College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Counseling

Note: this report presents and analyzes data from Summer 2012 through Spring 2014.

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.

During AY 2012-2013, the Student Development in Higher Education (SDHE) option became part of the new Department of Educational Leadership in order to streamline faculty workload, consolidate administrative support and services, and develop a cohesive department where students at different levels of graduate study work toward a common goal of solving problems in urban education through a seamless approach to education. Many of the SDHE faculty also had joint responsibilities with the Ed.D. program. Although having a program split between departments can present challenges, the strong collegial relationships that exist among the other counseling options and SDHE faculty mitigates this problem. Occupying the same physical space helps enormously with on-going communication.

The other major change was in the number of faculty. During AY 2012-13 a long-time member of the School Counseling (SC) option retired. During summer 2013, one of the other SC FT faculty accepted a position elsewhere, leaving one FT faculty member AY 2013-14. A full-time faculty member in the MS in Counseling who had no background in school counseling agreed to co-coordinate with the remaining full-time school counseling faculty until more faculty could be hired. A TT search was approved and is currently underway, with the new faculty anticipated to begin in Fall 2015.

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	Cross Cultural Case	Diagnosis Report	Personal counseling Approach	Session Notes	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 (School Counseling, Marriage and Family Therapy, and Student Development in Higher Education). Admission and completion data for each of those options is presented in the options' individual annual reports.*

Table 2

Faculty Profile 2012-2014[1]

Status	2012-2013	2013-2014
Full-time TT/Lecturer	6	5
Part-time Lecturer	4	5
Total:	10	10

2. **How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document?**

   The five full-time faculty met on 11/24/2014 to discuss the data and draft the biennial report.

Data

3. **Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:**

   The Counseling program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

   - **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Graduate Office/TPAC. These data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report. The Counseling Program has 3 options (School Counseling, Marriage and Family Therapy, and Student Development in Higher Education). Admission and completion data for each of these options is presented in the program options' individual annual reports.

   - **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Data related to these assignments are reported in Appendix A.

   - **College of Education Student Success Survey:** Starting in spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. This survey is administered every 3 years. Relevant survey data for the Counseling program are disaggregated by program option (SDHE, School

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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.

Counseling, MFT) and are reported as such. These data can be found within each option's biennial report.

- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant survey data for the Counseling program are disaggregated by program option (SDHE, School Counseling, MFT) and are reported as such. These data can be found within each option's biennial report.

- **Alumni Survey for Advanced Programs:** Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. Relevant survey data for the Counseling program are disaggregated by program option (SDHE, School Counseling, MFT) and are reported as such. These data can be found within each option's biennial report.

Additional information, including each program's assessment plan and signature assignments, can be found at: http://www.ced.csulb.edu/assessment.

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).**

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please go to Appendix A.

Figure 1

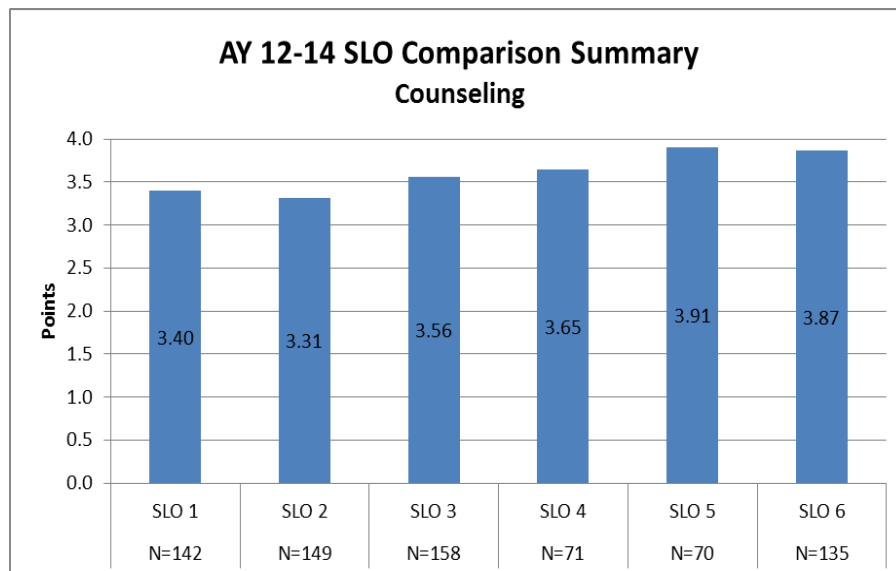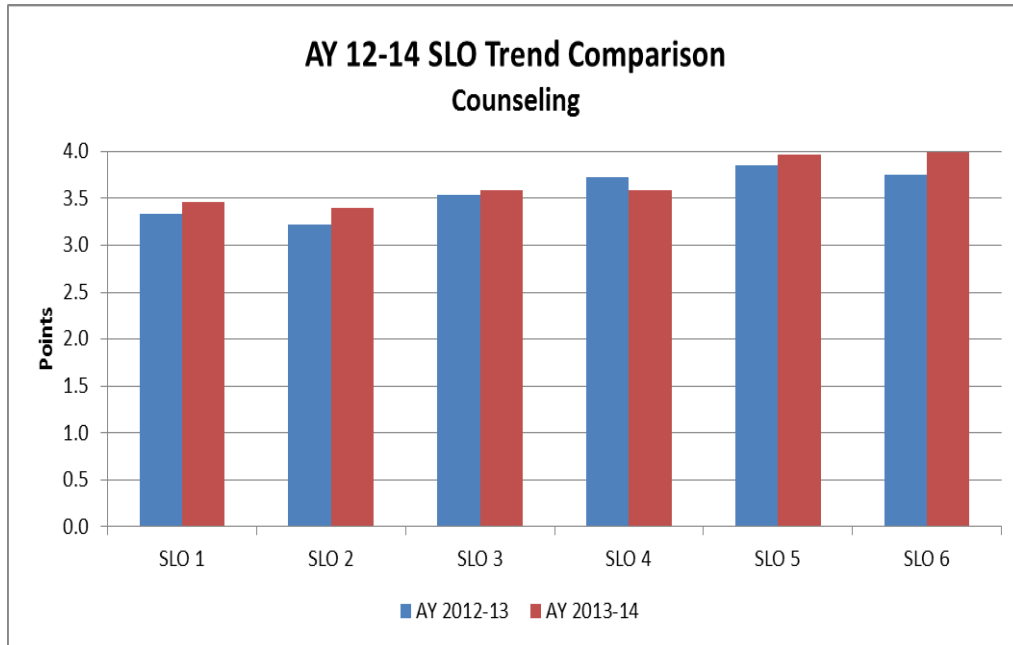*Figure 1 displays aggregate data by SLO for a two-year period based on points earned.*

