

College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2010
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 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:

- 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.

A few changes have taken place in our program in recent years. First, in Fall 2009, one Assistant Professor joined the School Counseling Program to replace an Assistant Professor who left the program. Due to the large numbers of students who apply for the Counseling programs, the Counseling programs continue to only admit a fraction of the applicants to the programs. Due to the recent budget situation in California, the Counseling programs cannot grow, but still continue to accept approximately 75 students (25 students in each option) per year.

The Counseling Programs currently have 9 full time faculty and 11 part-time faculty. The Counseling programs fit in with the CED conceptual framework as outlined below in Table 1. A few changes have occurred since the last report. Specifically, the rubric for the signature assignment for Outcome 5 has changed in order to better measure the SLO.

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 | Service & Collaboration ; Values Diversity | Prepares Leaders; Values Diversity | Promotes Growth | School Improvement ; Research & Evaluation | Research & Evaluation; School Improvement | Values Diversity; Prepares Leaders |

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 2008-09*

| Status | Number |
|--------------------|---------------|
| Full-time TT/Lect. | 9 |
| Part-time Lecturer | 11 |
| Total: | 20 |

- 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 8 full-time faculty met on 4-26-10 to review and discuss the assessment findings. The data discussion guide is attached to this document.

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.

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). Table 6 presents an overview of the learning outcomes and signature assignments for each course.

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 | Reflection paper based on experiences learning about a minority culture or ethnic group different than their own |
| 3 | Assessment and understanding of mental health concerns and the application of basic counseling skills used to direct/suggest appropriate interventions | COUN 513 | Candidates complete a 5-axis diagnosis based on criteria from the DSM-IV TR as well as current research. |
| 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, peer-reviewed journal articles, and conversations with faculty experts, 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 538 | Candidates lead/facilitate a mock group therapy session with their peers, utilizing |

| Student Learning Outcome | Student Learning Outcome Description | Signature Assignment(s) Course | Description of the Assignment |
|--------------------------|--|--------------------------------|--|
| | | | ethical and legal guidelines as well as relevant information from texts. |
| 6 | Understand and manage personal biases, attitudes and beliefs | COUN 555 | |

Figure 1
Spring 2009-Fall 2009 SLOs Comparison – Counseling Core

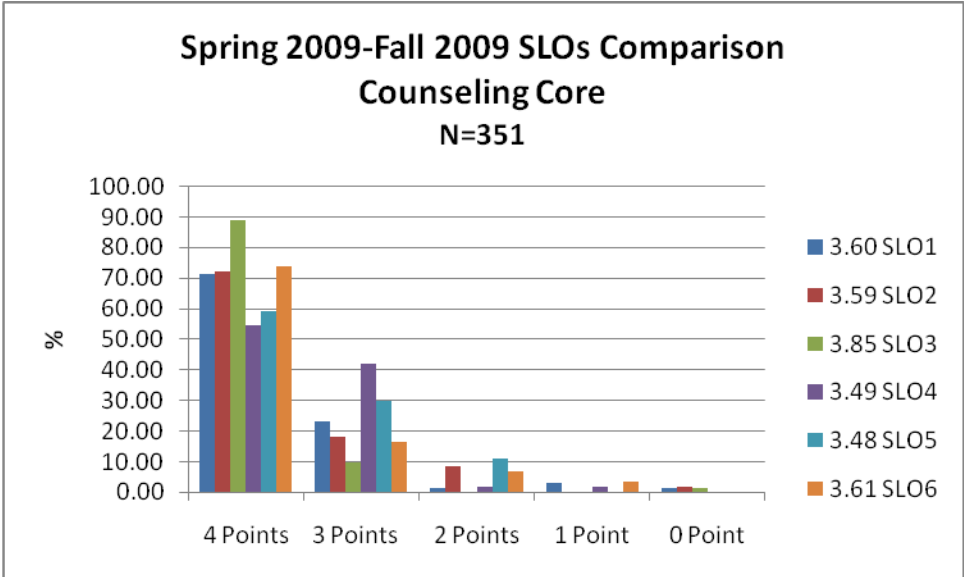
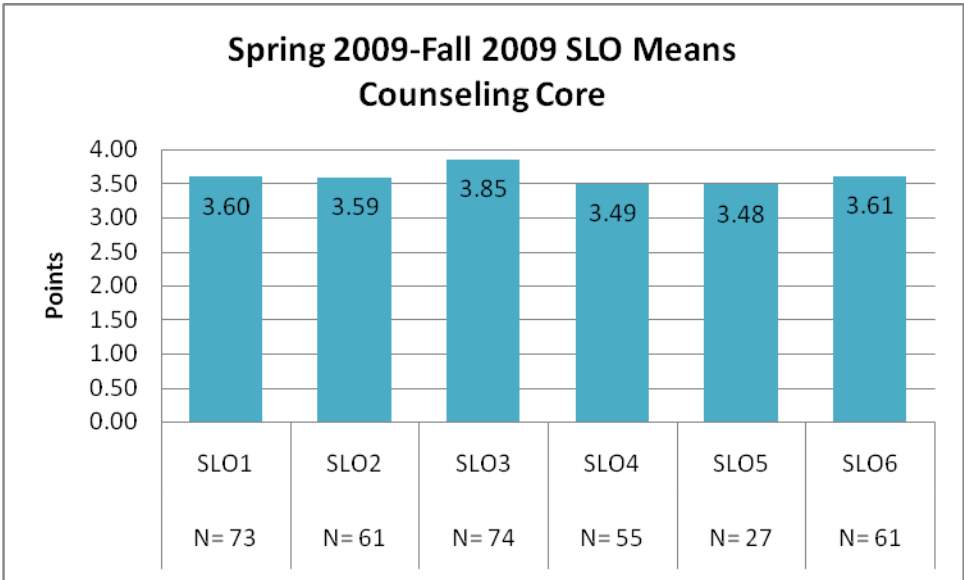


