

# Assessment: Program Four Column



## Program (SOLES-GR) - Counseling MA

**Program Mission:** Mission Statement

- To create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential in the practice of counseling.
- To help students become exemplary in applying essential counseling knowledge and skills in a variety of settings with individuals from diverse backgrounds.
- To promote, model, and develop our students to become leaders and advocates for ethical practice of counseling.

**Assessment Process and Schedule:** The Counseling program within the Department of School, Family & Mental Health Professions in the School of Leadership and Education Sciences (SOLES) at the University of San Diego (USD) engages in continuous systematic program evaluation by gathering data relating to the program’s mission, objectives, and student learning outcomes. Collectively these data are used to inform curricular and program planning.

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| <i>Outcome</i>   | <i>Measures</i>   | <i>Results</i>   | <i>Actions</i>  |
|--|---|--|---|
| <p><b>Student Learning Outcome 1 -</b> Counseling Candidates will demonstrate their knowledge, skills, and level of professional identity as a counselor; as they pertain to professional history and philosophy, roles and responsibilities, advocacy and interagency collaboration, standards and credentials, certification and licensure, ethical and legal standards, and professional membership and service.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Assessment Cycle:</b> 2013 - 2014, 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018</p> <p><b>Start Date:</b> 04/01/2014</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> | <p><b>Paper/Written Assignment -</b> Counseling candidates are assessed in COUN 502 / 507 using their Application of Learning Paper and Presentation.</p> <p><b>Benchmark/Criterion:</b> 85% of MA Counseling candidates in COUN 502 / 507 will earn a rubric equivalent score of at least a B on their Application of Learning Paper and Presentation.</p> | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of COUN 502 students earned a rubric score of at least a B on their Application of Learning Paper and Presentation (Final Project). (12/23/2019)</p> <p><b>Reflective Statement:</b> This benchmark assessment has been adopted across all section of COUN 502 and COUN 507 to increase coherence of learning in this course. Students continue to excel in their application of knowledge and theory to real world practice as demonstrated by the learning products for this benchmark.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students earned an equivalent score of a B or higher on their application of learning paper and presentation. (12/18/2019)</p> <p><b>Reflective Statement:</b> Students successful demonstrated knowledge, skills and professional identity through their final application project which include a written proposal and poster presentation.</p> | <p><b>Action:</b> Assignment will be reviewed with counseling faculty to ensure consistency across all sections. (12/18/2019)</p> |

| Outcome | Measures   | Results   | Actions  |
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|         |  | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of the students earned at least a B on their Application of Learning Presentation (12/10/2019)<br/> <b>Reflective Statement:</b> The mini conference went very well, but the variety of topics was similar for groups (e.g. self care). It would have been better to have more variety that spoke to ethics, advocacy, and professional identity.</p>  | <p><b>Action:</b> Faculty should consider assigning topics for students to research and apply their learning. In addition, we should consider having an ethics exam. None of the projects did a deep focus in ethics and legal practices. (12/10/2019)</p>   |
|         | <p><b>Case Study</b> - Counseling candidates are assessed in COUN 502 / 507 based on demonstrated competency of course objectives as represented by specific learning tasks.<br/> <b>Benchmark/Criterion:</b> 85% of COUN 502/507 students will earn a rubric equivalent score of at least a B on their combined course competency learning tasks.</p> | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           100% of students received a grade of B or better on the final project. (01/12/2019)<br/> <b>Reflective Statement:</b> All students completed the assignment as directed successfully.</p> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of COUN 502 students earned at least a B on their combined (overall) course competency learning tasks. (12/23/2019)<br/> <b>Reflective Statement:</b> Common assessments to measure course learning competencies have been adopted across all sections of COUN 502/507. This has yielded increased coherence of the student learning experience.</p> | <p><b>Action:</b> COUN Faculty will meet regularly to align course assessments and syllabi. (12/23/2019)<br/> <b>Implemented Changes:</b> COUN syllabi review and alignment work is underway and began November 2019. (12/23/2019)</p>   |
|         |  | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           Every student did this activity as part of a class discussion. There was no formal grading that was recorded. (12/18/2019)<br/> <b>Reflective Statement:</b> Every student participated in teams of two, developing two case studies, getting two cases from peers, and using the ethical codes and decision making models to determine how they would handle the cases. As a class, we discussed each of the cases and troubleshooted any issues. I liked doing this activity, but because the class was large we were unable to go as deep as I would have liked.</p>   | <p><b>Action:</b> In the future, I would like to develop ethical case debate or competition in the class and to have a case study to work on every week. The ethics portion of the course is too short and we need to look at how we can deepen the student's ethical decision making skills further. (12/18/2019)</p> |
|         |  | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of students earned an equivalent score of a B or higher on their professional development paper.</p>   | <p><b>Action:</b> Assignment will be reviewed with counseling faculty to ensure consistency across all sections. (12/18/2019)</p>  |

| Outcome | Measures  | Results  | Actions   |
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|         | <p><b>Internship/Practicum/Fieldwork Evaluation - 1.4 COUN</b><br/> practicum/fieldwork students are assessed using the practicum evaluation form section: Professional Skills and Behavior.<br/> <b>Benchmark/Criterion:</b> COUN<br/> practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on the practicum evaluation form section: Professional Skills and Behavior.</p> | <p>(12/18/2019)<br/> <b>Reflective Statement:</b> Students demonstrated competence related to knowledge of ethical and legal standards and development of their professional identity.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> 100% of Coun 507 earned a score of at least a B on Student Outcome 1 (01/03/2019)<br/> <b>Reflective Statement:</b> N/A</p> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.63 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Professional Skills &amp; Behavior of Student Learning Outcome One. (06/24/2020)<br/> <b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Professional Skills &amp; Behavior within Student Learning Outcome One.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> The Fall 2019 cohort achieved an average cohort rubric score of at least 4 (using a 5-point scale). The overall mean for practicum/fieldwork items pertaining to Student Learning Outcome One for this group was 4.1. (02/17/2020)<br/> <b>Reflective Statement:</b> Candidates are successfully demonstrating competency in areas affiliated with Student Learning Outcome One.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> All students have satisfactorily completed this benchmark. (01/02/2020)<br/> <b>Reflective Statement:</b> Students update the instructor during each supervision meeting. The group discusses their deficiencies in professional practice and growth techniques. Currently, this process is primarily qualitative with an assessment at the end of the course. Efforts are underway to complete new quantitative measures.</p> | <p><b>Action:</b> Implement use of CCS as overall assessment of students through the program, including practicum. (01/02/2020)</p> |
|         | <p><b>Survey - 1.5 Counseling alumni</b> are assessed using the USD-SOLES</p>   |  |   |

