

Assessment Cycle 2020-2021

Counseling MA (533)

College: Education and Human Development

Prepared by: Gerra Perkins

Date: June 1, 2021

Approved by: Kimberly McAlister

Date: June 18, 2021

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Counseling (COUN) Program 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 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. COUN faculty determine what changes will be made.
- (3) 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 began implementing the 2016 Standards from the start of the Spring semester. This accreditation is about quality

Assessment Cycle 2020-2021

assurance and the promotion of continuous improvement of programs. While there are aspirational elements included in the CACREP Standards, the Standards clearly delineate the program components that must be in place in order for a program to be accredited. The accredited status of our program assures the public that the program has gone through an extensive, multi-level external review process ensuring these critical quality-related components are in place. In addition, as a CACREP accredited program, we are committed to ongoing reporting and continuous and systematic program evaluation to identify strengths and weaknesses and to make data- informed program modifications for improvement over time.

Student Learning Outcomes

SLO 1

Course Map: Core CACREP Courses

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 comprehensive exams.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a multiple-choice comprehensive exam/oral comprehensive exam in the last semester of the program. The assessment instrument evaluates student knowledge using a 160-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 (70%) or higher.

Finding: Target was met.

Analysis:

In AC 2019-2020 the target was met.

In AC 2019- 2020, 100% of students scored Acceptable or Target on the multiple choice and oral comprehensive exams (n=11). These results indicate student learning and academic achievement is occurring at *Acceptable* or *Target* levels 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 work, (7) assessment and testing, and (8) research and program evaluation. These changes had a direct impact on the student's ability to demonstrate discipline-

Assessment Cycle 2020-2021

specific content knowledge in the afore mentioned areas of curricular experience.

Analysis for 2019-2020 reveals the COUN Program is achieving consistency within scores on the multiple choice 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 three academic years (i.e., 2017-2018, 2018-2019, 2019-2020) students in the COUN Program have exceeded the target of 80 percent. 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) Research and (2) Assessment and Testing. Based on the analysis of the 2019-2020 results there was evidence that students were learning and academically achieving Acceptable (or Target) scores in the CACREP Core areas. The areas of noted strengths in the Fall were Counseling/Helping Relationships and Career Counseling.

Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty completed the following actions: (1) For Research, the instructor of the course (EDUC 5010 - online) designed and conducted a WebEx session on different research methods to enrich students' understanding, (2) For Assessment and Testing (ESPY 5520 - online) the instructor added multiple WebEx sessions/recordings beginning Fall 2019 which received positive feedback from the students. The instructor continued offering those recordings and added additional synchronous WebEx instruction so students had an opportunity to ask questions and interact in real-time.

As a result of these changes, in AC 2020-21, the target was met, but those areas continue to remain the lowest overall.

The data was analyzed through calculating the mean score for each of the 8 core areas. Fourteen students completed the comprehensive portions of the exam in AC 20-21; 100% of students scored Acceptable or Target on the multiple choice and oral comprehensive exams (n=14).

These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data (n=14), faculty will implement the previous plan and monitor results. In most cases students who completed EDUC 5010 in the Spring of 2021 will not be eligible to take comps until the Spring of 2022, so this is a multi-year process.

These multi-year changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of

Assessment Cycle 2020-2021

improvement forward.

SLO 2

Course Map: Field Experience Courses (COUN 5550, 5560, 5570)

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	The Individual Counseling Evaluation Form will be used in COUN 5550 and 5570. This aligns with the Key Performance Indicators for the 2016 CACREP standards below. CMHC 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues SC 3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 was assessed through satisfactory performance and completion of field experience hours. For the past three years the assessment instrument evaluated student performance through a calculated final grade, and the benchmark performance was that 80% of students would earn a course letter grade of “B” or above; however, that measure will be replaced by the Individual Counseling Evaluation Form in COUN 5550 and 5570 beginning Fall 2020. This aligns with the program’s Key Performance Indicators for the 2016 CACREP Standards, which are concentration specific for Clinical Mental Health Counseling (CMHC) and School Counseling (SC): (1) CMHC 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues and (2) SC 3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

Finding: Target was met.

Analysis:

In AC 2019-2020 the target was met.