Figure 2
Spring 2009-Fall 2009 SLO Means – Counseling Core



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

SLO 1, Spring 2009-Fall 2009

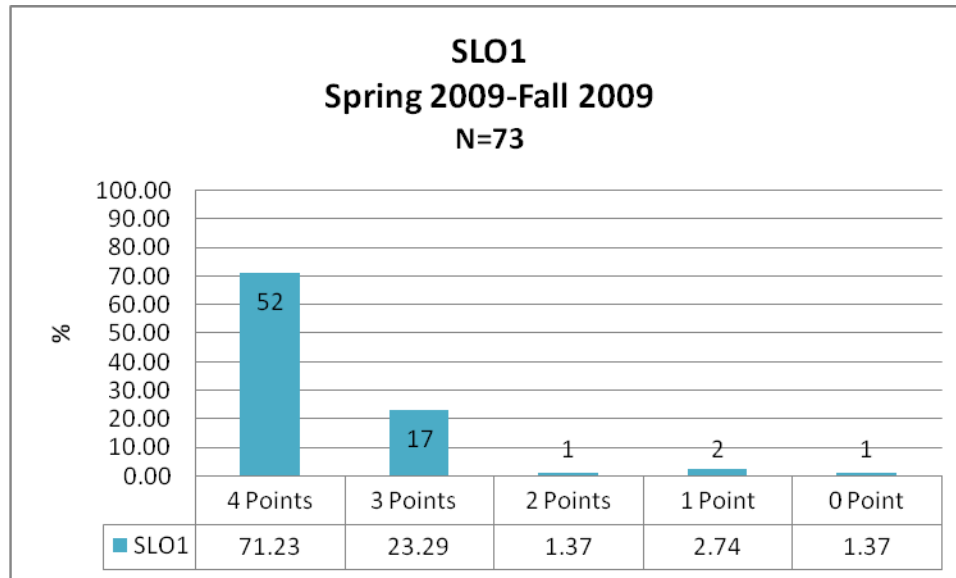
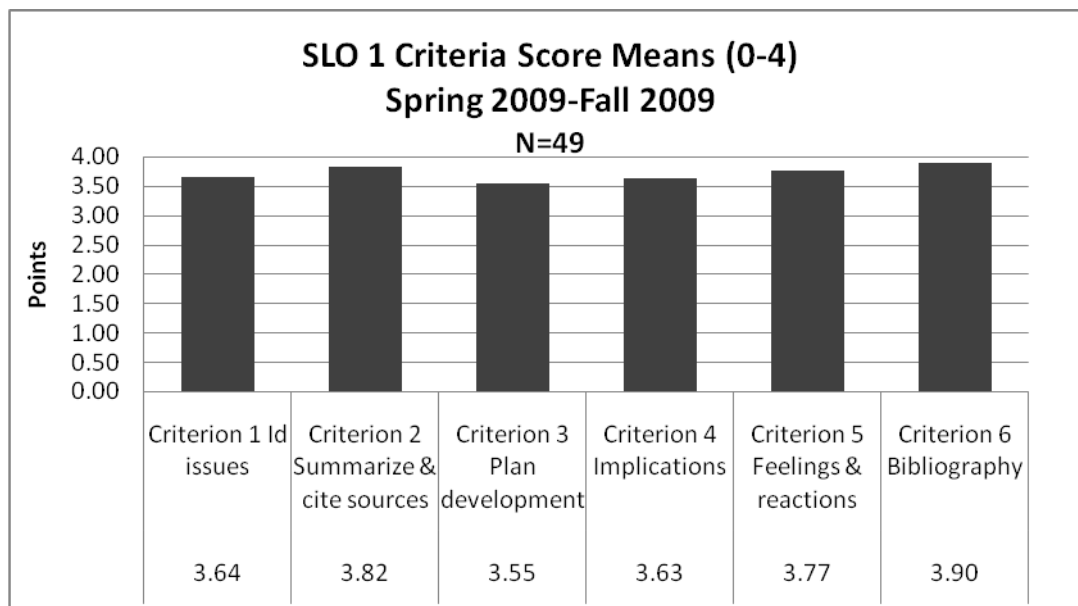