Bar chart titled "AY 12-14 SLO Comparison Summary — Counseling". Y-axis labeled "Points" from 0.0 to 4.0.

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Points	3.40	3.31	3.56	3.65	3.91	3.87
	N=142	N=149	N=158	N=71	N=70	N=135

Figure 2

Figure 2 displays trends in SLO data across two years based on points earned.

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.**

Program effectiveness data for the Counseling program is reported and discussed within each option's Biennial Report. Please see Appendix B of the following program reports for relevant data: School Counseling, Student Development in Higher Education (SDHE), and Marriage and Family Therapy (MFT).

Analysis and Actions

5. **Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)**

Table 3 (below) presents a discussion of key findings based on our program's analysis and interpretation of the data reviewed for this report.

Table 3

Interpretations and Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings *and why*
1	SLO 2, Criteria 4 & 10	SA in COUN 555: Cross-Cultural Case Study	Overall scores on assignment have improved.	Two criteria: Cultural Identity & Intervention Plan, are still of concern. Students are still struggling with developing a depth of understanding of these critical elements.	
2	SLO 6: Managing personal biases	SA in COUN 555: Reflection Journal	Many more students are getting perfect scores.	Faculty are concerned that although scores have improved, this is not reflected in candidates' actual improvement in managing their biases. Faculty identified 2 potential sources of error: 1. The assignment itself is subjective and students are aware enough of what is expected that they may be less apt to admit to biases. 2. This assignment is given multiple times so the final score may reflect better politically correct writing, not actual improvement in managing bias.	

6. **Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.**

Table 4

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
1	Faculty will review COUN 555 rubric and exemplars; we will review all core courses for infusion of Multicultural Competence components in a systematic, developmental model	All faculty, including SDHE coordinator and PT adjuncts who teach core courses	End of Spring 2015 semester	N/A
1	Identify and possibly revise the components of Multicultural Competence in the rest of the core courses	All faculty, including SDHE coordinator and PT adjuncts who teach core courses	End of Fall 2015 semester	N/A
2	Modify the Signature Assignments in COUN 555	All faculty, including SDHE coordinator and PT adjuncts who teach core courses	Begin using new assignments in Fall 2015	N/A

7. **Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?**

> **[X]** Yes (see below)
>
> ❑ No (no further action is required)

We will likely make the following changes after we examine COUN 555 signature assignments and all core courses:

Table 5

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
COUN 555	Cross-Cultural Case Study	Improve course content & SA/rubric to better address Cultural Identity and Intervention Planning	Perceived Lack of Multicultural Counseling Competence
COUN 555	Reflection Journal	Improve students' management of their own cultural biases via a revised assignment and corresponding rubric	Management of Bias and associated counseling skills are not fully developed

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.

APPENDIX A:

Candidate Performance Data

Counseling
Signature Assignment Data Report
AY 2012-14

Figure Description:

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a two-year period based on points earned.
- **SLO Trend Comparison Graph:** displays trends in SLO data across two years based on points earned.
- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across two years based on the percentage of students who earned a particular score
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a two-year period based on the average percentage of points earned.

Student Learning Outcomes

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]

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.

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

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

Outcome 5: Proficiently facilitate the group process.

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

Figure 1

Figure 1 shows aggregate data by SLO for a two-year period based on points earned.