| Outcome  | Measures   | Results   | Actions   |
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|  | <p>Alumni Survey items relating to professional association memberships, conference presentations and attendance, and employment in the field.</p> <p><b>Benchmark/Criterion:</b> At least three-fifths of Counseling alumni will indicate professional association membership, conference attendance or presentation, and employment in the field on the SOLES Alumni Survey.</p> |   |   |
| <p><b>Student Learning Outcome 2 -</b> Counseling Candidates will integrate knowledge pertaining to research, theories, and practice strategies to advocate for and serve socially and culturally diverse clients in a multicultural society.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Start Date:</b> 04/01/2014</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> | <p><b>Presentation/Performance -</b> Counseling candidates are assessed in COUN 515 using their Multicultural Counseling Theory presentation projects.</p> <p><b>Benchmark/Criterion:</b> 85% of COUN 515 students will earn a rubric equivalent score of at least a B on their Multicultural Counseling Theory presentation projects.</p>   | <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>Benchmark completed (03/31/2020)</p> <p><b>Reflective Statement:</b> In addition to theory, students were asked to focus on specific issue connected to ism (race, gender, size, etc.) and connect it to current events. Students were able to demonstrate how this connected to larger systems by investigating local, national, and international clients with the same issues.</p> |   |
|  |  | <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students earned an equivalent score of at least a B on their MC Theory presentation projects. (09/18/2019)</p> <p><b>Reflective Statement:</b> Student effectively demonstrated their learning in multicultural counseling theories by applying theoretical knowledge to counseling interventions with specific cultural groups.</p>  |   |
|  |  | <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of the students in COUN 515 earned a 90% or better on their Multicultural Counseling Theory Presentation projects. (09/13/2019)</p> <p><b>Reflective Statement:</b> Students really actively engaged in the assignment and displayed high levels of competence and awareness of working with clients from diverse backgrounds.</p>   | <p><b>Action:</b> We may want to review this benchmark and assessment to ensure that it is effectively capturing the student learning outcome. (09/13/2019)</p> |
|  |  | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p>  |   |

| Outcome | Measures  | Results  | Actions   |
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|         |   | <p>One hundred percent (100%) of COUN 515 students earned a score of at least a "B" on their MC Counseling Theory presentation projects. (08/12/2019)</p> <p><b>Reflective Statement:</b> Students worked effectively in small groups to present research on current multicultural counseling theories as applied to specific racial, ethnic and identity populations.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of COUN 515 students earned an A on their Multicultural Counseling Theory Presentations (05/31/2019)</p> |   |
|         | <p><b>Paper/Written Assignment - 2.2</b><br/>Counseling candidates are assessed in COUN 515 using their HCLP Reflection Paper and Presentation.<br/><b>Benchmark/Criterion:</b> 85% of the COUN 515 students will earn at least a B on their Reflection Paper/Presentation.</p> | <p><b>Reflective Statement:</b> Recommend rethinking this assessment</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>Benchmarks met (03/31/2020)</p> <p><b>Reflective Statement:</b> Students used assignment to demonstrate how their time in the class influenced their learning about self and how this impacts their work. Particular attention was given to how these new realizations affect their interactions with clients and how they may be viewed.</p>   | <p><b>Action:</b> Have students do deeper reflection on countertransference and how their identities may cause them to react differently to clients. (03/31/2020)</p> |
|         |   | <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> No</p> <p>This assignment was not used for my section of COUN 515 (09/13/2019)</p> <p><b>Reflective Statement:</b> This assignment was no longer used in my course.</p>   | <p><b>Action:</b> We need to update the benchmark for this student learning outcome. (09/13/2019)</p>   |
|         |   | <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of COUN 515 students earned an A on their Reflection paper. (05/31/2019)</p> <p><b>Reflective Statement:</b> N/A</p>  |   |
|         | <p><b>Exam - Course or Program -</b><br/>Counseling candidates are assessed in the COUN 550 course using their Final Exam.<br/><b>Benchmark/Criterion:</b> 85% of MA Counseling candidates in the COUN 550 course will earn a rubric</p>  | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>~28% of students received an A, ~33% of students received an A-, ~14% of students received a B+, ~19% of students received a B, and ~4% of students received a B- (05/15/2020)</p>   |   |

| Outcome | Measures  | Results  | Actions  |
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|         | <p>equivalent score of at least a B on their Final Exam.</p>  | <p><b>Reflective Statement:</b> Goal was met. Exam results indicate that students are grasping the material. Students typically lost points on the short answer portion of the exam, indicating there is room for growth in their case conceptualization skills. Historically case conceptualization skills are more advanced by the time students get to this point in the program due to learning these skills from courses such as Diagnosis.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> Exams were completed by all students and students averaged 95% across all exams. (06/27/2019)<br/> <b>Reflective Statement:</b> Students were tested on specific elements of sexuality including ethics, anatomy, sexual dysfunction, sexual orientation, gender identity, models of human sexual response cycle, and all completed the exams with an avg 95%.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> The mean was 86% (05/31/2019)<br/> <b>Reflective Statement:</b> The mean score on the final exam was 86%</p> |  |
|         | <p><b>Capstone Assignment/Project -</b><br/> Counseling candidates are assessed in COUN 562 using their Final Positive Psychology Application Project<br/> <b>Benchmark/Criterion:</b> 85% of the COUN 562 students will earn a rubric equivalent score of at least a B on their Final Positive Psychology Application Project.</p> | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> All students (100%) in the COUN 562 course earned a rubric equivalent score of at least a B on their Final Positive Psychology Application Project. (06/18/2020)<br/> <b>Reflective Statement:</b> Students worked creatively and collaboratively in presenting their Final Positive Psychology action project. They are in a strong position to implement their research project in the future.</p>   | <p><b>Action:</b> Students will be encouraged and guided to conduct projects and to provide positive psychology coaching on the many intersectionalities of clinically underserved communities in the future. (06/18/2020)<br/> <b>Implemented Changes:</b> The changes will be present in the summer 2020 syllabus and course. (06/18/2020)</p> |
|         |   | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> 100% of COUN 562 students met the criteria of at least a B on their Final Positive Psychology Application Project. (01/14/2019)<br/> <b>Reflective Statement:</b> Students effectively integrated</p>  |  |

| Outcome  | Measures  | Results   | Actions  |
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|  | <p><b>Internship/Practicum/Fieldwork Evaluation - 2.5 COUN</b><br/> practicum/fieldwork students are assessed on their ability to advocate for and work with diverse clients using practicum evaluation items pertaining to Diversity and Advocacy.<br/> <b>Benchmark/Criterion:</b> COUN practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum evaluation items pertaining to Diversity and Advocacy.</p> <hr/> <p><b>Survey - 2.6 Counseling</b> graduating students are assessed using USD-SOLES Exit Survey items relating to counseling clients from diverse cultural backgrounds.<br/> <b>Benchmark/Criterion:</b> Counseling graduating students will indicate with a rating score of at least 4 (using a 5-point scale) on USD-SOLES Exit Survey items relating to counseling clients from diverse cultural backgrounds.</p> | <p>theory and research in designing and preparing proposals addressing the needs of culturally diverse and clinically underserved populations.<br/> <b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.63 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Diversity and Advocacy within Student Learning Outcome Two. (06/24/2020)<br/> <b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Diversity and Advocacy within Student Learning Outcome Two.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> The Fall 2019 cohort achieved an average cohort rubric score of at least 4 (using a 5-point scale). The overall mean for practicum/fieldwork items pertaining to Student Learning Outcome Two for this group was 4.1. (02/17/2020)<br/> <b>Reflective Statement:</b> Candidates are successfully demonstrating competency in areas affiliated with Student Learning Outcome Two.</p> |  |
| <p><b>Student Learning Outcome 3 -</b><br/> Counseling candidates will utilize theories, models, research evidence, and practice strategies related to human growth and development; including the social, cultural, and</p> | <p><b>Paper/Written Assignment -</b><br/> Counseling candidates are assessed in COUN 505 using their Development Group Term Paper.<br/> <b>Benchmark/Criterion:</b> 85% of MA Counseling candidates in COUN 505</p>   | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> Only 2 out of 39 students acquired a B+ level of work on their Final Research paper. The other 37 students achieved a Grade of A. In this Paper they used research findings in developing a paper that discussed social, cultural and</p>   | <p><b>Action:</b> More current issues explored and researched with critical evaluation skills (05/23/2019)</p> |