Figure 4

SLO 1 Criteria Score Means, Spring 2009-Fall 2009



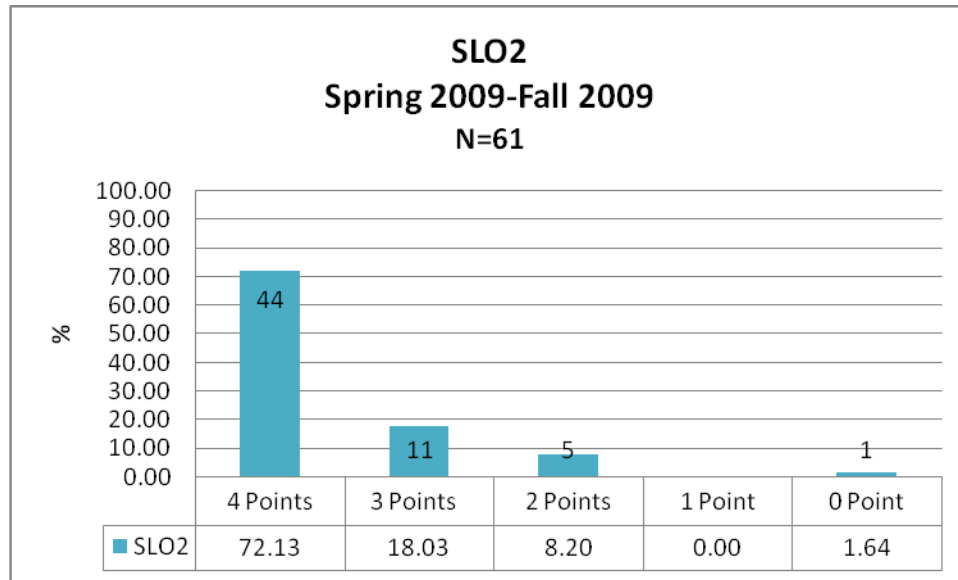
Outcome 1 is assessed in COUN 510, Law & Ethics, via a Case study. Students are assigned a vignette relating to the counseling professions that contains several key legal and ethical issues. Students address each of the issues in a 4-5 page double-spaced paper. Keep in mind that in these vignettes, there 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.

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

SLO 2, Spring 2009-Fall 2009



Outcome 2 is assessed in COUN 555, Cross-Cultural Counseling, via a project the purpose of which 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.

