

# Assessment Cycle Plan

Academic Year 2017 – 2018

Program: Counseling (533)

College: Education and Human Development

Prepared by: Gerra Perkins

Date: 6/10/18

Approved by: Kim McAlister

Date: 6/11/18

**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**Gallaspy College of Education and Human Development Mission (draft).** The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

**Department of Teaching, Leadership, and Counseling Mission.** The Gallaspy College of Education and Human Development offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

**Mission Statement:** The mission of the Counseling Program at Northwestern State University is to prepare candidates with the knowledge, skills, and practices to become caring, competent, reflective counselors within a dynamic and multicultural society. A key aim of the program

# Assessment Cycle Plan

## Academic Year 2017 – 2018

faculty is to approach their pedagogy with intellectual vigor and enhance their students' preparation through quality research, scholarship, and service. The instructional efforts of program faculty are committed to ensuring a seamless integration of theory into practice.

**Methodology:** The assessment process for the program is as follows:

- (1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
- (2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

### Student Learning Outcomes.

#### Student Learning Outcome (SLO) 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Demonstrate a knowledge of core CACREP content areas as evidenced by earning an "Acceptable" score or higher on the MC and oral

#### Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a MC comprehensive exam/oral comprehensive exam. The assessment is evaluated using a 140-question multiple choice exam and a 45-minute oral exam, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

#### ***Finding: Target Met***

**Analysis:** In 2016-2017 100% of students scored Acceptable or Target on the MC and oral comprehensive exams. To continue to gather baseline data, provide consistent measures, and detect anomalies, no changes were made to the goal and/or outcomes at that time.

In 2017-2018, 100% of students scored Acceptable or Target on the MC and oral comprehensive exams (n=13). These results indicate student learning and achievement is taking place at Acceptable or Target scores in the CACREP Core areas. The common core areas represent knowledge areas that are fundamental to the counseling profession. The eight areas of curricular experience required by CACREP to prepare all counselors include: (1) professional counseling orientation and ethical practice, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) counseling and helping relationships, (6) group counseling and group

# Assessment Cycle Plan

## Academic Year 2017 – 2018

work, (7) assessment and testing, and (8) research and program evaluation.

The plan of action last year was to keep the goals and outcomes stable to have a greater baseline of data. The Counseling Program is a 60-hour master's program; therefore, most classes are only offered once per year. The number of graduates per academic year typically range between 8-15. Therefore, multiple years of data are needed to have adequate sample sizes and statistical power in determining effects.

The analysis for 2017-2018 reveals the COUN Program is achieving consistency within scores on the MC and oral comprehensive exam. This shows program faculty are covering the designated CACREP standards in a defined and systematic manner that enhances student learning. For two academic years (i.e., 2016-2017, 2017-2018) students in the COUN Program have outperformed on the SLO. However, while the analysis indicates students are learning and achieving Acceptable (or Target) scores in the CACREP Core areas, there were two areas in which students achieved lower mean scores in general: (1) Human Growth and Development and (2) Assessment and Testing. To facilitate continuous growth, changes will be made within each of the classes where these two core areas are primarily covered. These changes are detailed in the Decision section below.

***Decision or Recommendation:*** The evidence indicates students are learning and achieving Acceptable (or Target) scores in the CACREP Core areas. The areas of noted strengths were Counseling/Helping Relationships and Group Counseling. There were two areas in which students had lower mean scores; these were Human Growth and Development and Analysis.