| Outcome   | Measures   | Results   | Actions |
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| <p>societal influences on the life stages.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Start Date:</b> 04/01/2014</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> | <p>will earn a rubric equivalent score of at least a B on their Development Group Term Paper.</p> <p><b>Exam - Course or Program -</b> Counseling candidates are assessed in COUN 505 using an online assessment of knowledge.</p> <p><b>Benchmark/Criterion:</b> 85% of the COUN 505 students will earn at least an 88% on their online assessment of knowledge.</p>  | <p>societal influences on a contemporary issue. It could applied to a certain developmental stage or across more than one stage. They were to apply to these issues the goals and theory of various developmental theories such as Erickson, Piaget, Attachment theory etc. (05/22/2019)</p> <p><b>Reflective Statement:</b> In this analysis my goal was to have students look in a critical way the current issues in areas of human development. There has been a rush of technological advancements in brain development, social media and cultural issues that have affected many of society's norms. I want the students to not only see what research has been done but if not done what questions do we need to ask regarding changes in families, brain research, environmental and cultural issues. I would like to see critical thinking developed more and how it applies to clinical work that they are preparing to do.</p> <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>There was no exam for this course- a final research paper was done on the course (05/20/2019)</p> <p><b>Reflective Statement:</b> I utilized a final research paper instead of an exam. I wanted to stress integration of concepts versus facts</p> |         |
|   | <p><b>Internship/Practicum/Fieldwork Evaluation - 3.3 COUN</b> practicum/fieldwork students are assessed on their ability to utilize theories, models, and strategies related to human growth and development; including the social, cultural, and societal influences on the life stages using practicum evaluation items pertaining to Human Growth and Development.</p> <p><b>Benchmark/Criterion:</b> COUN practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum evaluation items pertaining to the application</p> | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.48 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Human Growth and Development within Student Learning Outcome Three. (06/24/2020)</p> <p><b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Human Growth and Development within Student Learning Outcome Three.</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> No</p> <p>The Fall 2019 cohort did not attain the average rubric score of at least a 4 (using a 5-point scale). The overall mean for practicum items pertaining to Student Learning Outcome Three for this group was 3.9. (02/17/2020)</p>   |         |



| Outcome   | Measures   | Results   | Actions |
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|   | <p>of counseling theories and strategies related to Human Growth and Development of diverse clients.</p> <p><b>Survey</b> - 3.4 Counseling graduating students are assessed using selected items in the USD-SOLES Exit Survey which relate to Human Growth and Development.</p> <p><b>Benchmark/Criterion:</b> Counseling graduating students will indicate with a rating score of at least 4 (using a 5-point scale) on selected USD-SOLES Exit Survey items relating to Human Growth and Development.</p> <p><b>Case Study</b> - Counseling candidates are assessed in COUN 505 using their Cultural Audit Blog.</p> <p><b>Benchmark/Criterion:</b> MA Counseling candidates will successfully complete their Cultural Audit Blog.</p> | <p><b>Reflective Statement:</b> Although an average cohort score of 4 was not achieved for Student Learning Outcome Three, there is still time for students to develop their skillset in the spring semester to progress towards achieving a 4 or higher.</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>Both the School Counseling and CMHC specializations received scores above 4.0 (using a 5-point scale): 4.55 and 4.10, respectively. The overall mean for both groups pertaining to selected items in the USD-SOLES Exit Survey relating Human Growth &amp; Development was 4.33. (03/11/2020)</p> <p><b>Reflective Statement:</b> Counseling graduate students are successfully demonstrating competency in Human Growth &amp; Development.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>In two of my written assignments students were to include cultural aspects of the theme of the papers. Ninety percent of the students achieved an A grade and the remaining students achieved a B or B+ n this work (05/20/2019)</p> <p><b>Reflective Statement:</b> In the papers written students were to identify the cultural contribution to developmental theory. They were to consider culture not only based on race or ethnicity but on other societal cultural issues such as sexual identifications, SES, etc.</p> |         |
| <p><b>Student Learning Outcome 4 -</b> Counseling Candidates will utilize theories, models, research evidence, and practice strategies relating to career development at all stages of the lifespan.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Start Date:</b> 04/01/2014</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> | <p><b>Capstone Assignment/Project -</b> Counseling candidates are assessed in COUN 510 using their Career Research Brief.</p> <p><b>Benchmark/Criterion:</b> 85% of MA Counseling candidates in COUN 510 will earn a rubric equivalent score of at least a B on their Career Research Brief.</p>   | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of MA Counseling students in COUN 510 earned a letter grade of a A on their Career Research Brief. (12/16/2019)</p> <p><b>Reflective Statement:</b> Students completed counseling sessions with clients in groups and individually for the Career Research Brief/Projects and class presentations. Students applied course material read, reviewed and discussed during the Fall 2019 semester with clients using career development theories and vocational activities with informed consent to assist clients with career development needs.</p>   |         |

| Outcome | Measures | Results  | Actions  |
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|         |          | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of students received a B or higher on their capstone project in COUN 510. (09/13/2019)<br/> <b>Reflective Statement:</b> The capstone project is titled: Comprehensive Career Analysis. The career research brief is a much smaller project and not considered a capstone in my course.</p>   |  |
|         |          | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           Benchmark/Criterion for this class was met as more than 85% of students earned a rubric score of at least a B. (08/30/2019)<br/> <b>Reflective Statement:</b> N/A</p>  |  |
|         |          | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           15 of my 17 students earned an A on this assignment, based on the attached Career Capstone rubric. This amounts to 88% of students, thus exceeding the 85% benchmark. (Of the remaining two students, one filed a request for an Incomplete and the other chose to receive a failing grade, despite multiple offers of instructor support.) Students engaged with more than seven career development theories through reading, lecture, dialogue, PowerPoint, quizzes, and most importantly through application of the theories through in-class career tools and exercises and with an outside client. The Career Capstone project, as outlined on the attached rubric, required this integration so that students could begin developing a sense of mastery with regard to career-counseling skills. (01/16/2019)<br/> <b>Reflective Statement:</b> Having taught Career Development Across the Lifespan three times, and having used the Career Capstone assignment all three times, I can attest to its power to stretch students' capacities to comprehend the most prominent career development theories and create/apply an overall framework of their choosing to meet the unique needs of an actual career-counseling client. Perhaps more than any other, the Capstone Career project strengthens the new practitioner's competence and confidence. Repeatedly, students have reported favorably on how integrating the various career development</p> | <p><b>Action:</b> Updated syllabus attached. This is based on in-depth discussions with students, both individually during set meeting times and collectively in class discussions. Though instructions for the two main assignments might benefit from fine-tuning (e.g., specifying that students can and should plan to meet with their client over multiple sessions), the overall assignment structure and their corresponding rubrics are likely to remain as is. (01/16/2019)</p> |