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

Figure 6

SLO 3, Fall 2009

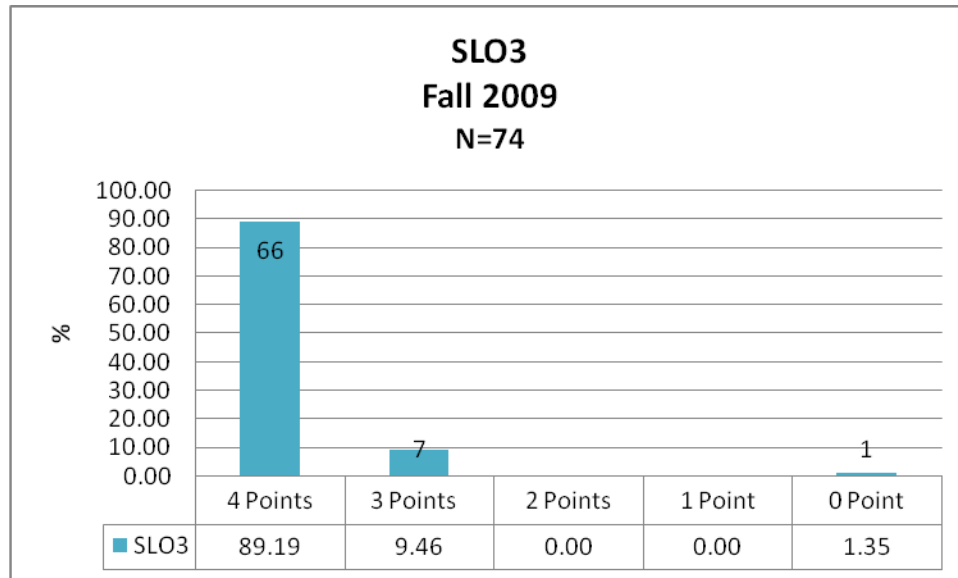
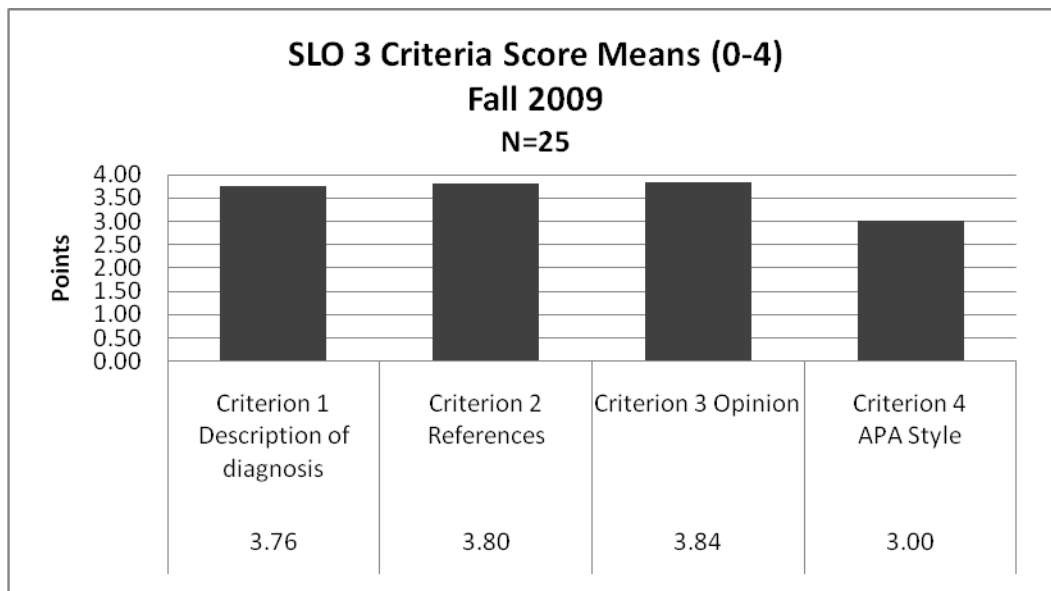


Figure 7

SLO 3 Criteria Score Means, Fall 2009



Outcome 3 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.