SLO Comparison Summary
Counseling
AY 2012-14

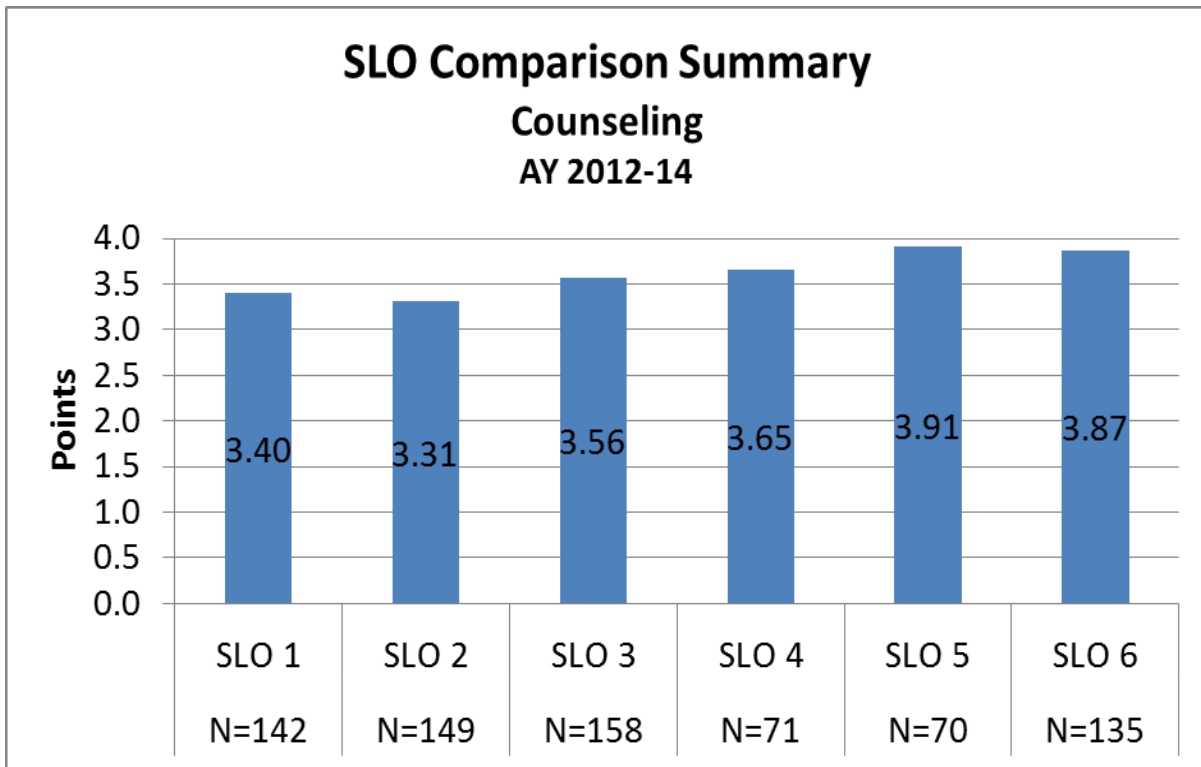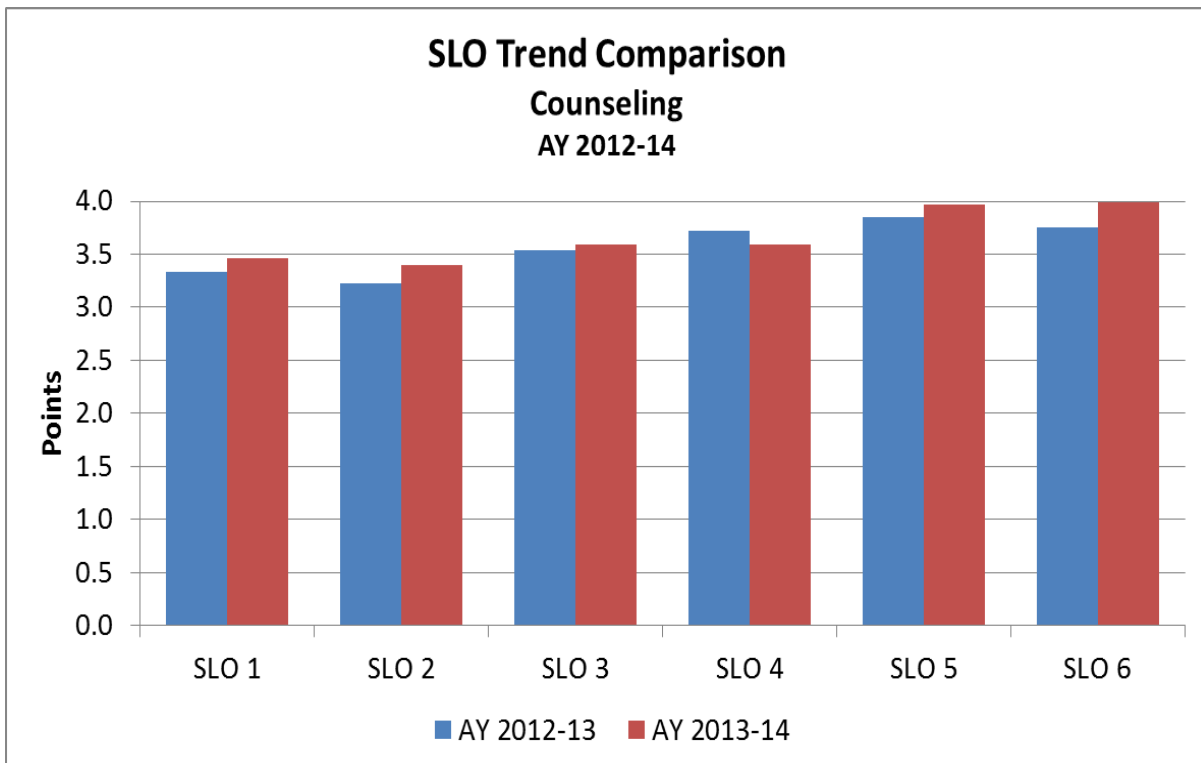|	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Points	3.40	3.31	3.56	3.65	3.91	3.87
	N=142	N=149	N=158	N=71	N=70	N=135

Figure 2

Figure 2 shows trends in SLO data across two years based on points earned.