CACREP Standards which cover Human Growth and Development are primarily taught in EPSY 5460; standards covering Assessment and Testing are primarily taught in EPSY 5520. Both EPSY 5460 and 5520 are taught online and in the Fall of each year. Based on the analysis of the results, the faculty will be implementing the following actions for Fall, 2018 to improve student learning: (1) In anticipation of moving to CACREP's 2016 Standards, EPSY 5460 will be redesigned and updated. This will include weekly self-assessments which allow students to monitor their grasp of concepts. Major course assignments will be revisited and potentially reworked to incorporate best-practice ideas and 2016 CACREP Standards. (2) EPSY 5520 is a course that is consistently labeled as "challenging" by the program's candidates. The material covered in EPSY 5520 is primarily statistical concepts, there are no prerequisites for the course, and most candidates in Counseling do not enter with mathematical backgrounds. Given the program is already the longest Master's program on campus (60 hours), it is not reasonable to add additional coursework. However, changes will be made to the delivery of the course. This will include incorporating WebEx seminars, in which students can directly interact with the instructor in a live, synchronous, online platform, into the online course.

# Assessment Cycle Plan

## Academic Year 2017 – 2018

While the faculty recommend SLO 1 remain consistent in 2018-2019 for the aforementioned reasons, they recommend specifically tracking the scores within these two areas in order to promote continuous program improvement and enhance student

learning. Students who enroll in EPSY 5460 in the Fall of 2018 will take the MC or oral comprehensive exams in the Spring or Fall of 2020. Students who enroll in EPSY 5520 in the Fall of 2018 will take comp exams in the Spring of 2019.

### Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	Complete Practicum (COUN 5550 or 5570) and Internship I & II (COUN 5560) successfully, as evidenced by completing all required hours and by

### Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through completion of field experience hours and satisfactory performance. The assessment is evaluated using a final grade, and the benchmark performance is that 80% of students will earn a grade of “B” or above.

### *Finding: Target Met*

**Analysis:** In 2016-2017 100% of students earned a grade of “B” or above in field experience hours. To continue to gather baseline data, provide consistent measures, and detect anomalies, no changes were made to the goal and/or outcomes at that time.

In 2017-2018 100% of students earned a grade of “B” or above in field experience hours. These results indicate students are engaging in field experience courses in a professional manner and are demonstrating proficiency in counseling skills and content knowledge. The findings also indicate the COUN Program is consistent in preparing students for field experience coursework. This is noteworthy because three separate faculty members teach coursework linked to field experiences. Therefore, continuity and consistency are necessary to maximize student learning and success.

The plan of action last year was to keep the goals and outcomes stable to have a greater baseline of data. The Counseling Program is a 60-hour master’s program; therefore, most classes are only offered once per year. The number of graduates per academic year typically range between 8-15. Therefore, multiple years of data are needed to have adequate sample sizes and statistical power in determining effects.

The analysis for 2017-2018 reveals the COUN Program is achieving continuity and consistency in preparing and training students for field experience coursework. Faculty are applying the designated CACREP standards in a defined and systematic manner that enhances student learning. For two academic years (i.e., 2016-2017, 2017-2018)

## Assessment Cycle Plan

### Academic Year 2017 – 2018

students in the COUN Program have met the benchmark of the SLO. This is a significant benchmark and one the faculty rigorously uphold. Because of the nature of counseling and potential harm that may come to clients because of incompetent

counselors, enrollment in field experience courses is a selective process that requires the student to demonstrate proficiency in prerequisite courses. Students who are not able to meet these standards are placed on remediation plans, counseled into other programs of interest, or dismissed from the program. Therefore, the COUN faculty believe the processes by which students qualify for field experiences are a necessary and integral part of maintaining this benchmark, supporting student learning and upholding the integrity of the program. These processes are outlined in the Recommendation section below.

#### ***Action - Decision or Recommendation:***

In 2017-2018 100% of students earned a grade of “B” or above in field experience hours. The evidence indicates students are engaging in field experience courses in a professional manner and are demonstrating proficiency in counseling skills and content knowledge.

