University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD's commitment to the intellectual, spiritual, and overall development of students. A PDF version of this form will be posted on the University's Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)
[MA Counseling]

College/School Name (e.g. CAS, KSPS, SB, SMSOE)
[SOLES]

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The MA in Counseling Program has 5 student learning outcomes (updated in spring of 2019, to be implemented in 2020) for knowledge, skill, and dispositional achievements in the counseling field. These outcomes are consistent with national accreditation standards (CACREP), as well as the licensing (BBS) and credentialing (CTE) requirements for our graduates. There are specific assignments and assessments to evaluate students' progress toward achieving these outcomes. Some examples include academic assessments (exams, papers, and live or video presentations) of knowledge and skill acquisition in areas such as counseling theories and techniques, diagnosis, law/ethics, and research methods. Assessments also include skill and dispositional ratings from practicum/fieldwork supervisors on outcomes such as multicultural competence, foundational counseling skills, ethical behavior, etc. Several benchmarks (e.g., Clinical Instruction Benchmark Assessment [CIBA], Fieldwork Readiness Meetings) are formal opportunities to assess students as they progress through the program. Student dispositions are also assessed annually by program faculty and communicated to students via written letter. Program assessment also includes data collection from stakeholders such as potential employers and alums. These stakeholders are surveyed bi-annually for feedback on the extent to which the program is preparing students effectively.

Results and Actions Taken
Assessment Cycle
2017-2018

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

Two assessment advancements were created by program faculty during the 2018-2019 academic year. These advancements will take place during the 2019-2020 school year. The first was the faculty's work in streamlining program outcomes related to student learning and dispositions from 10 outcomes to 5. We feel these better address our program priorities and align better with both state and national training priorities. Secondly, faculty approved the addition of a capstone research project for the Clinical Mental Health Counseling specialization. Assessment opportunities for both specializations (School Counseling and Clinical Mental Health Counseling) will be greatly enhanced through the completion of these capstone projects that allow students to authentically demonstrate their learning within the program. While the faculty are excited about these developments, data for the current cycle for 2017-2018 was still very encouraging. While most learning outcomes were met, several key conversations were sparked related to the data. The first had to do with assessment consistency. This related to Student Learning Outcome number 2 - faculty were selecting specific assignments that they felt met the outcome, but these assignments were not referenced in the assessment plan. This prompted the faculty to look more closely at the plan and make it more meaningful to their teaching. The second issue discussed was related to several practicum/fieldwork data points that suggested, "Restricted variance on this item suggests a ceiling effect may hinder accurate domain measurement." This comment on several items prompted us to look more closely at the instruments we are using in fieldwork assessments and to conduct more rigorous quantitative analyses to make sure we are accurately assessing our students. Finally, there were several components to outcomes that relied on both the student exit survey and fieldwork assessments that demonstrated differences amongst specializations on specific topics (i.e., human development, large group counseling skills, career development). The deep analysis of these items was different than what we did in the past and prompted important discussions regarding how these differences occurred and what to do to address them. While most seem like small adjustments, we are encouraged that this level of data analysis can yield meaningful program improvements.