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

Figure 8

SLO 4, Spring 2009-Fall 2009

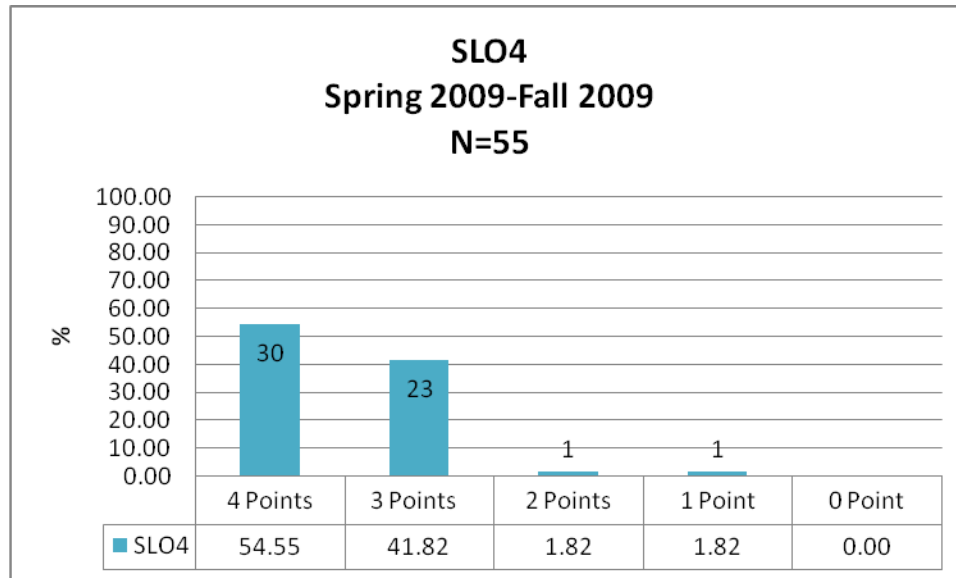
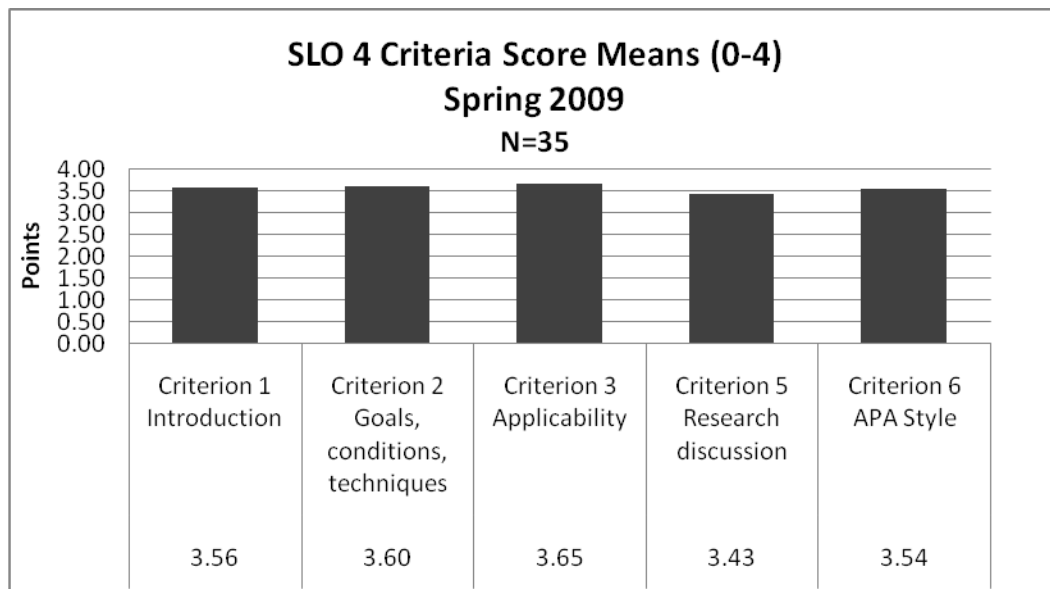


Figure 9

SLO 4 Criteria Score Means (0-4), Spring 2009



Outcome 4 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.