SLO Trend Comparison
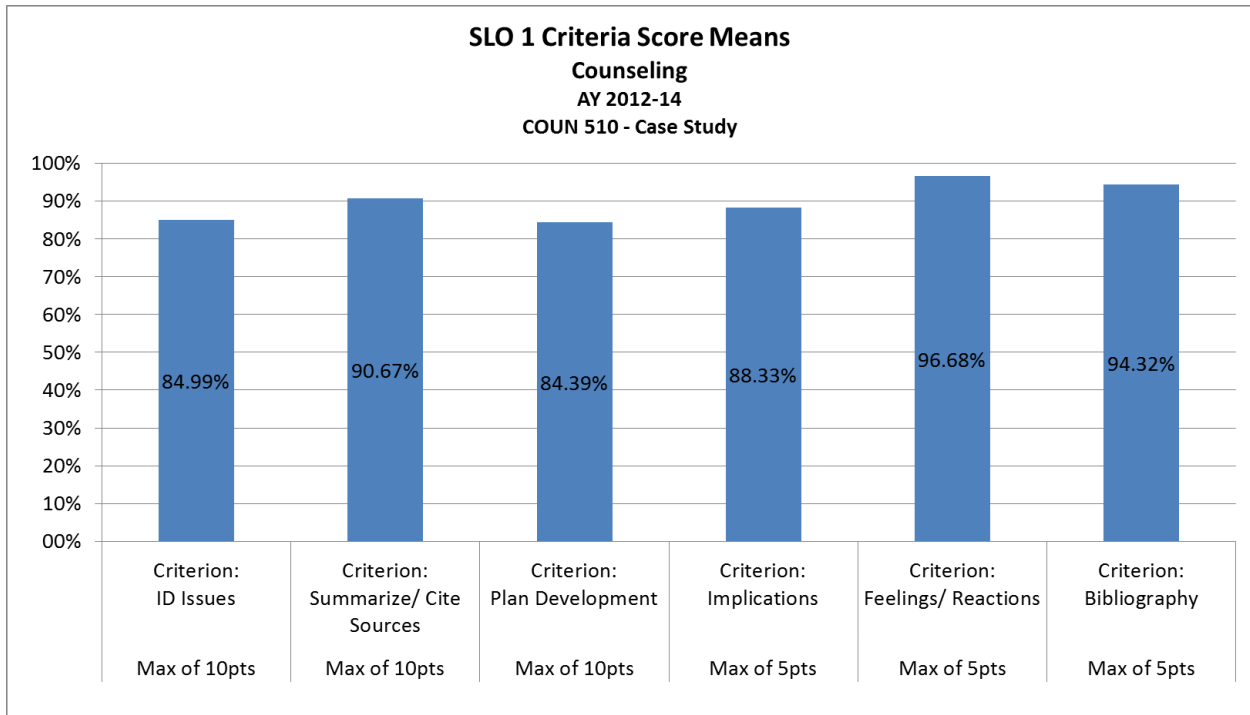Counseling
AY 2012-14

■ AY 2012-13   ■ AY 2013-14

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 Score Distribution
Counseling
COUN 510
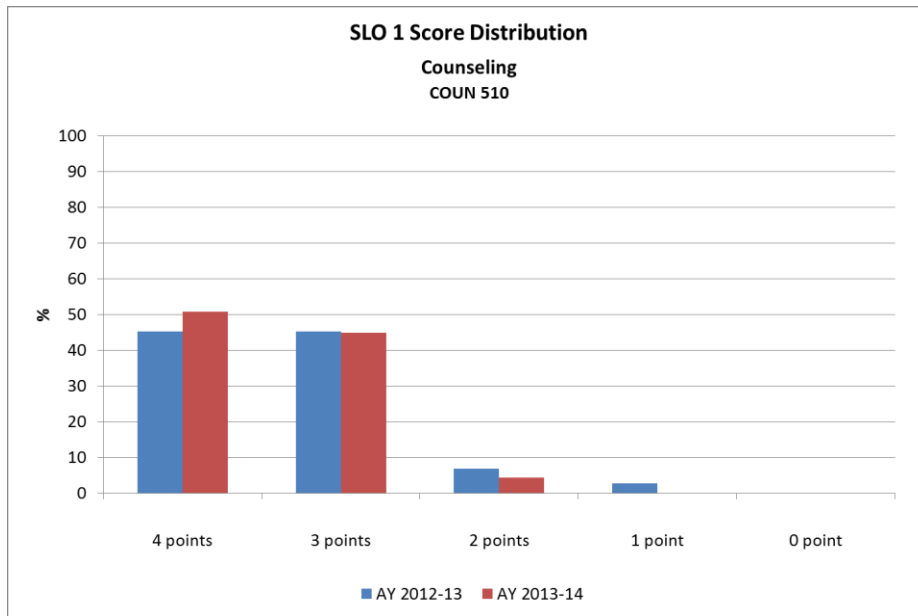
AY	N	Mean	SD
AY 2012-13	73	3.33	0.72
AY 2013-14	69	3.46	0.58

