College of Education and Affiliated Programs
Annual Assessment Report Template – Fall 2012
Counseling

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	Reflection Journal
Conceptual Framework	Effective Pedagogy; Collaboration; Leadership	Leadership; Advocacy	Evidence-based Practices	Evidence-based Practices; Innovation; Scholarship	Effective Pedagogy; Evidence-based Practices; Collaboration	Leadership
CSULB Learning Outcomes	Well-prepared; Engaged in global and local issues	Well-prepared; Engaged in global and local issues; Knowledge and respect for diversity	Integrating liberal education	Integrating liberal education	Collaborative problem solving	Engaged in global and local issues; Knowledge and respect for diversity

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 2011-12[1]

Status	Number
Full-time TT/Lect.	4
Part-time Lecturer	2
Total:	6

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.

A total of seven full-time faculty participated in the data discussion held on November 26, 2012.

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.

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[1] Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

Table 3

Program Student Learning Outcomes and Signature Assignments

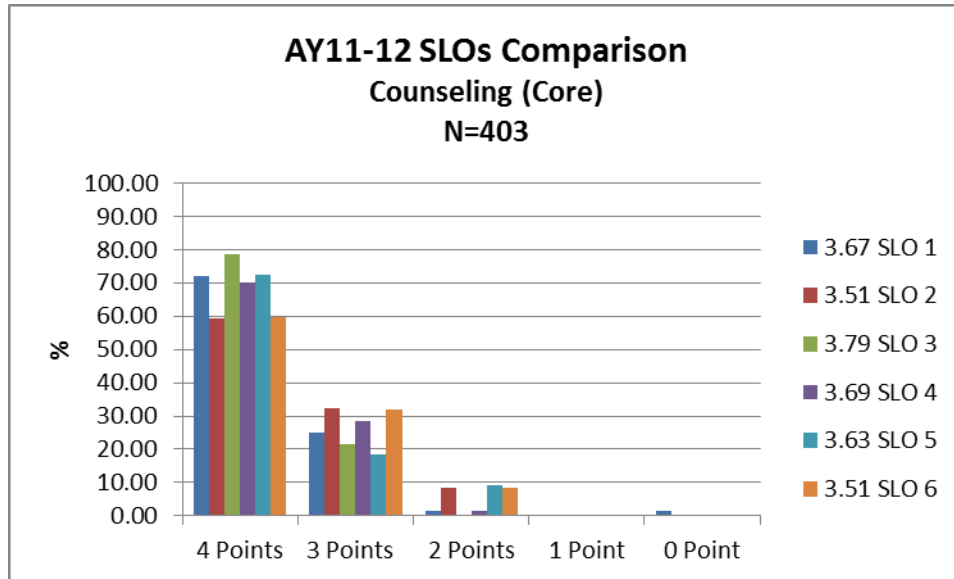| Student Learning Outcome	Student Learning Outcome Description	Signature Assignment(s) Course	Description of the Assignment
1	Perform ethical decision-making model in accordance with state and federal law and professional ethical codes. [Knowledge of diverse populations and counseling needs	COUN 510	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.
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

AY11-12 SLO Comparison

AY11-12 SLOs Comparison
Counseling (Core)
N=403

Legend:
- 3.67 SLO 1
- 3.51 SLO 2
- 3.79 SLO 3
- 3.69 SLO 4
- 3.63 SLO 5
- 3.51 SLO 6

Figure 2

AY11-12 SLO Means

AY11-12 SLO Means
Counseling (Core)

SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
3.67	3.51	3.79	3.69	3.63	3.51
N= 72	N= 59	N= 75	N= 74	N= 76	N= 47