Acceptance into Practicum (COUN 5550 for Clinical Mental Health or COUN 5570 for School Counseling) and Internship (COUN 5560 for both concentrations) requires a recommendation from the COUN 5000 instructor and must be approved by both the practicum/internship course instructor and the field experiences coordinator for the Counseling Program. Because of the nature of counseling and potential harm that may come to clients as a result of incompetent counselors, enrollment in field experience courses is a selective process that requires the student to demonstrate proficiency in prerequisite courses. Students who are not able to meet these standards are placed on remediation plans, counseled into other programs of interest, or dismissed from the program. Currently one student is on a remediation plan due to concerns regarding counseling skills. The student will be unable to enroll in field experience coursework until these concerns are addressed. Students who are enrolled in field experience courses and are not meeting the expectations receive immediate feedback with necessary actions outlined. Based on the analysis of the results, the Counseling Program faculty believe this Student Learning Outcome is an important and necessary gatekeeping process for the profession and recommend the consistent tracking of this SLO.

# Assessment Cycle Plan

## Academic Year 2017 – 2018

### Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Demonstrate the ability to apply and adhere to ethical and legal standards (CMHC B.1; SC B.1).

### Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 is assessed in Internship I and II (COUN 5560) through case conceptualizations, a videotape presentation evaluation, an intake interview; a personal growth journal; a mental status exam; and a biopsychosocial history, as well as a case analysis & presentation and a small group intervention. The assessment is evaluated through each assignment assessed in Clinical Portfolio and is specific to the standard listed, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

### ***Finding: Target Met***

***Analysis:*** In 2016-2017 100% of students earned a score of 80% or above on identified assessments. To continue to gather baseline data, provide consistent measures, and detect anomalies, no changes were made to the goal and/or outcomes at that time.

In 2017-2018 100% of students earned a score of 80% or above on identified assessments. These results indicate student learning and achievement is taking place at Acceptable or Target scores in one of the designated CACREP Core areas. The common core areas represent knowledge areas that are fundamental to the counseling profession. The core areas of curricular experience required by CACREP to prepare all counselors include professional counseling orientation and ethical practice.

The plan of action last year was to keep the goals and outcomes stable in order to have a greater baseline of data. As indicated previously, the Counseling Program is a 60-hour master's program; therefore, most classes are only offered once per year. The number of graduates per academic year typically range between 8-15. Therefore, multiple years of data are needed to have adequate sample sizes and statistical power in determining effects.

The evidence for 2017-2018 indicates the COUN Program is achieving consistency within scores on the designated assessments. This demonstrates program faculty are covering the designated CACREP standards in a defined and systematic manner that enhances student learning. For two academic years (i.e., 2016-2017, 2017-2018) students in the COUN Program have met the SLO. Continued consistency in meeting this SLO is an important benchmark for the program. While scores indicate students are able to apply and adhere to legal and ethical standards, counseling faculty recognize the landscape for mental health issues is diverse and ever-changing. To enhance

## **Assessment Cycle Plan**

### **Academic Year 2017 – 2018**

student learning and engage in continuous improvement, faculty have committed to introducing additional professional development regarding current ethical issues throughout program coursework.

***Action - Decision or Recommendation:***

Based on the analysis of the results, the COUN Program is achieving consistency within scores on the designated assessments. This Student Learning Outcome is assessed throughout the field experiences courses of the Counseling Program through assignments required in the Clinical Portfolio. As previously discussed in the “Action” for SLO 2, field experiences are a selective process and students must demonstrate their capacity for counseling and capability for advanced coursework. While scores indicate students can apply and adhere to legal and ethical standards, counseling faculty recognize the landscape for mental health issues is diverse and ever-changing. Faculty have committed to introducing additional professional development regarding current ethical issues throughout program coursework.

# Assessment Cycle Plan

## Academic Year 2017 – 2018

### Student Learning Outcome (SLO) 4:

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CMHC D.5; SC F.1)
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CMHC F.3; SC D.1).