| Outcome | Measures  | Results   | Actions  |
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|         | <p><b>Internship/Practicum/Fieldwork Evaluation - 4.2 COUN</b><br/> practicum/fieldwork students are assessed on their ability to utilize theories, models, and strategies related to Career Development for diverse clients.</p> <p><b>Benchmark/Criterion:</b> COUN practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum evaluation items pertaining to the application of counseling theories and strategies related to Career Development of diverse clients.</p> | <p>theories and applying them to a flesh-and-blood client raised their skill level and awareness of career-counseling's importance to clients' lives. (Gina DeLapa)</p> <p><b>Related Documents:</b><br/> <a href="#">COUN 510 Rubrics 2018 v2.pptx</a><br/> <a href="#">COUN 510 Syllabus - Fall 2018 v2 .pdf</a></p> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.39 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Career Development within Student Learning Outcome Four. (06/24/2020)</p> <p><b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Career Development within Student Learning Outcome Four.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> No<br/> The Fall 2019 cohort did not attain the average rubric score of at least a 4 (using a 5-point scale). The overall mean for practicum items pertaining to Student Learning Outcome Four for this group was 3.9. (02/17/2020)</p> <p><b>Reflective Statement:</b> Although an average cohort score of 4 was not achieved for Student Learning Outcome Four, there is still time for students to develop their skillset in the spring semester to progress towards achieving a 4 or higher.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> Completed as needed (01/02/2020)</p> <p><b>Reflective Statement:</b> Based on client need, student is advised in using theoretical technique to assess and intervene in career planning.</p> | <p><b>Action:</b> This is done on an as needed basis. Career planning will be more thoroughly assessed using the CCS. (01/02/2020)</p> |
|         | <p><b>Survey - 4.3 Counseling graduating students are assessed using selected items in the USD-SOLES Exit Survey relating to Career Development.</b></p> <p><b>Benchmark/Criterion:</b> Counseling graduating students will indicate with a rating score of at least 4</p>  | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> Both the School Counseling and CMHC specializations received scores above 4.0 (using a 5-point scale): 4.25 and 4.18, respectively. The overall mean for both groups pertaining to selected items in the USD-SOLES Exit Survey relating to Career Development was 4.22. (03/11/2020)</p>  |  |

| Outcome  | Measures  | Results   | Actions   |
|--|---|---|---|
|  | (using a 5-point scale) on selected USD-SOLES Exit Survey items relating to Career Development.   | <p><b>Reflective Statement:</b> Counseling graduate students are successfully demonstrating competency in Career Development.</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>The 2019 graduating cohort achieved an average cohort rubric score of at least 4 (using a 5-point scale). The overall mean for selected items in the USD-SOLES Exit Survey relating to Career Development for this group was 4.25. (02/26/2020)</p> <p><b>Reflective Statement:</b> Graduating students are successfully demonstrating competency with regard to career development.</p>  |   |
| <p><b>Student Learning Outcome 5 -</b> Counseling Candidates will utilize theories, models, research evidence, and practice strategies to build helping relationships with diverse clients.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Start Date:</b> 04/01/2014</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> | <p><b>Exam - Course or Program -</b> Counseling candidates are assessed in COUN 520 using the Final Exam/Case Scenario.</p> <p><b>Benchmark/Criterion:</b> 85% of the COUN 520 students will earn at least a B on the Final Exam/Case Scenario.</p> | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>More than 85% of students earned a grade B or higher on the final exam. (12/27/2019)</p> <p><b>Reflective Statement:</b> The final exam tested students' didactic knowledge of counseling theories as well as their ability to clinically apply it. More than 85% of students received a grade B or higher on the final exam.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of student earned a grade of at least 85% on the final evaluation and case conceptualization scenario. (12/21/2019)</p> <p><b>Reflective Statement:</b> Students were able to demonstrate through case vignettes their ability to apply theoretical case conceptualization using a variety of theoretical models reviewed during the course. In addition, students provided further understanding of theoretical content and application through multiple choice evaluation and open-ended essay.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>All students received a 85% or above on the final exam. (01/15/2019)</p> <p><b>Reflective Statement:</b> Students were able to receive a B or better on an exam created to test factual knowledge regarding theories, applications, and theorists.</p> | <p><b>Action:</b> The final exam tested students' didactic knowledge of counseling theories as well as their ability to clinically apply it. More than 85% of students received a grade B or higher on the final exam. (12/27/2019)</p> |

| Outcome | Measures   | Results  | Actions  |
|---------|--|--|--|
|         | <p><b>Paper/Written Assignment - 5.2</b><br/>Counseling candidates are assessed in COUN 540/564 using their Final Reflection Paper.</p> <p><b>Benchmark/Criterion:</b> 85% of the COUN 540/564 students will earn a rubric equivalent score of at least a B on their Final Reflection Paper.</p> | <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>Goal was met, as all students received at least an A- or above on their final taping projects. (01/14/2020)<br/><b>Reflective Statement:</b> Though the goal was met, final taping project rubrics could be improved by aligning them more specifically to the program-level counseling skills assessment. Both rubrics are similar, but at the program-level is more in-depth and specific. By providing greater specificity at the course-level students will be provided with a more accurate, nuanced, and earlier sense of exactly what proficiencies are needed in order to successfully advance to practicum.</p> |  |
|         |  | <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>All students comfortably met the benchmark (01/07/2020)<br/><b>Reflective Statement:</b> Students did a great job of reflecting on each lesson of the semester and also referencing back to their initial reflection paper to note any growth or changes.</p>  | <p><b>Action:</b> Our review of the semester prior to the assignment of the Final Reflection paper seemed to help the students in organizing thorough reflections (01/07/2020)</p>   |
|         |  | <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>Completed. Students passed the assessment with a 90 or better in most cases. (01/02/2020)<br/><b>Reflective Statement:</b> Students were required to complete a reflective statement on their progress in counseling through the semester. This paper was based on a current assessment video and included a summative statement on their overall progress. Future papers may include clearer direction on how they improved on their most problematic areas.</p>  | <p><b>Action:</b> Add more information to the syllabus to include questions regarding how they have grown from their earlier recordings to the end of the course. Students should be able to articulate changes made to their counseling practice based on instructor reflection. (01/02/2020)</p> |
|         |  | <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>All of the students in my COUN 564 class received a grade of a 91% or higher, meeting the benchmark. (12/20/2019)<br/><b>Reflective Statement:</b> All of my students demonstrated the ability to utilize the skills taught in this course. Based on the data, the recommendation would be to continue the curriculum and final assignment as is.</p>  |  |
|         |  | <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes</p>  |  |

| Outcome | Measures  | Results   | Actions  |
|---------|---|---|--|
|         | <p><b>Paper/Written Assignment -</b><br/>Counseling candidates are assessed in COUN 540/564 using their Self/Peer Assessment.<br/><b>Benchmark/Criterion:</b> 85% of COUN 540/564 students will earn a rubric equivalent score of at least a B on their Self/Peer Assessment.</p> | <p>All students got a B or better on their final reflection paper. (12/19/2019)<br/><b>Reflective Statement:</b> Students were reflective in their papers, and really applied class learning skills to their counseling practice and their outside lives. This is an effective assignment for the course.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/><b>Criterion Met:</b> Yes<br/>100% of the students earned at least the equivalent of a B on their Final Reflection Paper. (01/03/2019)<br/><b>Reflective Statement:</b> N/A</p> <p><b>Reporting Period:</b> 2018 - 2019<br/><b>Criterion Met:</b> Yes<br/>Benchmark met (03/31/2020)<br/><b>Reflective Statement:</b> Students are required to complete self and peer assessments at least twice over the course of the semester. These include two self assessments and at least one peer assessment.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>100% of students received at least a B on their self-assessments. (01/15/2020)<br/><b>Reflective Statement:</b> More than half of the students seem to be giving undue weight to their areas of improvement in their self-assessments, and minimal attention to their strengths. Though I stress the importance of acknowledging strengths, I need to consider additional methods to promote more attention to this area (e.g., requiring a minimum word or page count, or a minimum ratio of positive to negative reflection).</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>Students met benchmark with helpful reflection and critique (01/07/2020)<br/><b>Reflective Statement:</b> Students were able to share a helpful mixture of compliments and critiques, which all students reported being grateful for.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>All of the students in my COUN 564 class received a grade of</p> | <p><b>Action:</b> Have clearer directions in syllabus for students to specifically name skills and connect them to behaviors to see if they can make the distinction. (03/31/2020)</p> |