Figure 4

SLO 1 Criteria Score Means
Counseling
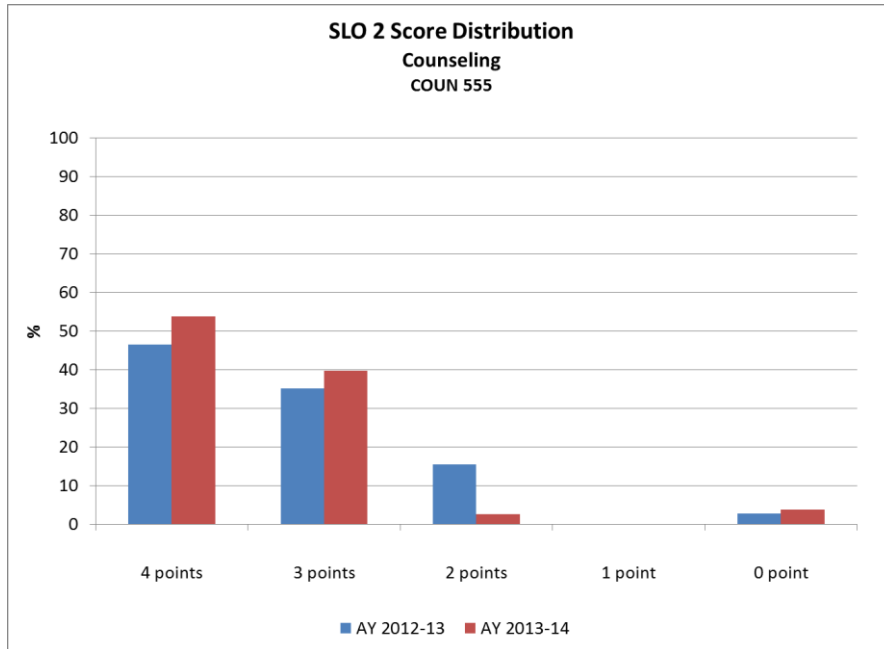AY 2012-14
COUN 510 - Case Study

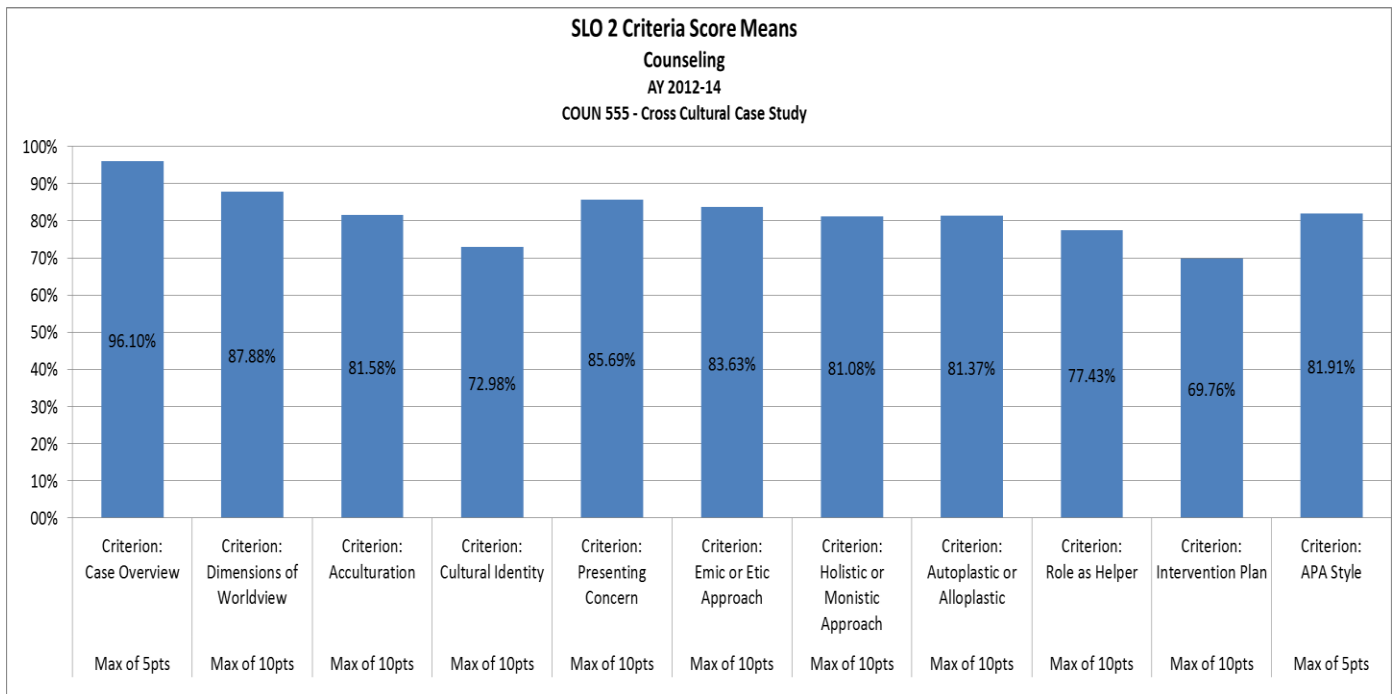| AY	Max N
AY 2012-13	73
AY 2013-14	69

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 Score Distribution
Counseling
COUN 555