Outcome 5: Proficiently facilitate the group process

Figure 10

SLO 5, Spring 2009-Fall 2009

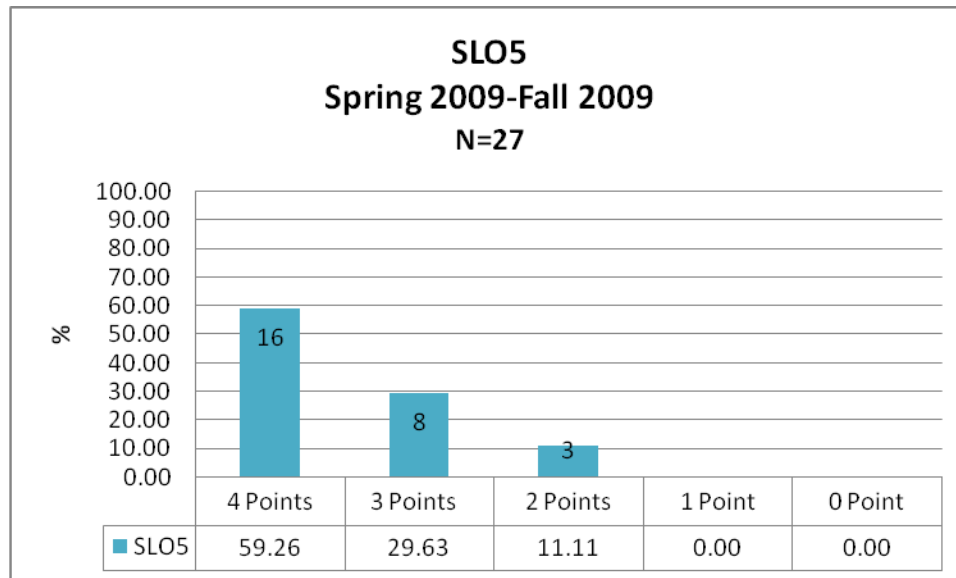
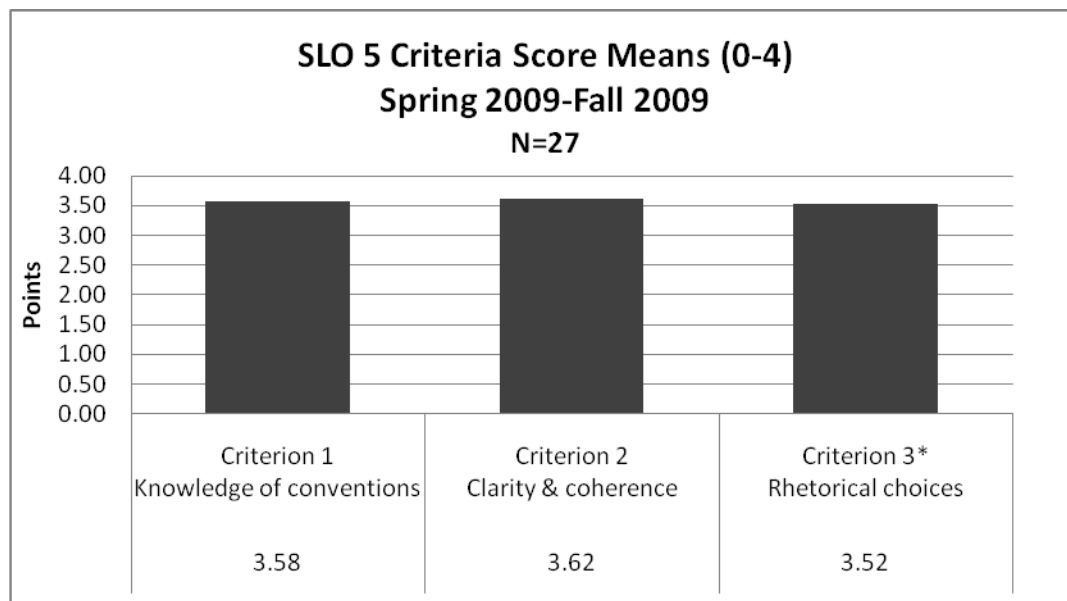


Figure 11

SLO 5 Criteria Score Means (0-4), Spring 2009-Fall 2009



*Criterion 3 Rhetorical choices N=14

Outcome 5 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.