#### Measure: 4.1. (Direct – Knowledge, Skills)

SLO 4 (CMHC D.5; SC F.1) is assessed in Internship I and II (COUN 5560) through case conceptualizations, a videotape presentation evaluation, an intake interview, a mental status exam, and a biopsychosocial history, as well as a case analysis & presentation, guidance curriculum, a parent/teacher education program, a post-secondary planning lesson and small group intervention. The assessment is evaluated through each assignment assessed in Clinical Portfolio and specific to the standard listed, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

SLO 4 (CMHC F.3; SC D.1) is assessed in Internship I and II (COUN 5560) through a videotape presentation evaluation, data disaggregation, and policy review project, as well as a case analysis & presentation, peer helping program, and small group intervention. The assessment is evaluated through each assignment assessed in Clinical Portfolio and is specific to the standard listed, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

#### **Finding: Target Met**

**Analysis:** In 2016-2017 100% of students earned a score of 80% or above on identified assessments. To continue to gather baseline data, provide consistent measures, and detect anomalies, no changes were made to the goal and/or outcomes at that time.

In 2017-2018 100% of students earned a score of 80% or above on identified assessments. These results indicate student learning and achievement is taking place at Acceptable or Target scores. The plan of action last year was to keep the goals and outcomes stable to have a greater baseline of data. As indicated previously, the Counseling Program is a 60-hour master's program; therefore, most classes are only

## Assessment Cycle Plan

### Academic Year 2017 – 2018

offered once per year. The number of graduates per academic year typically range between 8-15. Therefore, multiple years of data are needed to have adequate sample sizes and statistical power in determining effects.

The evidence for 2017-2018 indicates the COUN Program is achieving consistency within scores on these designated assessments. This demonstrates program faculty are covering the designated CACREP standards in a defined and systematic manner that enhances student learning. For two academic years (i.e., 2016-2017, 2017-2018) students in the COUN Program have met the SLO. In anticipation of moving to CACREP's 2016 Standards, these assessments will be revisited and potentially reworked to incorporate current best-practice ideas and 2016 CACREP Standards. Therefore, faculty have identified an additional area of focus for the upcoming year: helping students thoroughly ground technique in their theory of choice. This focus will enhance student learning and allow the program faculty time to transition to the 2016 CACREP Standards. This action is detailed below.

**Action - Decision or Recommendation:** Based on the analysis of the results, the COUN Program is achieving consistency within scores on these designated assessments. While the CACREP Standards indicated above are being met, the faculty have identified an additional area of focus for the upcoming year: helping students thoroughly ground technique in their theory of choice. This will be done through incorporating specific activities into field experience courses that enhance student learning and prompt students to reflect on the integration of theory and practice (i.e., techniques).

The faculty continue to discuss ways to streamline the submission process to Taskstream as indicated in 2016-2017. Part of this streamlining process will occur naturally as the program transitions to the 2016 CACREP Standards. In the 2009 Standards, under which the program was accredited, there were over 200 standards that had to be assessed individually. Under the 2016 Standards the program will transition to key performance indicators. This will be a less cumbersome process and an organic solution to the data collection inefficiencies which were a byproduct of the 2009 Standards.

# Assessment Cycle Plan

## Academic Year 2017 – 2018

### Student Learning Outcome (SLO) 5:

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem- solve, using data to inform actions when appropriate (SPA #5)	Demonstrate the ability to recognize his/her own limitations as a counselor and to seek supervision or refer clients when appropriate (CMHC D.9; SC D.5).
Make responsible decisions and problem- solve, using data to inform actions when appropriate (SPA #5)	Apply relevant research findings to inform the practice of counseling (CMHC J.1; SC J.1).

### Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 (CMHC D.9; SC D.5) is assessed in Internship I and II (COUN 5560) through case conceptualizations and a personal growth journal, as well as a case analysis & presentation and small group intervention. The assessment is evaluated through each assignment assessed in Clinical Portfolio and is specific to the standard listed, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

SLO 5 (CMHC J.1; SC J.1) is assessed in Internship I and II (COUN 5560) through case conceptualizations, data disaggregation and a policy review project, as well as case analysis & presentation, guidance curriculum, a post- secondary planning lesson and small group intervention. The assessment is evaluated through each assignment assessed in Clinical Portfolio and is specific to the standard listed, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

### ***Finding: Target Met***

***Analysis:*** In 2016-2017 100% of students earned a score of 80% or above on identified assessments. To continue to gather baseline data, provide consistent measures, and detect anomalies, no changes were made to the goal and/or outcomes at that time.