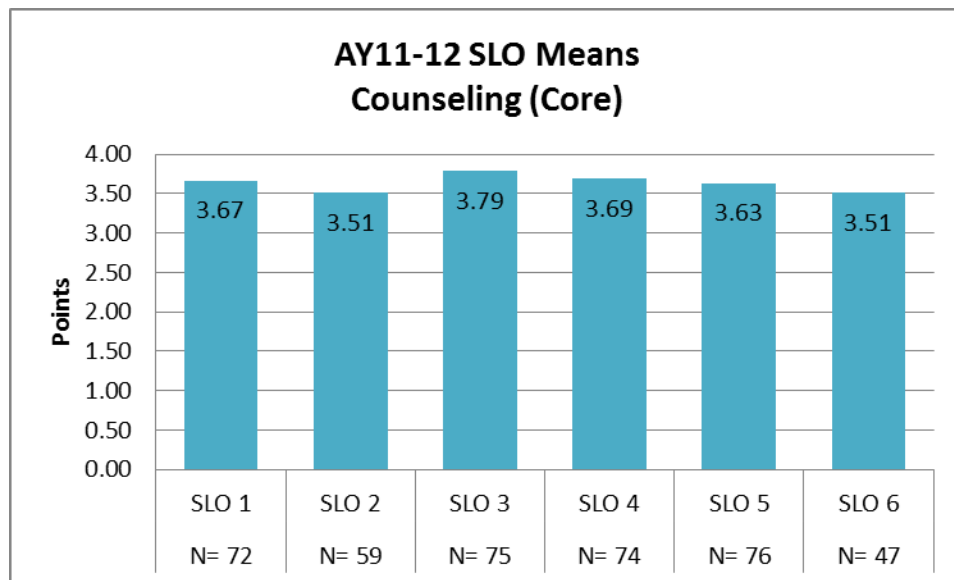**Outcome 1:** Perform ethical decision-making model in accordance with state and federal law and professional ethical codes. [Knowledge of diverse populations and counseling needs.]
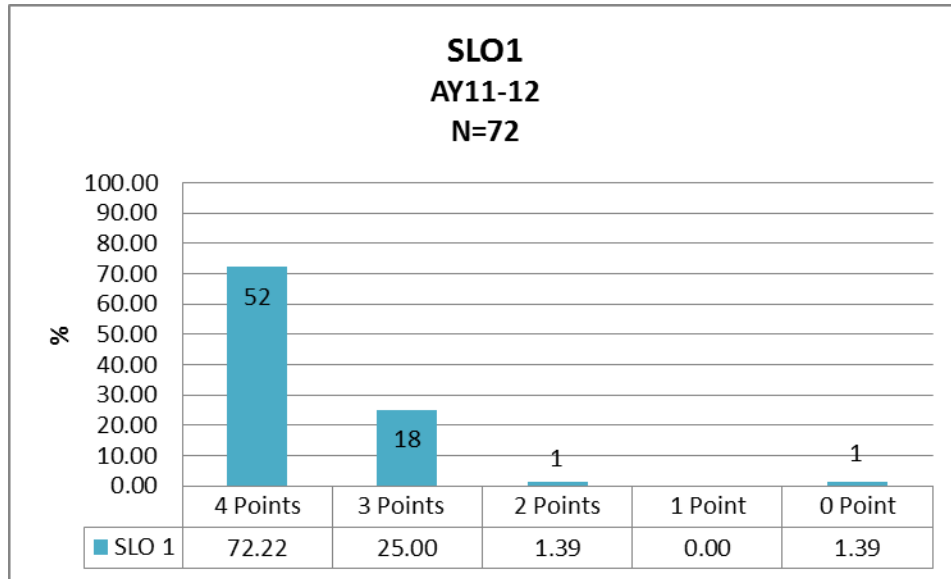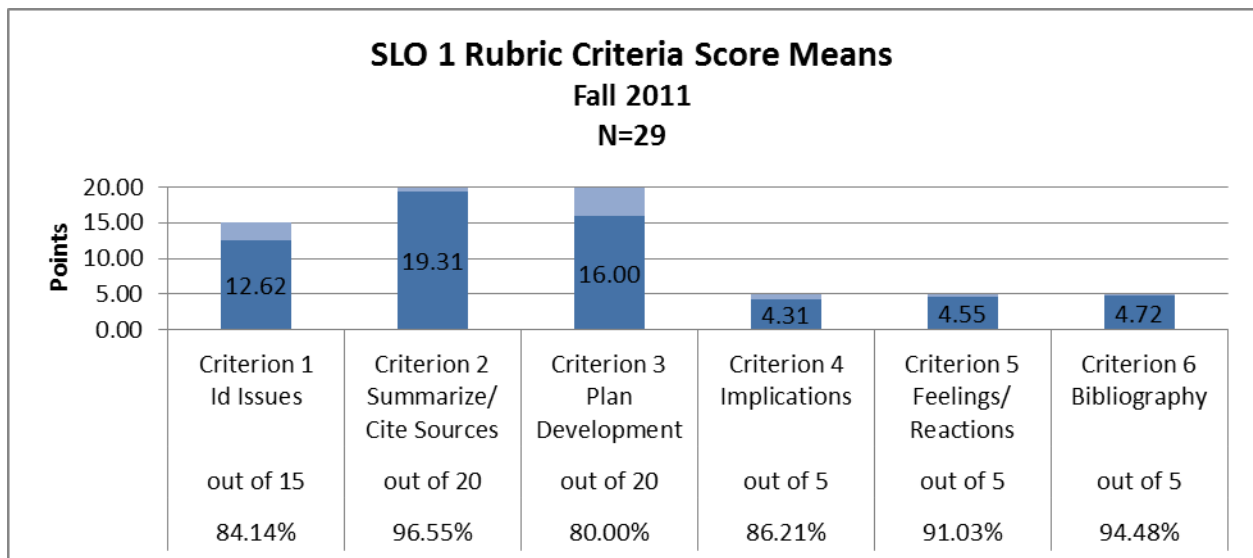
Figure 3