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

Figure 12

SLO 6, Spring 2009-Fall 2009

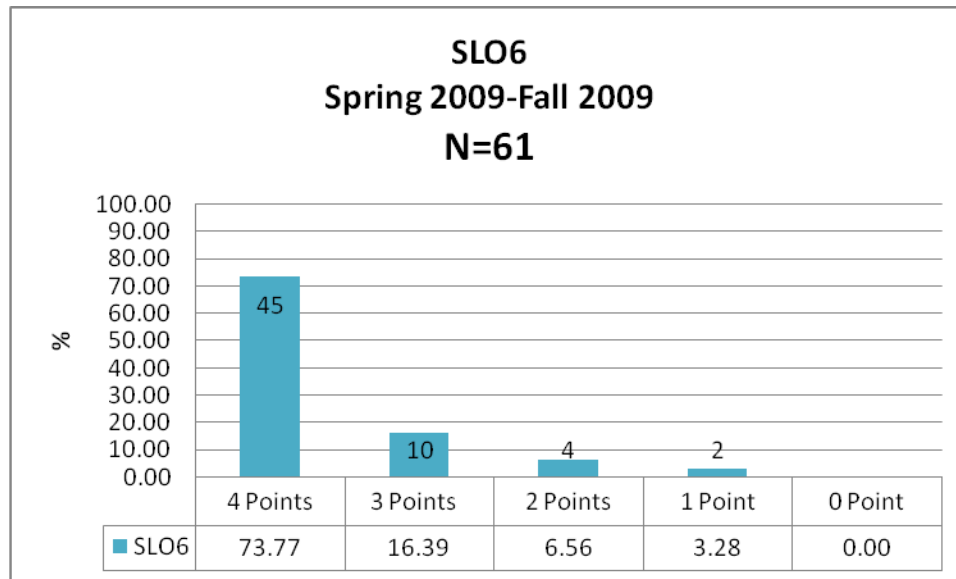
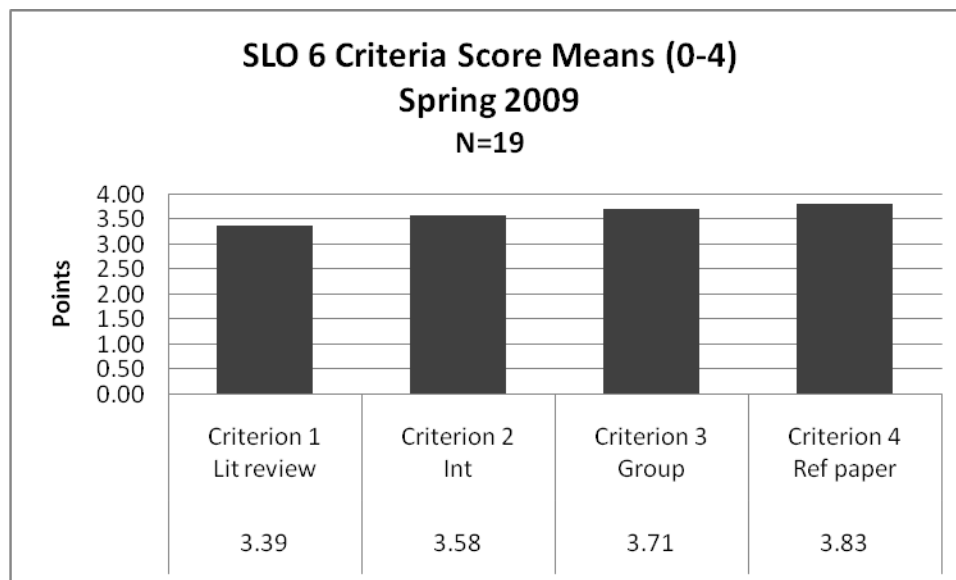


Figure 13

SLO 6 Criteria Score Means (0-4), Spring 2009



Outcome 6 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.

- 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.

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. 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.

Overall, faculty are satisfied with student performance. Some faculty are concerned about students knowledge of cultural diversity issues and their ability to implement their knowledge in counseling settings. Most students seem to be doing well in terms of professional counseling skills and academic performance but a minority are struggling with both. The aforementioned minority 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.

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

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.