In 2017-2018 100% of students earned a score of 80% or above on identified assessments. These results indicate student learning and achievement is taking place at Acceptable or Target scores. The plan of action last year was to keep the goals and outcomes stable to have a greater baseline of data. As indicated previously, the Counseling Program is a 60-hour master's program; therefore, most classes are only offered once per year. The number of graduates per academic year typically range between 8-15. Therefore, multiple years of data are needed to have adequate sample sizes and statistical power in determining effects.

## Assessment Cycle Plan

### Academic Year 2017 – 2018

The analysis for 2017-2018 indicates the COUN Program is achieving consistency within scores on these designated assessments. This demonstrates program faculty are covering the designated CACREP standards in a defined and systematic manner that enhances student learning. For two

academic years (i.e., 2016-2017, 2017-2018) students in the COUN Program have met the SLO. In anticipation of moving to CACREP's 2016 Standards, these assessments will be revisited and potentially reworked to incorporate current best-practice ideas and 2016 CACREP Standards. In anticipation of this transition, faculty specifically recommend a review of the capstone/comprehensive project for the program and determine if that evaluation might be a more natural fit for assessing these standards and SLOs and student learning. This recommendation is detailed below.

**Action - Decision or Recommendation:** Based on the analysis of the results, program faculty are covering the designated CACREP standards in a defined and systematic manner that enhances student learning. The evidence demonstrates students can implement and articulate the standards identified above. The faculty recommend the student learning outcomes remain aligned to the CACREP Standards and will be working to crosswalk the 2009 to the 2016 Standards under which the next accreditation visit will occur. Additionally, as part of this process, the faculty recommend a review of the capstone/comprehensive project for the program and determine if that evaluation might be a more natural fit for assessing these standards and SLOs and student learning.

#### Comprehensive Summary of key evidence of improvement based on analysis of the results.

The NSU Counseling Program is fully accredited by the Council for Accreditation Counseling and Related Educational Programs (CACREP) through October 31, 2022. The program was accredited under the 2009 Standards and must begin the process of moving to the 2016 Standards. Therefore, the next couple of years become a natural fit for reassessing all components of the program, including the identified SLOs.

In accordance with CACREP Accreditation Standards, the Counseling Program has engaged in continuous and systematic efforts to track each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area, (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

## Assessment Cycle Plan

### Academic Year 2017 – 2018

The Counseling Program's commitment to excellence incorporates self-assessment (along with external review by CACREP) to determine if and how program standards are being met. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

The main goal of the program has been to achieve consistency and to implement CACREP standards in a defined and systematic manner that enhances student learning. Collecting multiple series of baseline data is an important process for the program because of the relatively low number of graduates (n=8-15 per year). For two academic years (i.e., 2016-2017, 2017-2018) students in the COUN Program have met the identified SLOs. These results are summarized below.

- SLO #1: In 2017-2018, the faculty took the following actions: (1) faculty encouraged study groups for students preparing to take the comprehensive exam, (2) faculty completed a review of appropriate preparation materials to include textbooks and study guides. Because of these actions, in 2017-2018, 100% of students scored Acceptable or Target on the MC and oral comprehensive exams (n=13). These results indicate student learning and achievement is taking place at Acceptable or Target scores in the CACREP Core areas.
- SLO #2: In 2017-2018, the faculty took the following actions: (1) faculty completed extensive reviews of students' practicum applications to ensure prerequisite knowledge and skills had been met, (2) faculty required a recommendation from the COUN 5000 instructor to ensure practicum readiness. Because of these actions, in 2017-2018 100% of students earned a grade of "B" or above in field experience hours. These results indicate students are engaging in field experience courses in a professional manner and are demonstrating proficiency in counseling skills and content knowledge. The findings also indicate the COUN Program is consistent in preparing students for field experience coursework. This is noteworthy because three separate faculty members teach coursework linked to field experiences. Therefore, continuity and consistency are necessary to maximize student learning and success.
- SLO #3: In 2017-2018, the faculty took the following actions: (1) Audio lectures were added to COUN 6500, a prerequisite course for internship, to enhance student learning, (2) Faculty attended professional development opportunities emphasizing ethics in practice and incorporated that knowledge into coursework and student interactions. Because of these actions, in 2017-2018 100% of students earned a score of 80% or above on identified assessments. These results indicate student learning and achievement is taking place at Acceptable or Target scores in one of the designated CACREP Core areas. The common core areas represent knowledge areas that are fundamental to the counseling profession. The core areas of curricular experience required by CACREP to