In Fall 2019 100% of students earned a grade of “B” or above in field experience hours (n=22). For Spring 2020 15 students were enrolled in field experience coursework. Seven out of 15 students had an Incomplete in Spring field experience coursework due to inability to accrue hours because of COVID 19 and did not have data available; therefore, only eight students’ data will be reported for Spring 2020 (n=8). The analysis

Assessment Cycle 2020-2021

for Fall 2019 and Spring 2020 revealed 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. These changes had a direct impact on the student's ability to apply techniques and interventions for prevention and treatment of a broad range of mental health issues and to skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

For three academic years (i.e., 2017-2018, 2018-2019, 2019-2020) students in the COUN Program have met the benchmark of the SLO. This is a significant benchmark and one the faculty rigorously upholds. 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 do not meet these standards are placed on remediation plans, counseled into other programs of interest, or dismissed from the COUN 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.

In AC 2019-2020, 100% of students who completed the course requirements earned a grade of "B" or above in field experience hours. The evidence indicates students were engaging in field experience courses in a professional manner and were 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 completed on a formal rating form 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 do not meet these standards are placed on remediation plans, counseled into other programs of interest, or dismissed from the program. Students who are enrolled in field experience courses and are not meeting the expectations receive immediate feedback with necessary actions outlined. In 2019-2020 there were no students on a remediation plan due to concerns regarding counseling skills (two students were on remediation plans due to unprofessional behavior (i.e., consistently submitting late work or not submitting work at all which resulted in failing grades in non-field experience coursework). 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 recommended the consistent tracking of this SLO.

Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty used the Individual Counseling Evaluation Form in COUN 5550 and 5570 beginning Fall 2020.

Assessment Cycle 2020-2021

As a result of these changes, in AC 2020-21, the target was met.

Data from the Individual Counseling Evaluation Form completed by site supervisors was analyzed for all students enrolled in COUN 5550 and COUN 5560 (no sections of COUN 5570 were offered in AC 2020-21). One hundred percent of students earned a mean score of Acceptable (80% or above) or Target (90% or above) on the Individual Counseling Evaluation Form completed by site supervisors.

This change improved the student's ability to track and apply techniques and interventions for prevention and treatment of a broad range of mental health issues and to skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement, thereby continuing to push the cycle of improvement forward. The change will also align with the program's Key Performance Indicators for the 2016 CACREP Standards, which are concentration specific for Clinical Mental Health Counseling (CMHC) and School Counseling (SC): (1) CMHC 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues and (2) SC 3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, in conjunction with a survey completed by site supervisors and changes made by the Licensed Professional Counselors Board of Examiners, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will place additional emphasis on training for telehealth counseling. This will be a multi-year roll out with the goal being that all students have three hours of telehealth training prior to enrolling in a field experience course by Spring of 22.

These changes will improve the student's ability to apply techniques and interventions for prevention and treatment of a broad range of mental health issues and to skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement, thereby continuing to push the cycle of improvement forward, thereby continuing to push the cycle of improvement forward.

Assessment Cycle 2020-2021

SLO 3

Course Map: COUN 5560 (COUN 6500 beginning Summer 2020)

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics (SPA #3)	Know ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2016 CACREP Standard 1.i.).

Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 was previously 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 examination with biopsychosocial history, a case analysis and presentation, as well as a small group intervention. The various assessment instruments were individual assignments evaluated in Clinical Portfolio and are specific to the 2009 CACREP Standards CMHC B.1. and SC B.1. The updated SLO will not have data available until after the course (COUN 6500) is taught Summer 2020. COUN 6500 is only offered once per year and always in the Summer semester.

Finding: Target was met

Analysis:

In AC 2019-2020 the target was met.

In Fall of 2019 100% of students earned a score of 80% or above on identified assessments in the Clinical Portfolio. 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 legal/ethical practice. These changes had a direct impact on the student's ability to know ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Based on the analysis of AC 2019-2020 data, faculty implemented the following change in AC 2020-2021 to drive the cycle of improvement. Faculty implemented the Counseling 6500 Research Paper where students were given a case study and submitted a research paper of an ethical dilemma in counseling. The report included a description of the ethical dilemma, a conceptualization of counseling client(s), developmental and counseling intervention strategies, processes involved in resolving this dilemma, a description of the model of ethical decision making utilized, personal insight gained, references to the literature, and all relevant materials related to the case. As described in the AC 2018-2019 report, the COUN Program transitioned to the

Assessment Cycle 2020-2021

2016 CACREP Standards beginning Spring 2020. One of the key differences between the 2009 and 2016 CACREP Standards is the way in which assessment occurs and this has resulted in a change of assignments within our program. While the ability to apply and adhere to ethical and legal standards is an integral part of teaching, now the department is guided by Key Performance Indicators (KPIs) required by the accrediting body, CACREP. In 2020-2021, faculty will collect data for this KPI using the Counseling 6500 Research Paper each Summer beginning AC 2020-2021.

