counselor. The discussions will be structured, formal, and confidential.
 - SLO 6: One outcome of the discussion was that maybe the prompt for the assignment is not clear enough. One idea that emanated from the discussion was that it may be helpful if the instructor engaged in a brief discussion of what incorporating the reading would look like.

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Ongoing diversity conversation	All faculty	ongoing
2	Hire another full time faculty with a generalist orientation.	All faculty	