AY	N	Mean	SD
AY 2012-13	71	3.23	0.91
AY 2013-14	78	3.40	0.87

Figure 6

SLO 2 Criteria Score Means
Counseling
AY 2012-14
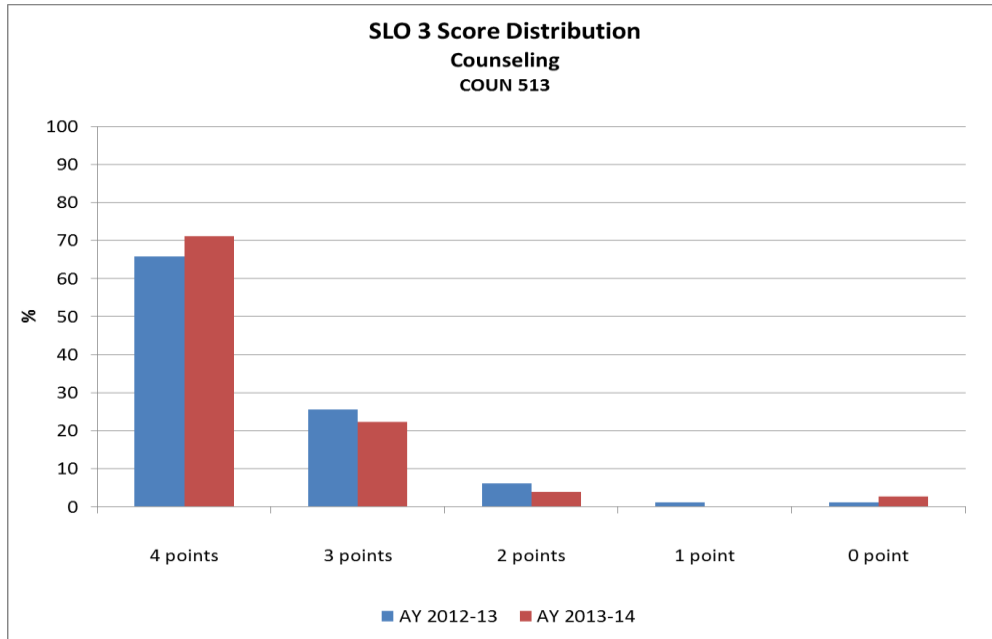COUN 555 - Cross Cultural Case Study

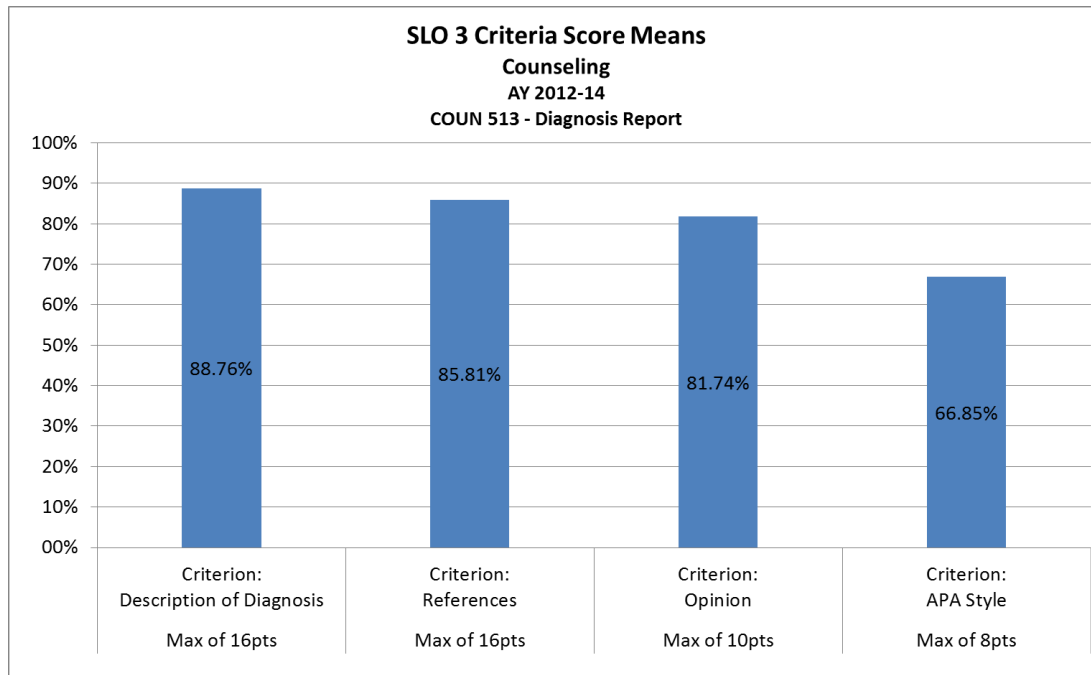| AY	Max N
AY 2012-13	25
AY 2013-14	77

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

Figure 7

SLO 3 Score Distribution
Counseling
COUN 513

AY	N	Mean	SD
AY 2012-13	82	3.54	0.77
AY 2013-14	76	3.59	0.80

Figure 8

SLO 3 Criteria Score Means
Counseling
AY 2012-14
COUN 513 - Diagnosis Report

| Criterion: Description of Diagnosis Max of 16pts	Criterion: References Max of 16pts	Criterion: Opinion Max of 10pts	Criterion: APA Style Max of 8pts
88.76%	85.81%	81.74%	66.85%