As a result of these changes, in AC 2020-21, the target was met.

Mean scores for the COUN 6500 Research Paper were calculated to analyze the data for the Summer of 2020. One hundred percent of students earned a mean score of Acceptable (80% or above) or Target (90% or above) on the Research Paper.

The assignment change had a direct impact on the student's ability to model professional behaviors and reference specific ethical standards.

Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will redesign the rubric for the assignment in order for students to have more specific feedback and to help them focus their writings on the critical parts of the assignment. The first implementation of this redesigned rubric will be in the Summer of 21 with data being reported in the Summer of 22. The target for 2021-2022 will be that 100% of students earn a score of Acceptable or Target.

This will be a multi-year process because faculty will be examining low numbers. For example, COUN 6500 is only offered once per year and averages around 10 students for each offering, so longitudinal trend analysis will be implemented in monitoring and advancing the cycle of improvement over time. These changes will improve the student's ability to know ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling, thereby continuing to push the cycle of improvement forward.

SLO 4

Course Map: COUN 5560 (COUN 5000 and 5610 beginning Spring, 2020)

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 essential interviewing, counseling, and case conceptualization skills (2016 CACREP 5.g.).

Assessment Cycle 2020-2021

Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Articulate the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2016 CACREP 2.d.).
---	---

Measure: 4.1. (Direct – Knowledge, Skills)

Both measures assess items from 2009 CACREP standards and are outdated.

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 personal growth journal, a mental status examination with biopsychosocial history, a case analysis and presentation, guidance curriculum, a parent/teacher education program, a post-secondary planning lesson and small group intervention. The various assessment instruments were individual assignments evaluated in Clinical Portfolio and were 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 various assessment instruments were individual assignments evaluated in Clinical Portfolio and were specific to the standard listed, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

Finding: Target was met.

Analysis:

In AC 2019-2020 the target was met.

In AC 2019-2020, 100% of students earned a score of 80% or above on identified assessments. In response to the AC 2018-2019 analysis, the areas of focus were addressed in the following ways: (1) in depth case-conceptualizations, including how their techniques were congruent with their theory of choice (2) peer feedback on their video, specific to implementation of their techniques, (3) journal reflection relating their self-awareness to their theory of choice, and (4) a research article on client issues relevant to their case- conceptualization in order to drive future theory-based interventions in working with the client. In terms of CACREP Standard 2.d, 100% of students in COUN 5610 earned a designation of Target or Acceptable on the Class Journal/Portfolio. While the required content was submitted, there was a great deal of variance in the way in which the individual students put the assignment together and made it more difficult to assess.

Updated SLO 4 (2016 CACREP 2.d.) was assessed in COUN 5610 through the Class Journal/Portfolio, also a KPI assignment for the program under the 2016 CACREP

Assessment Cycle 2020-2021

Standards. This assignment is a compilation of the students' work throughout the semester regarding specific prompts designed for students to reflect in-depth on their attitudes, beliefs, experiences and then to articulate how that impacts their work with clients. The benchmark performance is that 80% of students will score at the Acceptable level or higher. This standard was met in the Spring 2020. Eleven students were enrolled in COUN 5610. Of the 11, one student currently has an Incomplete in the course and has not submitted the Class Journal/Portfolio; therefore, data for 10 students was available for reporting and analysis (n=10). Of the 10 students, 100% earned a designation of Acceptable or Target on the Class Journal/Portfolio. Data for this SLO will be collected for COUN students each Spring semester, beginning Spring 2020.

Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty sought further improvement in the quality of instruction and student work in COUN 5610: (1) a template was provided, (2) each entry was aligned with the requisite CACREP Standards, and (3) a more descriptive rubric was created. Faculty assessed SLO 4 in COUN 5000 through a 45-minute counseling session that students facilitated in the role of the counselor, which was also a KPI assignment for the program under the 2016 CACREP Standards. A session transcription identifying skills used, case conceptualization, and an essential skills rating form was completed as part of the assignment as well. The benchmark performance was that 80% of students will score at the Acceptable level or higher. Data for this SLO will be collected for COUN students each Fall semester, beginning Fall 2020.

The Counseling Program has transitioned to the 2016 CACREP Standards as of Spring of 2020. At this time, the SLOs as well as the assignments have changed, but the focus of the standards remains on developing candidate skills so they can provide quality counseling experiences for clients, including those from social, economic, and cultural backgrounds that differ from the social, economic, and cultural backgrounds of counseling students.

As a result of these changes, in AC 2020-21, the target was met.

SLO #4 was assessed in COUN 5610 through the Class Journal/Portfolio, also a KPI assignment for the program under the 2016 CACREP Standards. This assignment is a compilation of the students' work throughout the semester regarding specific prompts designed for students to reflect in-depth on their attitudes, beliefs, experiences and then to articulate how that impacts their work with clients. The benchmark performance is that 80% of students will score at the Acceptable level or higher. This standard was met in the Spring. Twenty-three students were enrolled in COUN 5610. Of the 23, one student did not submit the Class Journal/Portfolio by the end of the grading period; therefore, data for 22 students was available for reporting and analysis (n=22). Of the 22 students, 100% earned a designation of Acceptable or Target on the Class Journal/Portfolio. Data for this SLO will be collected again in the Spring of 2022.

Faculty also assessed SLO 4 in COUN 5000 through a 45-minute counseling session that students facilitated in the role of the counselor, which was also a KPI assignment

Assessment Cycle 2020-2021

for the program under the 2016 CACREP Standards. A session transcription identifying skills used, case conceptualization, and an essential skills rating form was completed as part of the assignment as well. The benchmark performance was that 80% of students will score at the Acceptable level or higher. Data for this SLO was collected for COUN students in the Fall of 2020. Twenty students were enrolled in COUN 5000. All 20 students completed all portions of this Key Performance Indicator. Of the 20 students, 100% earned a designation of Acceptable or Target on the assignment. Data for this SLO will be collected again in the Fall of 21.

These changes impacted/made/had a direct impact on the student's ability to articulate the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, and students were able to demonstrate appropriate essential interviewing, counseling, and case conceptualization skills

Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, feedback from students, and uncertainty with the ongoing pandemic faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will pilot an 8-week Counseling Skills (COUN 5000) course that meets twice weekly. This will be scheduled as a hybrid A-term course in hopes that the course will be finished prior to the start of the flu/projected COVID season and avoid any cancellation of face-to-face classes. Students will meet online on Tuesdays for the lecture portion of the class and will meet face-to-face on Thursdays for the experiential/practice portion of the class. For COUN 5610 data from the Class Journal/Portfolio will continue to be monitored for another cycle prior to any changes being made.

This will be a multi-year process because courses are only offered once per year, so longitudinal trend analysis will be implemented in monitoring and advancing the cycle of improvement over time. These changes will improve the student's ability to articulate the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, and students will be able to demonstrate appropriate essential interviewing, counseling, and case conceptualization skills

SLO 5

Course Map: COUN 5560 (also EDUC 5510 beginning Spring, 2020)

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem- solve, using data to inform actions when appropriate (SPA #5)	Demonstrate appropriate essential interviewing, counseling, and case conceptualization skills (2016 CACREP 5.g.).

Assessment Cycle 2020-2021

Make responsible decisions and problem- solve, using data to inform actions when appropriate (SPA #5)	Know the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2016 CACREP 8.a.)
---	---

Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 (2009 CMHC D.9; SC D.5) is assessed in Internship I and II (COUN 5560) through case conceptualizations, a personal growth journal, a case analysis and presentation, and small group intervention. The assessment instruments were individual assignments evaluated in Clinical Portfolio and were specific to the standard listed, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

SLO 5 (2009 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 and presentation, guidance curriculum, a post- secondary planning lesson and small group intervention. The assessment instruments were individual assignments evaluated in Clinical Portfolio and were specific to the standard listed, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

Finding: Target was met.