| Outcome | Measures  | Results   | Actions |
|---------|---|---|---------|
|         |   | <p>a 91% or higher, meeting the benchmark. (12/20/2019)<br/> <b>Reflective Statement:</b> All of my students demonstrated the ability to utilize the skills taught in this course. This was evident through their peer and self assessment reflections and their in-class feedback. Based on the data, the recommendation would be to continue the curriculum and final assignment as is.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> Students all earned at least a B on this assignment. (12/19/2019)<br/> <b>Reflective Statement:</b> This is a numerical rubric assignment, so it is less effective to have a grade of B as the benchmark.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> Students received a 90% or better on self/peer assessments. (01/15/2019)<br/> <b>Reflective Statement:</b> Students were able to assess their own performance after mock counseling sessions with themselves and peers. Students were able to reflect on strengths and identify weaknesses to grow as therapists.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> 11 out of 12 students earned at least a B or better on their final clinical case study. (06/04/2020)<br/> <b>Reflective Statement:</b> This course requires a total of three case study/ clinical problem assignments. Students get continuous feedback on these skills throughout the semester, and have shown improvement in these skills as the semester progresses. Students who have completed the course have given feedback that the skills gained were very helpful to them in their practicum an internship courses. No major changes to this course are being considered. Students also report the course textbook to be very valuable.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> 100% of students earned at least a B (05/30/2020)<br/> <b>Reflective Statement:</b> Student conceptualization skills are developed throughout the program as evidenced by</p> |         |
|         | <p><b>Exam - Course or Program -</b><br/> Counseling candidates are assessed in COUN 555 using Case Study / Clinical Problem Class Presentation.<br/> <b>Benchmark/Criterion:</b> 85% of COUN 555 students will earn at least a B or equivalent rubric score on the Case Study / Clinical Problem Presentation.</p> |   |         |

| Outcome | Measures   | Results   | Actions |
|---------|--|---|---------|
|         |  | <p>theories, assessment, and diagnosis</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of students enrolled in COUN555 section 04 earned at least a B rubric score on the Case Study Presentation. (05/16/2020)<br/> <b>Reflective Statement:</b> The area needing most improvement for students was the articulation of the mechanism of change for different theories/treatment packages.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           19 of 20 students (95%) earned at least a B on the Case Study assignment and the Clinical Problem Demonstration project. (05/14/2020)<br/> <b>Reflective Statement:</b> While almost all students met the criterion, many had difficulty applying structure to their responses so I have revised the template to more explicitly model the desired structure for the Case Study (also referred to as Case Conceptualization Exercise).</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           All students exceeded minimum requirements on their two exams for this course. (05/30/2019)<br/> <b>Reflective Statement:</b> No new information to report for this assessment area. Students are meeting benchmarks in the course.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.73 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Helping Relationships within Student Learning Outcome Five. (06/24/2020)<br/> <b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Helping Relationships within Student Learning Outcome Five.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> No<br/>           The Fall 2019 cohort did not attain the average rubric score of at least a 4 (using a 5-point scale). The overall mean for</p> |         |
|         | <p><b>Internship/Practicum/Fieldwork Evaluation - 5.5 COUN</b><br/>           practicum/fieldwork students are assessed on their ability to utilize theories, models, and strategies to build Helping Relationships with diverse clients<br/> <b>Benchmark/Criterion:</b> COUN practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum evaluation items pertaining to Helping Relationships with diverse clients.</p> |   |         |



| Outcome   | Measures   | Results  | Actions   |
|---|--|--|---|
|   | <p><b>Survey</b> - 5.6 Counseling graduating students are assessed using selected items in the USD-SOLES Exit Survey related to building Helping Relationships with diverse clients.</p> <p><b>Benchmark/Criterion:</b> Counseling graduating students will indicate with a rating score of at least 4 (using a 5-point scale) on selected USD-SOLES Exit Survey items pertaining to Helping Relationships with diverse clients.</p> | <p>practicum items pertaining to Student Learning Outcome Five for this group was 3.9. (02/17/2020)</p> <p><b>Reflective Statement:</b> Although an average cohort score of 4 was not achieved for Student Learning Outcome Five, there is still time for students to develop their skillset in the spring semester to progress towards achieving a 4 or higher.</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>Both the School Counseling and CMHC specializations received scores above 4.0 (using a 5-point scale): 4.42 and 4.25, respectively. The overall mean for both groups pertaining to selected items in the USD-SOLES Exit Survey relating to Building Helping Relationships with Diverse Clients was 4.34. (03/11/2020)</p> <p><b>Reflective Statement:</b> Counseling graduate students are successfully demonstrating competency in Building Helping Relationships with Diverse Clients.</p>  |   |
| <p><b>Student Learning Outcome 6 -</b> Counseling Candidates will integrate knowledge about group dynamics, group development and process theories, group leadership styles, and group counseling methods as they ethically and professionally practice group leadership skills.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Start Date:</b> 04/01/2014</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> | <p><b>Presentation/Performance -</b> Counseling candidates are assessed in COUN 526 using their Group Curriculum Proposal.</p> <p><b>Benchmark/Criterion:</b> 85% of COUN 526 students will earn at least a B or equivalent rubric score on their Group Curriculum Proposal.</p>   | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>All students completed the assessment with a passing score. (06/15/2020)</p> <p><b>Reflective Statement:</b> Addition of rubric with a stronger syllabus helped to ground the assignment. Has been updated with the addition of new faculty to better reflect learning goals.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students earned an equivalent score of a B or higher on their group curriculum proposal. (05/22/2020)</p> <p><b>Reflective Statement:</b> Project will continue to be assessed and monitored to evaluate students' knowledge of group dynamics and its processes.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>All (100%) of Counseling Candidates met of the criterion in demonstrating and integrating their knowledge about group dynamics, group development and process theories, group leadership styles, and group counseling methods in their</p> | <p><b>Action:</b> Add page requirements to assignment. Match old to new syllabus to see what needs to be brought over. (06/15/2020)</p> |