AY11-12 Score Distribution-SLO 1

SLO1
AY11-12
N=72

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	72.22	25.00	1.39	0.00	1.39

Figure 4

AY11-12 Criteria Score Means-SLO 1

SLO 1 Rubric Criteria Score Means
Fall 2011
N=29

	Criterion 1 Id Issues	Criterion 2 Summarize/ Cite Sources	Criterion 3 Plan Development	Criterion 4 Implications	Criterion 5 Feelings/ Reactions	Criterion 6 Bibliography
	12.62	19.31	16.00	4.31	4.55	4.72
	out of 15	out of 20	out of 20	out of 5	out of 5	out of 5
	84.14%	96.55%	80.00%	86.21%	91.03%	94.48%

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
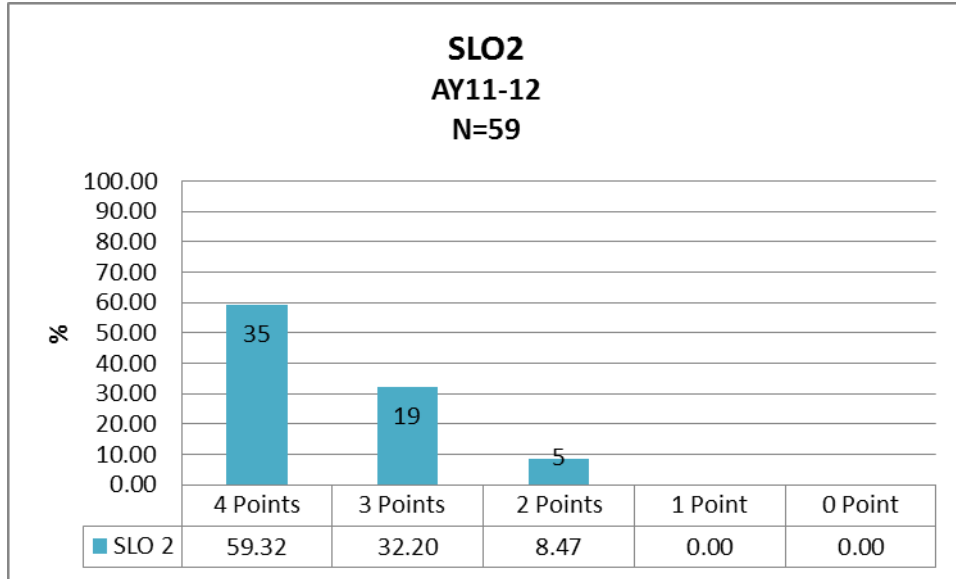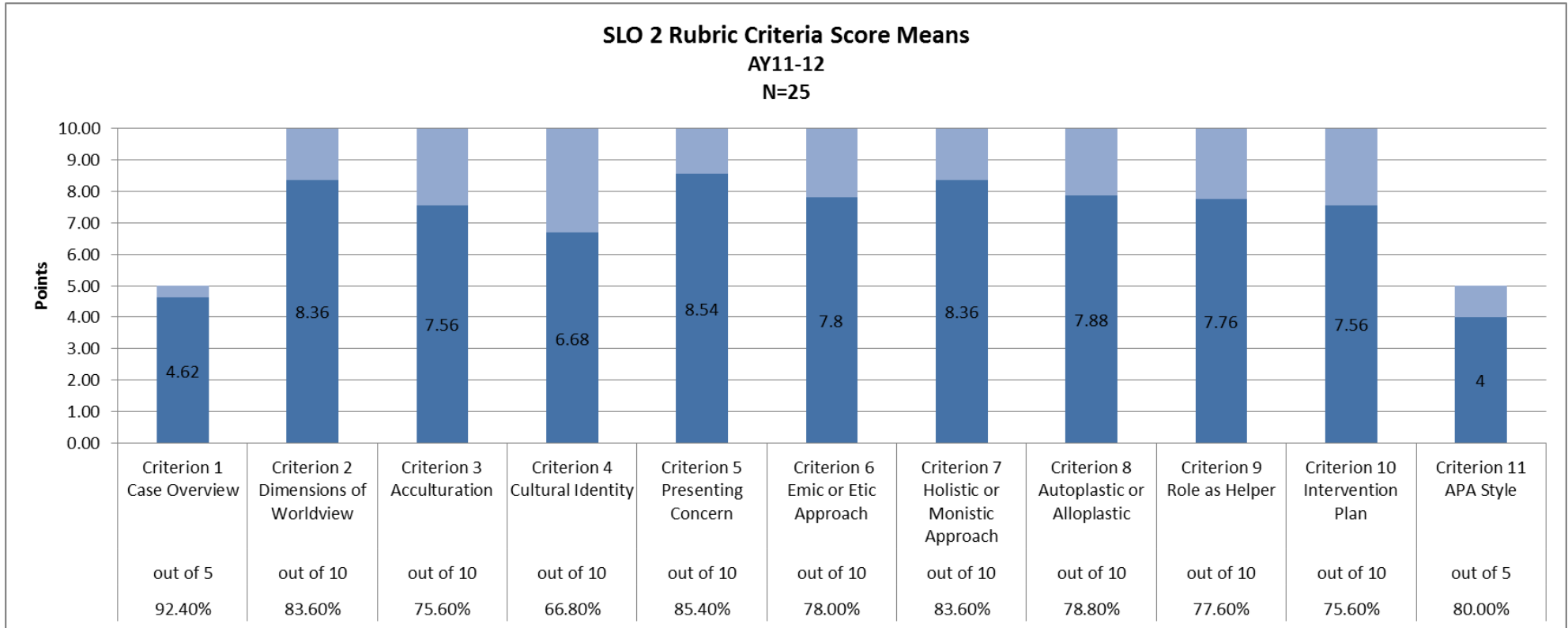
Figure 5

AY11-12 Score Distribution-SLO 2

SLO2
AY11-12
N=59

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 2	59.32	32.20	8.47	0.00	0.00

Figure 6

AY11-12 Criteria Score Means-SLO 2

SLO 2 Rubric Criteria Score Means
AY11-12
N=25

	Criterion 1 Case Overview	Criterion 2 Dimensions of Worldview	Criterion 3 Acculturation	Criterion 4 Cultural Identity	Criterion 5 Presenting Concern	Criterion 6 Emic or Etic Approach	Criterion 7 Holistic or Monistic Approach	Criterion 8 Autoplastic or Alloplastic	Criterion 9 Role as Helper	Criterion 10 Intervention Plan	Criterion 11 APA Style
Score	4.62	8.36	7.56	6.68	8.54	7.8	8.36	7.88	7.76	7.56	4
	out of 5	out of 10	out of 10	out of 10	out of 10	out of 10	out of 10	out of 10	out of 10	out of 10	out of 5
	92.40%	83.60%	75.60%	66.80%	85.40%	78.00%	83.60%	78.80%	77.60%	75.60%	80.00%