Analysis:

In AC 2019-2020 the target was met.

In AC 2019-2020, 100% of students earned a score of 80% or above on identified assessments aligned to the 2009 standards. These results indicate student learning and achievement is taking place at Acceptable or Target scores. This demonstrates program faculty are covering the designated CACREP standards in a defined and systematic manner that enhances student learning. For three academic years (i.e., 2016-2017, 2017-2018, 2018-2019, Fall 2019) students in the COUN Program have met the SLO.

Faculty assessed SLO 5 (2016 CACREP 7.e.) in COUN 5560 through the Case Conceptualization Presentation, a KPI assignment for the program under the 2016 Standards. In this assignment students (1) Identified the presenting problem, (2) Assessed and interpreted client's strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities, (3) Detailed appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias, (4) Detailed treatment plan that includes a behavioral definition, 5-axis diagnosis, goals, objectives, past interventions used, theoretical approach used, multicultural considerations, and family systems considerations; differentiate between diagnosis and developmental appropriate reactions during trauma-causing events, (5) Included progress notes, (6) Documented

Assessment Cycle 2020-2021

consultation with collaborating professionals to discuss the differential diagnosis, (7) Videotaped session and summarize intervention. Intervention must be based upon documented research findings. Sources must be cited. If applicable, provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders; if not detail appropriate strategies that could be used, (8) Summarized future plans based upon research findings. Sources must be cited. (9) Identified appropriate referrals and/or community resources and the procedures utilized for making those referrals. For the Personal Reflection Component students were asked to (1) Discuss personal limitations in working with the client and the nature of the supervision received, (2) Discuss the legal and ethical issues related to the work with the client, (3) Discuss personal awareness of the issues presented related to diversity and how multicultural competencies were met. Data for this SLO is collected for COUN students each Spring and Fall semesters, beginning Spring 2020.

Twelve students were enrolled in COUN 5560 in AC 2019-2020; 100% of students earned a score of 80% or higher.

Faculty assessed SLO 5 (2016 CACREP 8.a.) in EDUC 5010 through the Article Screening, a Key Performance Indicator assignment for the program under the 2016 Standards. For this assignment students were asked to critique a set of articles using specific guidelines. They also discussed the importance of research in advancing the counseling profession. Data for this SLO is collected for COUN Students each Spring and Fall, beginning Spring 2020.

Three COUN students were enrolled in COUN 5010 in AC 2019-2020, and each attained a designation of Acceptable on their Article Screening. While this certainly provides valuable baseline data, it is hard to make generalizations with such low participant numbers. However, in reflection on instruction and in answering student questions, the instructor has determined additional instructional content, such as a supplementary handout with content regarding what to look for in articles, would improve the quality of instruction and student work.

Based on the analysis of the Fall 2019 results, program faculty covered the designated CACREP standards in a defined and systematic manner that enhanced student learning and lead to program improvement over time. The evidence demonstrated students were able to implement and articulate the standards identified above. AC 2019-2020 data collection for the 2016 Standards indicated students are meeting the standards; however, our participant numbers were low, and more information was needed before any major changes could be made.

Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty monitored these SLOs and collected and analyzed data prior to making any substantial changes. Faculty added supplemental instructional content to improve the quality of instruction and student work on the Article Screening assessment in EDUC 5010.

As a result of these changes, in AC 2020-21, the target was met.

Assessment Cycle 2020-2021

Fourteen students were enrolled in COUN 5560 in AC 2020-2021; 100% of students earned a score of 80% or higher.

Four COUN students were enrolled in COUN 5010 in AC 2020-2021, and each attained a designation of Acceptable on their Article Screening.

These changes had a direct impact on the student's ability to students' ability to demonstrate appropriate essential interviewing, counseling, and case conceptualization skills and their ability to know the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, in conjunction with a survey completed by site supervisors and graduates and instructor feedback, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will place additional emphasis on training on progress notes. This will be a multi-course emphasis, involving completing a sample counseling plan in COUN 5530 and additional lectures/discussions included in COUN 5550 and COUN 5560.