## Assessment Cycle Plan

### Academic Year 2017 – 2018

prepare all counselors include professional counseling orientation and ethical practice.

- SLO #4: In 2017-2018, the faculty took the following actions: (1) Faculty conducted a research study on cultural issues and incorporated that knowledge into coursework and student interactions, (2) Faculty incorporated activities to promote and personalize the understanding of other cultures into COUN 5610, a prerequisite course for field experiences. Because of these actions, in 2017-2018, 100% of students earned a score of 80% or above on the identified assessments. The results indicate the COUN Program is achieving consistency within scores on these designated assessments. This demonstrates program faculty are covering the designated CACREP standards in a defined and systematic manner that enhances student learning.
- SLO #5: In 2017-2018, the faculty took the following actions: (1) Faculty required students to present research articles on subjects that were directly related to their clients' issues, (2) Faculty created experiences and opportunities which demonstrated appropriate supervisory relationships, normalized personal limitations in counseling, and addressed ways to account for these limitations. Because of these actions, in 2017-2018, 100% of students earned a score of 80% or above on the identified assessments. These results indicate student learning and achievement is taking place at Acceptable or Target scores and that program coursework is preparing students through consistent implementation and integration of the CACREP Standards.

### Plan of Action for 2018-2019

For the 2018-2019 academic year, the program faculty will take the following actions.

- SLO #1: The faculty will be implementing the following actions for Fall, 2018 to improve student learning: (1) In anticipation of moving to CACREP's 2016 Standards, EPSY 5460 will be redesigned and updated. This will include weekly self-assessments which allow students to monitor their grasp of concepts. Major course assignments will be revisited and potentially reworked to incorporate best-practice ideas and 2016 CACREP Standards. (2) EPSY 5520 is a course that is consistently labeled as "challenging" by the program's candidates. Changes will be made to the delivery of the course. This will include incorporating WebEx seminars, in which students can directly interact with the instructor in a live, synchronous, online platform, into the online course.
- SLO #2: The COUN faculty believe the processes by which students qualify for field experiences are a necessary and integral part of maintaining this SLO and benchmark, supporting student learning and upholding the integrity of the program. The Counseling Program faculty believe this Student Learning

## **Assessment Cycle Plan**

### **Academic Year 2017 – 2018**

Outcome is an important and necessary gatekeeping process for the profession and recommend the continued tracking of this SLO.

- SLO #3: While scores indicate students can apply and adhere to legal and ethical standards, counseling faculty recognize the landscape for mental health issues is diverse and ever-changing. Faculty have committed to introducing additional professional development regarding current ethical issues for program improvement.
- SLO #4: While the CACREP Standards aligned with this SLO are being met, the faculty have identified an additional area of focus for the upcoming year: helping students thoroughly ground technique in their theory of choice. This will be done through incorporating specific activities into field experience courses that enhance student learning and prompt students to reflect on the integration of theory and practice (i.e., techniques).
- SLO #5: The faculty recommend the student learning outcomes remain aligned to the CACREP Standards and will be working to crosswalk the 2009 to the 2016 Standards under which the next accreditation visit will occur. Additionally, as part of this process, the faculty recommend a review of the capstone/comprehensive project for the program and determine if that evaluation might be a more natural fit for assessing these standards and SLOs and student learning.