Outcome 3: Assessment and understanding of mental health concerns and the application of basic counseling skills used to direct/suggest appropriate interventions.
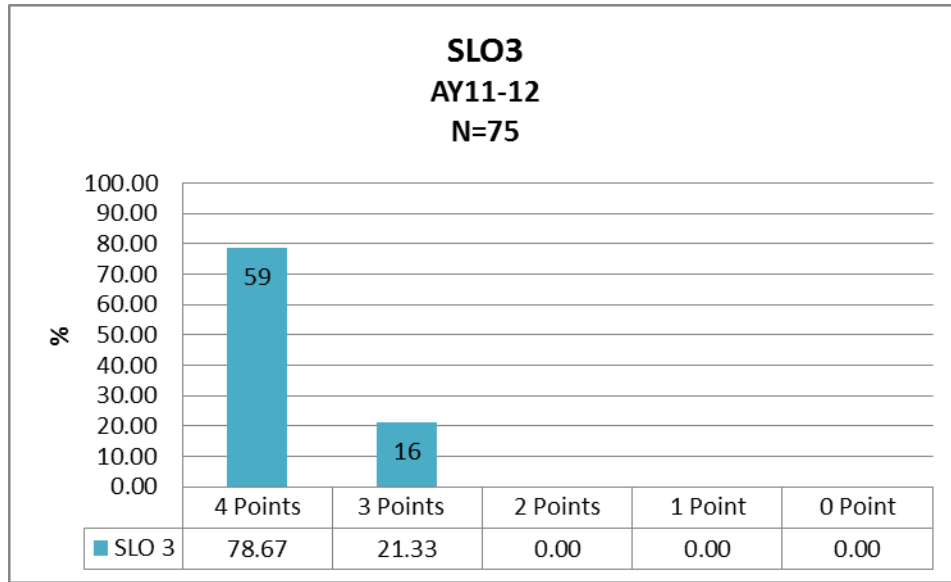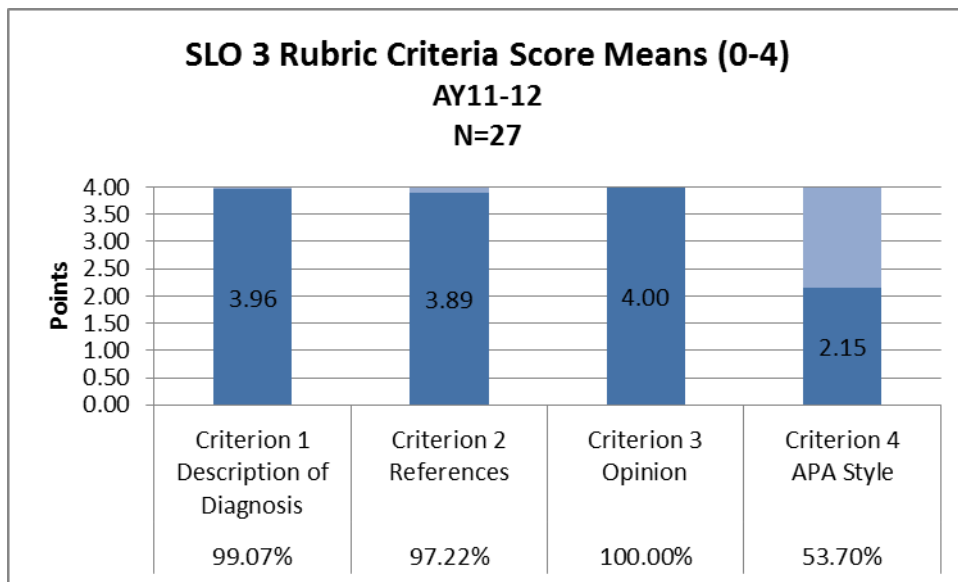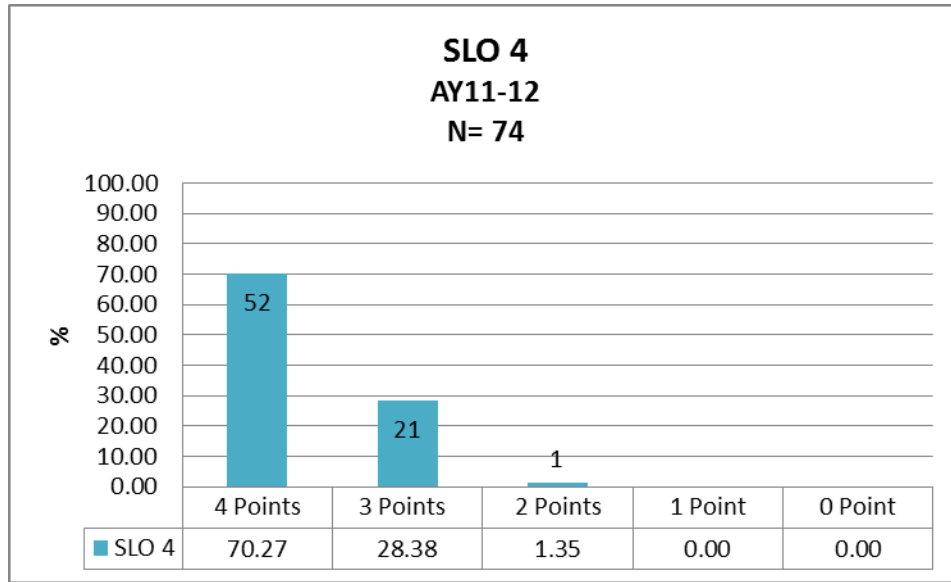
Figure 7