| Outcome | Measures  | Results  | Actions |
|---------|---|--|---------|
|         | <p><b>Internship/Practicum/Fieldwork Evaluation - 6.2 COUN</b><br/>practicum/fieldwork students are assessed on their ability to integrate knowledge about group dynamics, group development theories, group leadership styles, and group counseling methods as they ethically and professionally practice group leadership skills using practicum evaluation items pertaining to group counseling.</p> <p><b>Benchmark/Criterion:</b> COUN practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum evaluation items pertaining to group counseling.</p> <p><b>Survey - 6.3 Counseling</b> graduating students are assessed using USD-SOLES Exit Survey items relating to group counseling.</p> <p><b>Benchmark/Criterion:</b> Counseling graduating students will indicate with a rating score of at least 4 (using a 5-point scale) on USD-SOLES</p> | <p>final oral presentations. (06/27/2019)<br/><b>Reflective Statement:</b> Students worked creatively and collaboratively with each other and effectively presented oral evidence based group projects and presentations.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/><b>Criterion Met:</b> Yes<br/>Students satisfactorily demonstrated knowledge of group theory, leadership styles, and group dynamics across a series of assignments. (05/01/2019)<br/><b>Reflective Statement:</b> Students completed these benchmarks by attending and reflecting on a group dynamics workshop, creating a six week group using current citations, and practicing group leadership and theory through student-guided discussion.</p> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.61 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Group Counseling within Student Learning Outcome Six. (06/24/2020)<br/><b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Group Counseling within Student Learning Outcome Six.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>The Fall 2019 cohort achieved an average cohort rubric score of at least 4 (using a 5-point scale). The overall mean for practicum/fieldwork items pertaining to Student Learning Outcome Six for this group was 4.0. (02/17/2020)<br/><b>Reflective Statement:</b> Candidates are successfully demonstrating competency in areas affiliated with Student Learning Outcome Six.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>Both the School Counseling and CMHC specializations received scores above 4.0 (using a 5-point scale): 4.35 and 4.15, respectively. The overall mean for both groups pertaining to selected items in the USD-SOLES Exit Survey relating to Group Counseling was 4.25. (03/11/2020)<br/><b>Reflective Statement:</b> Counseling graduate students are</p> |         |

| Outcome   | Measures  | Results  | Actions   |
|---|---|--|---|
|   | Exit Survey items relating to group counseling.   | successfully demonstrating competency in Group Counseling.   |   |
| <p><b>Student Learning Outcome 7 -</b> Counseling Candidates will incorporate ethical guidelines of the profession and research evidence when selecting, administering, and interpreting developmentally and culturally appropriate assessments for their socially and culturally diverse clients.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Start Date:</b> 04/01/2014</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> | <p><b>Capstone Assignment/Project -</b> Counseling candidates are assessed in COUN 530 using their Lab Report - Written assessment case report.</p> <p><b>Benchmark/Criterion:</b> 85% of students will earn at least a B or equivalent rubric score on the Written Assessment Case Report.</p> | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of student earned at least a B on the Written Assessment Case Report (05/30/2020)</p> <p><b>Reflective Statement:</b> Students demonstrated skills of clinical and theoretical integration.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students earned at least a B or equivalent rubric score on the Written Case Report and Presentation. (05/26/2020)</p> <p><b>Reflective Statement:</b> This assignment remains an effective exercise in application of techniques for integration of client history, behavioral observations and assessment results to inform case conceptualization and development of counseling goals.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students earned an equivalent score of a B or higher on their assessment tool project. (05/22/2020)</p> <p><b>Reflective Statement:</b> Students demonstrated competence through both a written critical evaluation of a select instruments' psychometric properties and its utility followed by an in-class presentation of findings.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of COUN 530 students earned at least a B on their Assessment Design Project. (12/23/2019)</p> <p><b>Reflective Statement:</b> This benchmark assessment has been adopted across all section of COUN 530 to increase coherence of the learning experience for students.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students earned an equivalent score of a B or higher on their assessment tool project. (12/18/2019)</p> <p><b>Reflective Statement:</b> Students demonstrated competence through both a written critical evaluation of a select</p> | <p><b>Action:</b> Differentiating the assignment for school and mental health counseling students in the future will provide more applied conceptualization and utility. (05/22/2020)</p> <hr/> <p><b>Action:</b> Students now publish there assessment design in on online forum for feedback from other COUN 530 students. (12/23/2019)</p> <hr/> <p><b>Action:</b> Assignment will be updated in the future to allow for instruments not published in the Mental Measurements Yearbook in order to broaden scope of available instruments.</p> |

| Outcome | Measures  | Results  | Actions      |
|---------|---|--|--------------|
|         |   | <p>instruments' psychometric properties and its utility followed by an in-class presentation of findings.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           100% of COUN 530 students earned at least a B on their Assessment Design Project. (06/03/2019)<br/> <b>Reflective Statement:</b> This assignment has been both a valuable formative and summative tool. Differentiating the assignment for school and mental health counseling students has been helpful.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           93% earned a B or above on this written assessment. (06/03/2019)<br/> <b>Reflective Statement:</b> While accommodations were made for a small subset of the students for re-writes, all but one student earned above 80%.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           100% of the COUN 530 students earned at least a B on their Assessment Tool Design Project. (01/22/2019)<br/> <b>Reflective Statement:</b> The assessment design project enhances students ability to apply psychometric theory to counseling practice.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of students earned at least a B on Assessment Interpretation Report (05/30/2020)<br/> <b>Reflective Statement:</b> Students met this criteria through theoretical and clinical integration of their knowledge base to this point. Program requirement have prepared students with the skills necessary in meeting this objective.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of COUN 530 students earned at least a B on their Assessment Report. (05/26/2020)<br/> <b>Reflective Statement:</b> This benchmark assessment has been adopted across all section of COUN 530 sections to increase coherence of learning in this course. Students continue to excel in their application of knowledge and</p> | (12/18/2019) |
|         | <p><b>Paper/Written Assignment -</b><br/>           Counseling candidates are assessed in COUN 530 using their Lab Report - Wrtten assessment case report<br/> <b>Benchmark/Criterion:</b> 85% of the COUN 530 students will earn a rubric equivalent score of at least a B on their Assessment Interpretation Report.</p> <p>85% of COUN 530 students will earn at least a B or equivalent rubric score on the Written Assessment Case Report.</p> |  |              |

| Outcome | Measures | Results   | Actions  |
|---------|----------|---|--|
|         |          | <p>theory to real world practice as demonstrated in the Assessment Case Conference Simulation where they present the results of the report.</p>   |  |
|         |          | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of COUN 530 students earned a rubric score of at least a B on their Assessment Report. ( 05/22/2020)<br/> <b>Reflective Statement:</b> The assessment design project enhances students ability to apply psychometric theory to counseling practice.</p>  |  |
|         |          | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of COUN 530 students earned a rubric score of at least a B on their Assessment Report. (12/23/2019)<br/> <b>Reflective Statement:</b> This benchmark assessment has been adopted across all section of COUN 530 sections to increase coherence of learning in this course. Students continue to excel in their application of knowledge and theory to real world practice as demonstrated in the Assessment Case Conference Simulation where they present the results of the report.</p> | <p><b>Action:</b> I have introduced a self-assessment component to the rubric, as this is relevant to the expectation for independent practice once the students are licensed. That is, they will evaluate their own performance and need for professional development. (12/23/2019)</p> |
|         |          | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           100% of students earned an equivalent score of a B or higher on their written assessment report. (12/18/2019)<br/> <b>Reflective Statement:</b> Students effectively demonstrated competence in administering, scoring and interpreting a battery of assessments.</p>   | <p><b>Action:</b> Examination of assessments used in final assignment may warrant review to ensure appropriate and clinically relevant utility for intended populations. (12/18/2019)</p>  |
|         |          | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           93% earned a B or above on the course written assignment. (06/30/2019)<br/> <b>Reflective Statement:</b> All but one student earned above 80% on the written assignment. An accommodation was made for assessment re-writes; only 3 students utilized this opportunity.</p>   |  |
|         |          | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           100% of the COUN 530 students earned a rubric score of at least a B on their Assessment Report. (06/03/2019)</p>  |  |