Action Plan

| Priority | Action or Proposed Changes To Be Made | By Whom? | By When? |
|----------|--|---|--------------|
| 1 | Increase education in cultural diversity | Carlos Hiploito Delgado | Fall, 2010 |
| 2 | Align syllabi across core courses in counseling | All counseling faculty; led by Angela Locks | Fall, 2010 |
| 3 | Increase students knowledge of APA publication manual guidelines | All faculty | Spring, 2011 |
| 4 | Revise case study assignment in Counseling 510 | Ghafoori, O'Brian, Hipolito-Delgado | Fall, 2010 |

Appendix A

MS in Counseling Assessment Meeting

Data Discussion Guide

4/27/10

AL= Angela Locks; BS= Bill Saltzman; PR= Paul Ratanasiripong; CHD= Carlos Hipolito Delgado; BG= Bitu Ghafoori; LF= Laura Forrest; DH= Don Haviland

SLO 2 (513) highest; SLO 4 & 5(515 & 638) lowest, but no sig difference.

AL : SDHE board concerns about our students being able to serve students with SMI who are ethnically and socioeconomically diverse. Where does it happen?

BS: 513 ven diagram. Diagnosis of MH issues.

PR: too much in one class (interviewing, diagnosis) not sufficient time to cover this.

555: CHD—taking class away from group discussion to more case conceptualization .

BS more current research about cultural consideration of disorders.

CHD: changes in 555 this year, we will collect new data starting in fall

LF: more infusion throughout all core courses/looking for \$\$

Sequencing courses, linking assignments in 513 and 555

AL: Anna syllabi alignment across EdD guidance.

BG: Maybe our 1st meeting we can all bring syllabi of core courses and AL can guide us through this process.

PR: comps exam questions

AB540 issues (asking Anna and Alex)

Took kernel of data: Advisory board concerns—addressed by 6 actionable items.

Bitu: back to data

SLO 1: in 510 via case study (most 4s, some 3s,)

AL: look at criteria; wondering if we should focus on things they need to know rather than technical issues.

PR: different criteria weighed differently on rubric

SLO2: 555: cult emersion project scored via rubric. CHD is changing rubric

DH: Do we want to change criteria of rubrics to reflect diversity concerns, etc.

SLO 3: 513: diagnosis report scored via rubric: majority 4s, few 3s, one 1.

Consistently low scores on APA criterion across the college. Data not organized to be able to compare across programs.

AL: Gen Ramirez not effective to do line level editing. Better to say, “check APA” ‘look it up’ philosophy.

SLO 4. 515 paper via rubric. 4 and 3 even split; only criteria scores for one section.

LF will bring in assignment, rubric, and examples of 515 sig assignment next fall.

SLO 5: 638: group fac via rubric.

Next years data will reflect scores on new assignment and rubric.

SLO 6: 555; personal cultural presentation. Distribution is okay. Carlos is changing the assignment to link it to the cultural immersion project (personal reflection paper).

(suggestion to have Gen Ramirez come to our fall meeting about grading writing)

REPORT

WHAT DO THE DATA FOR EACH OUTCOME SAY....

Consistent message from outset include APA manual on required text.

Value in conversation next fall about what we want as far as APA style and grad level writing. Invite Laura P. to talk about writing? (Angela, Cara and Shireen met with thesis students to provide consulting similar to SWI).

Candidate performance data. Overall doing well; reflects good admissions screening, high expectations, right balance of challenge and support.

ANY AREAS FOR IMPROVEMENT:

Infusion of diversity is our weakness, strategy is linking of courses, analysis of syllabi.

APA style and writing.

Criteria scores for all sections, making sure they are all aligned.

510 SLO 1 in all sections. Same assignment with different perspectives.

HOW DO FINDINGS COMPARE TO LY FINDINGS:

PTs concerned with some students counseling skills (bimodal distribution). Remediation efforts. Dispositional issues. Advancement to candidacy. All options have similar processes; we agreed to do this at a meeting about all students. Maybe a fit with SLO 6. Carlos will report next year on SC.

Last years concern not formally addressed this year. More informally addressed on a case-by-case basis.

This will be done at our March 2011 meeting. Form will be distributed, and coordinator will distribute lists of all students/years/cohorts via email prior to mtg.

Personal disposition, academic performance, counseling skills, professionalism, writing/presentation skills.

WHAT STEPS WILL BE TAKEN

Already addressed above.