AY11-12 Score Distribution-SLO 3

SLO3
AY11-12
N=75

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 3	78.67	21.33	0.00	0.00	0.00

Figure 8

AY11-12 Criteria Score Means-SLO 3

SLO 3 Rubric Criteria Score Means (0-4)
AY11-12
N=27

Criterion 1 Description of Diagnosis	Criterion 2 References	Criterion 3 Opinion	Criterion 4 APA Style
3.96	3.89	4.00	2.15
99.07%	97.22%	100.00%	53.70%

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

Figure 9

AY11-12 Score Distribution-SLO 4

SLO 4
AY11-12
N= 74

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 4	70.27	28.38	1.35	0.00	0.00

Outcome 5: Proficiently facilitate the group process

Figure 10

AY11-12 Score Distribution-SLO 5

SLO 5
AY11-12
N=76

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 5	72.37	18.42	9.21	0.00	0.00
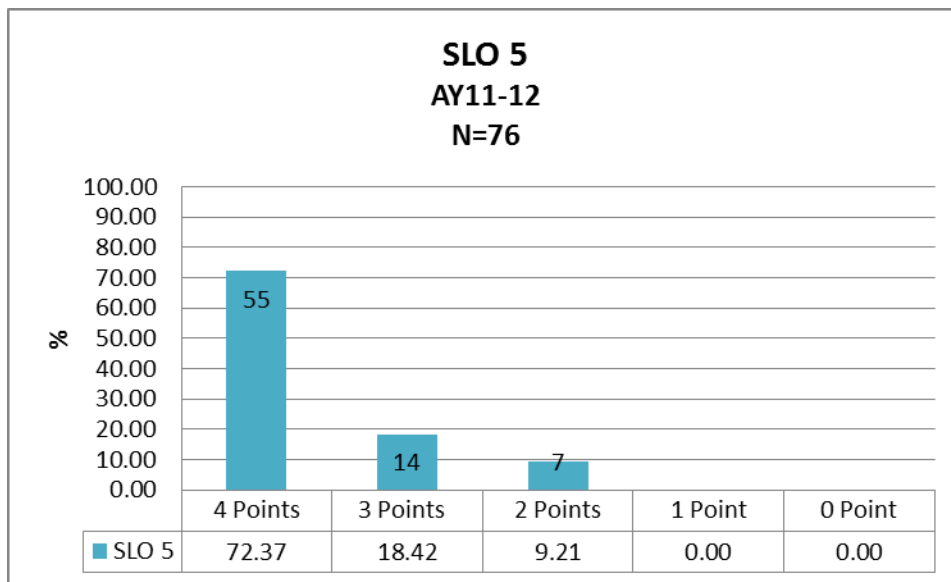
Figure 11