| Outcome | Measures   | Results  | Actions |
|---------|--|--|---------|
|         | <p><b>Capstone Assignment/Project -</b><br/>Counseling candidates are assessed in COUN 549 using their final paper.<br/><b>Benchmark/Criterion:</b> 85% of COUN 549 students will earn a rubric equivalent score of at least a B on their final paper.</p> | <p><b>Reflective Statement:</b> This has been a valuable summative assessment for COUN 530 students, as student feedback has been positive. Differentiating the assessment report for school and mental health counseling students has been useful.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/><b>Criterion Met:</b> Yes<br/>100% of COUN 530 students earned a rubric equivalent score of at least a B on their Assessment Interpretation Report. (01/22/2019)</p> <p><b>Reflective Statement:</b> This assignments has been shared and adopted across course sections of COUN 530.</p> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>Due to COVID-19 pandemic academic assignments were shifted in the course to align to the current pandemic and through remote learning. Student grades became based on three exams and participation in discussion boards and lectures. (06/11/2020)</p> <p><b>Reflective Statement:</b> All students received a B or above in the course and did very well engaging in lectures and learning despite the urgent need to switch to remote learning. Many students continued to engage in the course at a level equivalent to in person learning and were reflective regarding changes in course content to adjust to the concern for safety and health.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/><b>Criterion Met:</b> Yes<br/>All students did extremely well on their final presentations for both Fall 2018 and Spring 2019. The final project required that the students research a controversial topic in psychopharm and present a balanced view on the topic incorporating evidence-based research. Additionally, the students were graded on their professionalism and ability to work in a team setting with the goal of emphasizing our work as mental health professionals on interdisciplinary teams.</p> <p>The average grade for Fall 2018 final presentations grades was a 96% and for the Spring semester a 95%. Again, both semesters excelled on their final project. (05/14/2019)</p> |         |

| Outcome | Measures   | Results  | Actions |
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|         | <p><b>Internship/Practicum/Fieldwork Evaluation - 7.5 COUN</b><br/>practicum/fieldwork students are assessed on their ability to incorporate ethical guidelines of the profession when selecting, administering, and interpreting developmentally and culturally appropriate assessments for their socially and culturally diverse clients.<br/><b>Benchmark/Criterion:</b> COUN practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum evaluation items pertaining to assessment methods, tools, and technological resources.</p> | <p><b>Reflective Statement:</b> The goal of the final presentation project is to teach students how to present a balanced viewpoint of a clinical topic/issue, present the information in a manner that incorporates and properly discusses evidence-based research, teaches students how to research a topic that is primarily medical in nature (psychopharmacology) and emphasizes the importance of utilizing a team approach as many students indicate their desire to work in a setting that is interdisciplinary.</p> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.52 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Assessment Methods &amp; Tools within Student Learning Outcome Seven. (06/24/2020)</p> <p><b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Assessment Methods &amp; Tools within Student Learning Outcome Seven.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> No<br/>The Fall 2019 cohort did not attain the average rubric score of at least a 4 (using a 5-point scale). The overall mean for practicum items pertaining to Student Learning Outcome Seven for this group was 3.9. (02/17/2020)</p> <p><b>Reflective Statement:</b> Although an average cohort score of 4 was not achieved for Student Learning Outcome Seven, there is still time for students to develop their skillset in the spring semester to progress towards achieving a 4 or higher.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> Yes<br/>Test (01/15/2020)<br/><b>Reflective Statement:</b> Test</p> |         |
|         | <p><b>Survey - 7.6 Counseling</b> graduating students are assessed using USD-SOLES Exit Survey items relating to assessment tools, techniques, and use of technological tools.<br/><b>Benchmark/Criterion:</b> Counseling</p>  | <p><b>Reporting Period:</b> 2019 - 2020<br/><b>Criterion Met:</b> No<br/>Neither the School Counseling nor CMHC specializations received scores above 4.0 (using a 5-point scale): 3.97 and 3.80, respectively. The overall mean for both groups pertaining to selected items in the USD-SOLES Exit Survey</p>   |         |

| Outcome  | Measures  | Results  | Actions |
|--|---|--|---------|
|  | <p>graduating students will indicate with a rating score of at least 4 (using a 5-point scale) on USD-SOLES Exit Survey items relating to assessment tools, techniques, and use of technological tools.</p>   | <p>relating to Assessment Tools, Techniques, &amp; Use of Technological Tools was 3.89. (03/11/2020)<br/> <b>Reflective Statement:</b> Although an average cohort score of 4 for both specializations was not achieved for Assessment Tools, Techniques, &amp; Use of Technological Tools, there is still time for students to develop their skillset in the spring semester to progress towards achieving a 4 or higher.</p>  |         |
| <p><b>Student Learning Outcome 8:</b> - Counseling Candidates will evaluate and incorporate ethically and culturally relevant research findings when selecting strategies for interventions, treatments, and program evaluations.<br/> <b>Outcome Status:</b> Active<br/> <b>Start Date:</b> 04/01/2014<br/> <b>Outcome Type:</b> Student Learning Outcome</p> | <p><b>Capstone Assignment/Project -</b> Counseling candidates are assessed in COUN 508 using their Research Paper/Project.<br/> <b>Benchmark/Criterion:</b> 85% of the COUN 508 students will earn a rubric equivalent score of at least a B on their Research Paper/Project.</p> | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> 100% of COUN 508 students earned an equivalent score of at least a B on their Research Project. (09/18/2019)<br/> <b>Reflective Statement:</b> Students effectively integrated field notes and other qualitative data collected while completing global study in Jamaica to produce this summative project.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> No<br/> Over 85% of students earned at least a B or greater on their research project. (06/03/2019)<br/> <b>Reflective Statement:</b> Students in this course, overall, did excellent with their written and presented research projects.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> 100% of students earned a score of 90% of greater on their final literature review paper and presentation project. (05/25/2019)<br/> <b>Reflective Statement:</b> Students effectively followed the guidelines set forth in completing their papers and presentations, and demonstrated competency through written and oral evaluation.</p> |         |
|  | <p><b>Exam - Course or Program - 8.2</b> Counseling candidates are assessed in COUN 508 using the online assessment/exam.<br/> <b>Benchmark/Criterion:</b> 85% of the COUN 508 students will earn at least a B on the online assessment/exam.</p>                                 | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> Over 85% of students earned at least a B or above on the research project. (06/30/2019)<br/> <b>Reflective Statement:</b> Overall, students had excellent performance on assigned research presentations.</p>  |         |
|  | <p><b>Internship/Practicum/Fieldwork Evaluation - 8.3 COUN</b></p>  | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes</p>   |         |