AY	Max N
AY 2012-13	82
AY 2013-14	76

Outcome 4: Apply theory to practice by knowing what fits for them and their future professional environments and client populations.
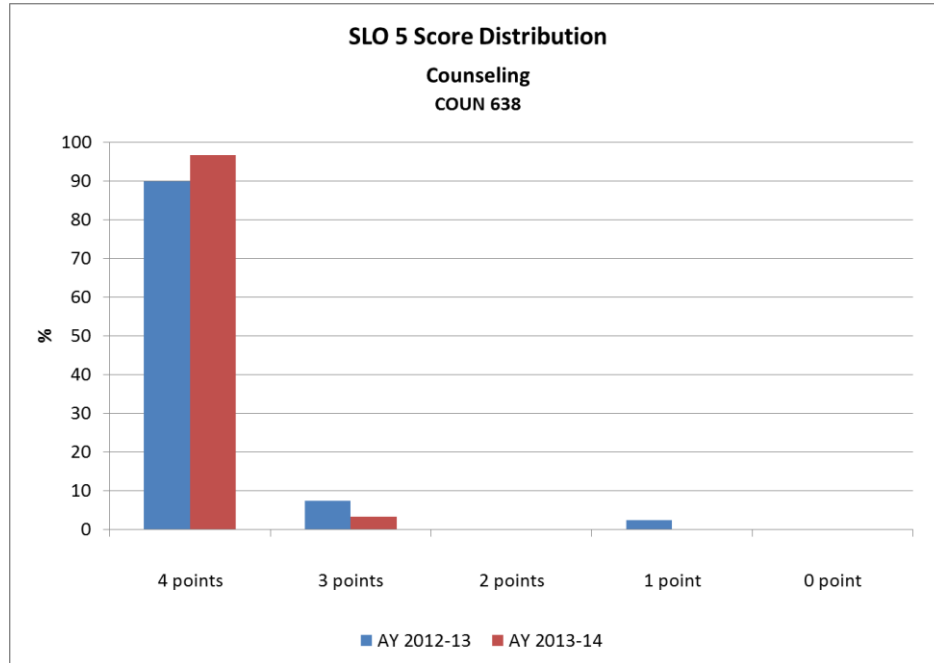
Figure 9

SLO 4 Score Distribution
Counseling
COUN 515
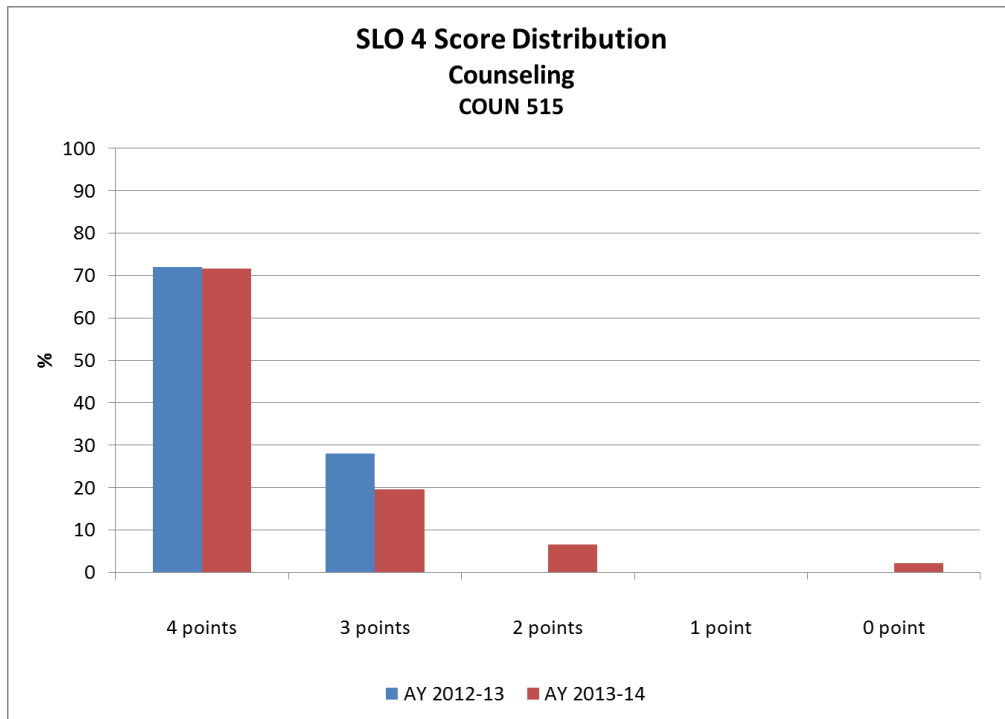
AY	N	Mean	SD
AY 2012-13	25	3.72	0.45
AY 2013-14	46	3.59	0.45