AY11-12 Criteria Score Means-SLO 5

SLO 5 Rubric Criteria Score Mean (0-32)
AY 11-12
N=76

	Criterion 1 Assignment 1	Criterion 2 Assignment 2
Points	29.69	30.92
	92.78%	96.62%
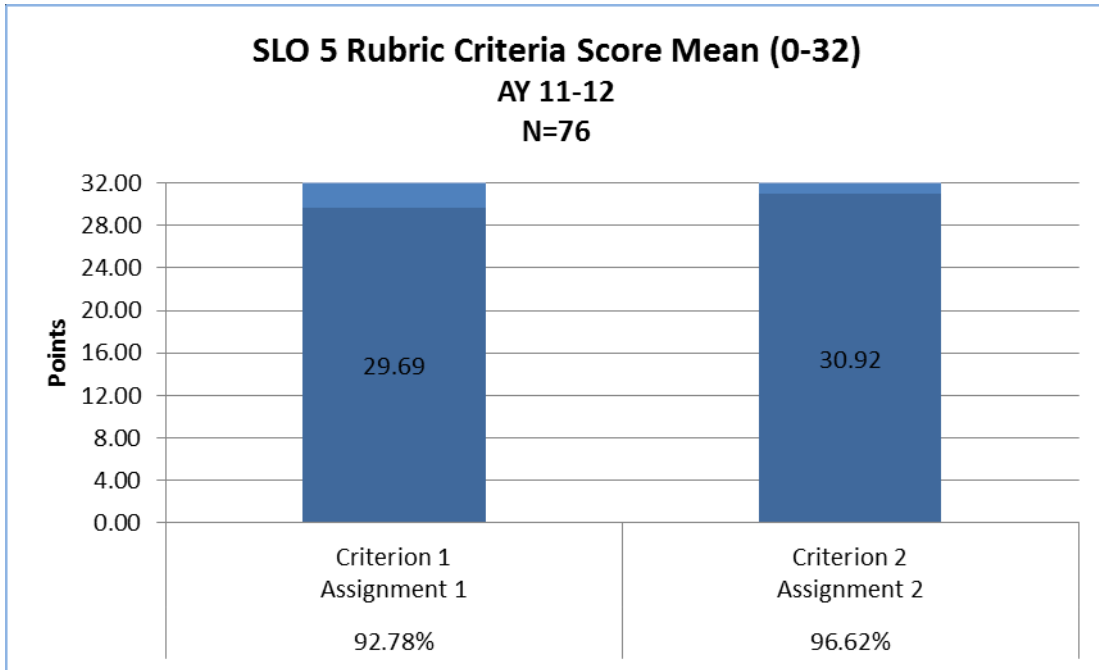
Outcome 6: Understand and manage personal biases, attitudes and beliefs

