

Counseling, MA



Assessment Overview & Results Summary

College/School:

School of Leadership and Education Sciences

Measures Used:

The MA in Counseling Program has five student learning outcomes (updated in spring of 2019, and 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 achievement of learning 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. Additionally, the School Counseling Program has a well established Capstone Research Project students propose, implement and defend in their final year of the program. The Clinical Mental Health Counseling Program adopted a similar Capstone Project for the 2020-21 School Year. 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.

Process for Interpretation of Evidence:

Faculty interpret the evidence each Fall and Winter during monthly faculty meeting and the annual faculty retreat, respectively. The SOLES Assessment Office provides the "Four-Column" assessment summary report, which is shared by the Counseling Program Director at the November or

December Faculty meeting for review, discussion and to collect faculty recommendations for data-based actions. A similar process is used at the annual faculty retreat to review, discuss and plan using the results of our annual Exit Surveys and bi-annual alumni survey.

Additionally, student level assessments are administered each academic term beginning when the student enters practicum or fieldwork/internship training to monitor student growth in counselor competencies and dispositions. These results are reviewed regularly at a student level with each student by their clinical instructors as well as annually by advisors as part of the Clinical Instruction Benchmark Assessment (CIBA) process. Annual review of all continuing students ratings on a measure of counselor disposition is also completed and the results are discussed in the April or May program faculty meeting.

How Findings are Used:

- ✓ Changes to curriculum/pedagogy
- ✓ Changes to assessment methods
- ✓ Increased faculty professional development

Results Summary and Continuous Improvement Actions for AY 2020-2021:

Assessment results for the current cycle were very encouraging and indicated a high level of satisfaction with the program from our recent grads and alums as well as consistent achievement of program outcomes across the broad range of academic and psychometric indicators we track. Using two questions for faculty to frame an analytic review (ie, "What trends to do we see?" and "What are the implications of the outcomes?"), deep discussion was sparked amongst faculty related to their analysis and interpretation of program outcomes and exit data. Faculty findings corresponding to program outcomes and exit survey results are summarized below.

Counseling Program Outcomes -

Data Analysis Question 1: "What trends to do we see?"

Data Analysis Question 2: "What are the implications of the outcomes?"

Faculty Findings:

1. Course sequencing
2. Consistent messaging
3. Adjunct professors
4. Disability
5. Crisis and Trauma
6. Evaluation of 2 year program and needs for adjustment
7. Breakout outcomes into logical categories for follow-up actions

Clinical Mental Health Counseling Program Exit & Alumni Surveys -

Data Analysis Question 1: What trends do we see?

Data Analysis Question 2: What are the implications of the outcomes?

Faculty Findings:

1. Interest in learning about private practice - however not all grad enter private practice
2. Consider additional emphasis on case conceptualization and treatment planning
3. Theme around adjuncts - how can we have more regular faculty teach core courses?

School Counseling Program Exit and Alumni Surveys -

Data Analysis Question 1: What trends do we see?

Data Analysis Question 2: What are the implications of the outcomes?

Faculty Findings:

1. Alum survey: A number of suggestions around cultural competence and social justice advocacy skills.
2. Need for more BIPOC faculty in general
3. Wanting the multicultural counseling course to not be in the summer term
4. FYI, can't see the full item descriptions in a couple of the alumni survey tables
5. Alum survey: Do we have any info on respondents by year?
6. Need for more student contact outside of class especially in advising
7. Desire for multicultural counseling course to be during the regular school year
8. More exposure/practice with specific forms and processes (e.g., IEPs, 504s, suicide assessment, CPS reporting, etc.)

These findings have resulted in the following actions:

1. Faculty are designing a method for review of the course of study for each program with special attention to scope and sequence of courses and possible differentiation of clinical mental health and school counseling courses, respectively.
2. The multicultural counseling class will be taught over both summer terms, beginning in Summer 2022 to lengthen the learning experience.
3. The chair and program director will review and determine points of enhancement for the onboarding process for new and current adjunct faculty.