Outcome 5: Proficiently facilitate the group process

Figure 10

SLO 5 Score Distribution
Counseling
COUN 638

AY	N	Mean	SD
AY 2012-13	40	3.85	0.53
AY 2013-14	30	3.97	0.18

Figure 11

SLO 5 Criteria Score Means
Counseling
AY 2012-14
COUN 638 - Session Notes
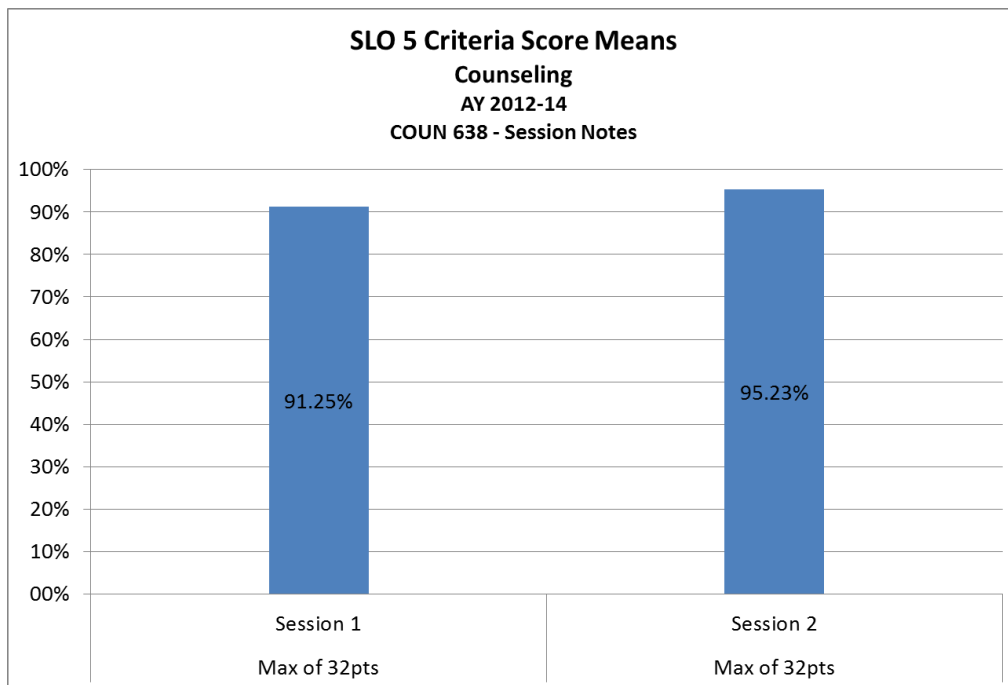
AY	Max N
AY 2012-13	40
AY 2013-14	30

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

Figure 12

SLO 6 Score Distribution
Counseling
COUN 638
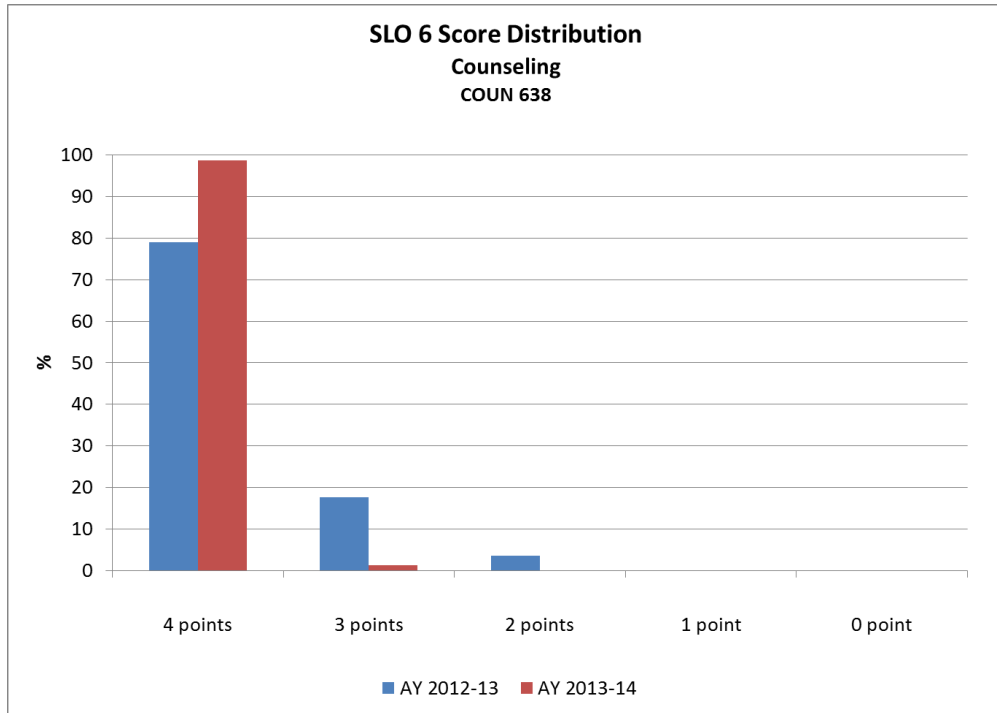
AY	N	Mean	SD
AY 2012-13	57	3.75	0.51
AY 2013-14	78	3.99	0.11