Figure 12

AY11-12 Score Distribution-SLO 6

SLO6
AY11-12
N=47

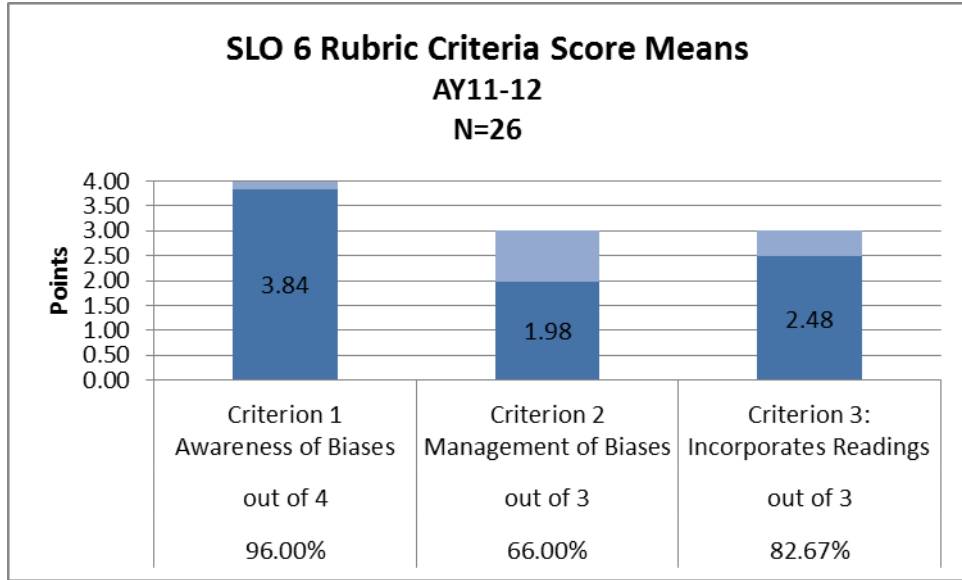|	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 6	59.57	31.91	8.51	0.00	0.00
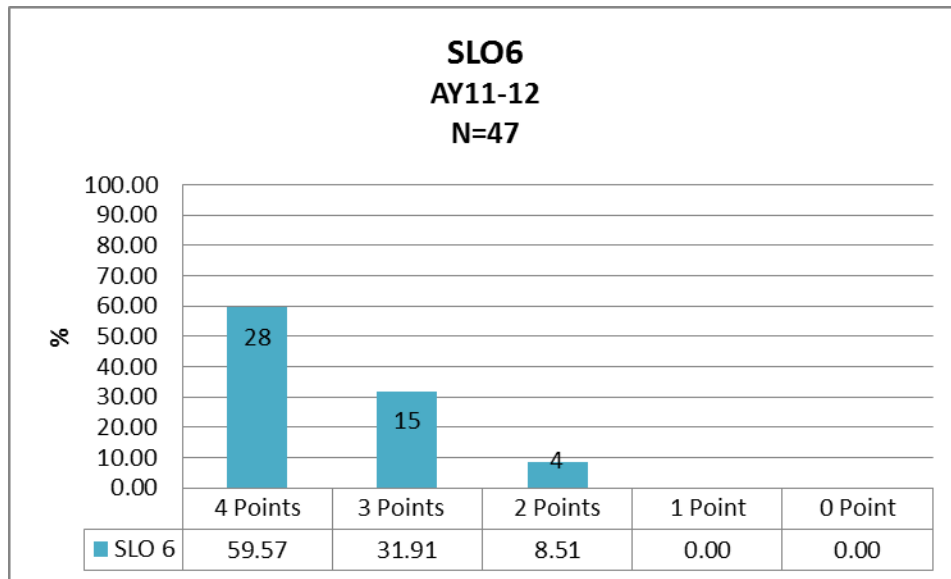
Figure 13

AY11-12 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.

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.

We cannot expect our candidates to be at 100% if measures are appropriate. The following is a breakdown of what we believe the data indicates:

- SLO 1: Criterion 3- We believe the data indicates that the instructor should change teaching practices in order to make the connection between legal/ethical guidelines and rationale for decision making more clear. Criterion 1- We suggest that the instructor work to make case implications more clear;

- SLO 2: Criterion 4- The data indicates the students are having difficulty understanding cultural identity, or the ability to use elements of the client's worldview to describe the degree to which a person is acculturated. It is suggested that the instructor use more practice and more examples in class. These should include practice moving from stereotypical representations of groups to individualized treatment plans that incorporate personal values; the instructors are not sure if this is a function of the instructor's grading style or if these are particularly difficult concepts for students to understand in a relatively short period of time.

- SLO 3: Criterion 4- We believe the data indicates understanding of APA style is low; however, based on our discussion, the faculty believe that a low understanding of APA style may be appropriate considering it is the candidates first semester in graduate school. The faculty noticed that understanding of APA style is better by the second semester and is not a problem when measured in COUN 510;

- SLO 4: The data indicate no criterion scores , and the faculty recommend obtaining criterion scores for COUN 515 assignment in order to better understand the data;

- SLO 6: The data indicate managing biases is low. This is based on a journal assignment where the students need to identify biases, manage biases, and relate biases to reading.

The faculty discussion indicated the students are good at raising self-awareness; however, the skills portion of managing biases is in need of improvement.

6. How do these findings compare to past assessment findings?

These findings indicate improvement in areas compared to last year. The criterion scores for some of the SLOs were not available last year, and new information has been discussed.

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.

The data indicate that our students may not be as adept or articulate when discussing what they will do with their clients compared to actually implementing the skills

Table 4

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
Management of biases	Explicitly discuss management of biases not just awareness of biases-	COUN 609: B. Ghafoori; COUN 593- J. O'Brian; COUN 695c or 643a- C. Hipolito-Delgado or B. Booker	2013	
Understanding of cultural identity	The instructor will use more practice and more examples in class. These will include practice moving from stereotypical representations of groups to individualized treatment plans that incorporate personal values	COUN 555 Hipolito-Delgado; Booker		