Four COUN students were enrolled in COUN 5010 in AC 2020-2021, and each attained a designation of Acceptable on their Article Screening. While this certainly provides valuable baseline data, it is hard to make generalizations with such low participant numbers. The instructor added a supplementary handout with content regarding what to look for in articles and it seemed to improve the quality of instruction and student work. For EDUC 5010 data from the Article Screening will continue to be monitored for another cycle prior to any changes being made.

These changes and monitoring of subsequent changes will improve the students' ability to demonstrate appropriate essential interviewing, counseling, and case conceptualization skills and their ability to know the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of data analysis from AC 2019-2020 which resulted in improved student learning and program improvement in AC 2020-2021.

The Counseling Program was in a transition period. The new 2016 CACREP Standards were being implemented and assignments were being redesigned or newly designed to align with the Standards. It was important as to build assessment data in process and procedure in meeting the 2016 CACREP Standards. This was a

Assessment Cycle 2020-2021

multi-year process to examine low numbers for each course (an average of 10 students per course) and most courses were only offered once per year. However, based on the AC 2019-2020 data there were some specific actions the COUN faculty took:

- In addressing SLO #1, for Research, the instructor of the course (EDUC 5010 - online) designed and conducted a WebEx session on different research methods to enrich students' understanding. For Assessment and Testing (ESPY 5520 - online) the instructor added a number of WebEx sessions/recordings Fall 2019 which received positive feedback from the students. The instructor continued offering those recordings and added additional synchronous WebEx instruction so students had an opportunity to ask questions and interact in real-time.
- Beginning in the Fall of 2020 the Individual Counseling Evaluation Form was used in COUN 5550 and 5570 to assess SLO #2. This aligned with the program's Key Performance Indicators for the 2016 CACREP Standards, which are concentration specific for Clinical Mental Health Counseling (CMHC) and School Counseling (SC): (1) CMHC 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues and (2) SC 3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
- In COUN 5610 a Class Journal/Portfolio was used to assess SLO #4. This assignment was completed, and data was successfully collected in the Spring 2020 semester. However, based on instructor feedback and student questions around the assignment, the following changes were implemented to seek further improvement in the quality of instruction and student work: (1) a template was provided, (2) each entry was aligned with the requisite CACREP Standards, and (3) a more descriptive rubric was created.
- An Article Screening in EDUC 5010 was used to assess SLO #5. The number of COUN students completing this course in the Spring 2020 was low (n=3) so it was difficult to draw conclusions on the limited data. However, in reflection on instruction and in answering student questions, the instructor determined additional instructional content, such as a supplementary handout with content regarding what to look for in articles, would improve the quality of instruction and student work.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2020-2021 and will take steps to continue to improve student learning in AC 2021-2022:

- For SLO #1, based on information gathered from analysis of the AC 2020-2021 data (n=14), faculty will continue to implement the previous plan and monitor results. In most cases students who completed EDUC 5010 in the Spring of 2021 will not be eligible to take comps until the Spring of 2022, so this is a multi-year process.
- For SLO #2, in AC 2021-2022 faculty will place additional emphasis on training for

Assessment Cycle 2020-2021

telehealth counseling. This will be a multi-year roll out with the goal being that all students have three hours of telehealth training prior to enrolling in a field experience course by Spring of 22.

- For SLO #3, in AC 2021-2022 faculty will redesign the rubric for the assignment in order for students to have more specific feedback and to help them focus their writings on the critical parts of the assignment. The first implementation of this redesigned rubric will be in the Summer of 21 with data being reported in the Summer of 22.
- For SLO #4, in AC 2021-2022, faculty will pilot an 8-week Counseling Skills (COUN 5000) course that meets twice weekly. This will be scheduled as a hybrid A-term course in hopes that the course will be finished prior to the start of the flu/projected COVID season and avoid any cancellation of face-to-face classes. Students will meet online on Tuesdays for the lecture portion of the class and will meet face-to-face on Thursdays for the experiential/practice portion of the class. For COUN 5610 data from the Class Journal/Portfolio will continue to be monitored for another cycle prior to any changes being made.
- For SLO #5, in AC 2021-2022, faculty will place additional emphasis on training on progress notes. This will be a multi-course emphasis, involving completing a sample counseling plan in COUN 5530 and additional lectures/discussions included in COUN 5550 and COUN 5560. For EDUC 5010 data from the Article Screening will continue to be monitored for another cycle prior to any changes being made.