| Outcome  | Measures  | Results  | Actions |
|--|---|--|---------|
|  | <p>practicum/fieldwork students are assessed on their ability to incorporate ethically and culturally relevant research findings when selecting strategies for interventions, treatments, and program evaluations.</p> <p><b>Benchmark/Criterion:</b> COUN practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum evaluation items pertaining to research based strategies for interventions, treatments, and program evaluations.</p> <p><b>Survey - 8.4</b> Counseling graduating students are assessed using USD-SOLES Exit Survey items relating to knowledge and application of counseling literature and research</p> <p><b>Benchmark/Criterion:</b> Counseling graduating students will indicate with a rating score of at least 4 (using a 5-point scale) on USD-SOLES Exit Survey items relating to knowledge and application of counseling literature and research.</p> | <p>The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.40 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Intervention, Treatment, &amp; Evaluation Strategies within Student Learning Outcome Eight. (06/24/2020)</p> <p><b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Intervention, Treatment, &amp; Evaluation Strategies within Student Learning Outcome Eight.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>The Fall 2019 cohort achieved an average cohort rubric score of at least 4 (using a 5-point scale). The overall mean for practicum/fieldwork items pertaining to Student Learning Outcome Eight for this group was 4.1. (02/17/2020)</p> <p><b>Reflective Statement:</b> Candidates are successfully demonstrating competency in areas affiliated with Student Learning Outcome Eight.</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>Both the School Counseling and CMHC specializations received scores above 4.0 (using a 5-point scale): 4.35 and 4.16, respectively. The overall mean for both groups pertaining to selected items in the USD-SOLES Exit Survey relating to Knowledge &amp; Application of Counseling Literature &amp; Research was 4.26. (03/11/2020)</p> <p><b>Reflective Statement:</b> Counseling graduate students are successfully demonstrating competency in Knowledge &amp; Application of Counseling Literature &amp; Research.</p> |         |
| <p><b>Student Learning Outcome 9 -</b> Counseling Candidates will apply effective principles and practices for diagnosis, treatment, referral, and prevention when initiating, maintaining, and terminating counseling services for socially and culturally diverse clients.</p> | <p><b>Capstone Assignment/Project -</b> Counseling candidates are assessed in COUN 541 using their Final Project.</p> <p><b>Benchmark/Criterion:</b> 85% of COUN 541 students will earn a rubric equivalent score of at least a B on their Final Project.</p>   | <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students received a score of at least 85% on their capstone project requiring integration of assessment, diagnosis, and case conceptualization. Students demonstrated clinical decision-making through recorded video and written conceptualization plan. (12/21/2019)</p> <p><b>Reflective Statement:</b> Students were required to apply</p>   |         |

| Outcome  | Measures | Results   | Actions                                |
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| <p><b>Outcome Status:</b> Active<br/> <b>Start Date:</b> 04/01/2014<br/> <b>Outcome Type:</b> Student Learning Outcome</p> |          | <p>advanced knowledge skills in clinical decision-making through evaluated application simulations.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> Students were assessed in a 2-part final: a final group presentation and a final in-class written exam. 100% of students (20 out of 20) received an A on the final group presentation. 100% of students (20 out of 20) received a B equivalent or higher grade on the final in-class written exam. 75% of students (15 out of 20) received an A grade equivalent on their final in-class written exam. (12/20/2019)<br/> <b>Reflective Statement:</b> Overall, students showed great strength in their case conceptualization skills and interpretation of signs and symptoms to produce a final diagnosis and create a related evidence-based treatment plan. Students who were early on in their graduate study (i.e., first semester in graduate school) had difficulty given a lack of background knowledge and basic skills to understand the complexities of treatment of individuals with mental health disorders. Future consideration can be made for only allowing students further along in their graduate study to take this specific course.</p> |  |
|  |          | <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> All students received a B+ or above on their final papers. All incorporated feedback from previous assignments. The final assignment consisted of a conceptualization paper that included an accurate diagnosis and treatment plan for their identified client. (12/20/2019)<br/> <b>Reflective Statement:</b> Would recommend that this course is split into two courses due to the extent of the content required in the course. I would suggest one course in advanced diagnostics and a separate course in treatment planning. It is very challenging to teach students to diagnose properly and to treatment plan in the same course. They must first master diagnostics prior to implementing a treatment plan that will be successful.</p>   |  |
|  |          | <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> 9 (12/19/2019)</p>  | <p><b>Action:</b> N/A (12/19/2019)</p> |

| Outcome | Measures  | Results  | Actions   |
|---------|---|--|---|
|         | <p><b>Capstone Assignment/Project -</b> Counseling candidates are assessed in COUN 542 using their Final Project.</p> <p><b>Benchmark/Criterion:</b> 85% of COUN 542 students will earn a rubric equivalent score of at least a B on their Final Project.</p> | <p><b>Reflective Statement:</b> There were 9 students enrolled in the Counselor 541 section 5 course. All 9 students received a grade of B or higher on their Final assignment.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> 100% of students earned a grade of B or better on their final project for the COUN 541 course. (12/18/2019)</p> <p><b>Reflective Statement:</b> Students had an oral and written component to their final project for this class. It worked well and accommodated students with different learning styles. This project will be retained for next year when I teach this course again.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> 100% of students earned a grade of B or better on the final project. (01/12/2019)</p> <p><b>Reflective Statement:</b> 86% (12 of 14 students) earned a grade of B or better in the course.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> More than 85% of students earned a grade B or higher on the final exam. (12/27/2019)</p> <p><b>Reflective Statement:</b> The final exam tested students' ability to apply knowledge learned in class on addiction screening, assessment, and treatment. More than 85% of students received a grade B or higher on the final exam.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> Over 85% of COUN 542 students earned a rubric equivalent score of at least a B on their Final Project. (12/22/2019)</p> <p><b>Reflective Statement:</b> Over 85% of COUN 542 students earned a rubric equivalent score of at least a B on their Final Project.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> More than 85% of student earned a grade B or higher on their final assignment. (05/18/2019)</p> <p><b>Reflective Statement:</b> Students met the required criteria</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes</p> | <p><b>Action:</b> The final exam tested students' ability to apply knowledge learned in class on addiction screening, assessment, and treatment. More than 85% of students received a grade B or higher on the final exam. (12/27/2019)</p> |

| Outcome | Measures   | Results   | Actions  |
|---------|--|---|--|
|         | <p><b>Presentation/Performance -</b> Counseling candidates are assessed in COUN 544 using their Evidence Supported Treatment Group Presentation.</p> <p><b>Benchmark/Criterion:</b> 85% of COUN 544 students will earn a rubric equivalent score of at least a B on their Evidence Supported Treatment Group Presentation.</p> | <p>More than 85% of COUN 542 Students earned a rubric grade of at least a B (12/22/2018)</p> <p><b>Reflective Statement:</b> N/A</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>All of the COUN 544 students earned a rubric equivalent score of at least a B on their Evidence Supported Treatment Group Presentation. (06/18/2020)</p> <p><b>Reflective Statement:</b> Students effectively collaborated with each other and mastered the research and interventions that were assigned in class. Future group presentation assignments should include additional evidence supported family counseling treatments that address communities of color to provide a broader perspective for students.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of COUN 544 earned a rubric equivalent score of at least a B on their Evidence Supported Treatment Group Presentation (01/15/2020)</p> <p><b>Reflective Statement:</b> Students worked in groups and were given detailed instructions on how to effectively present their topic using evidence based treatment.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>All Counseling candidates (100%) effectively presented their Evidence Supported Treatment Group Presentation in COUN 544. (06/27/2019)</p> <p><b>Reflective Statement:</b> Students enthusiastically and effectively researched and presented Evidence Based Family Therapy models in the COUN 544 course.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of COUN 544 earned a rubric equivalent score of at least a B on their Evidence Supported Treatment Group Presentation. (12/17/2018)</p> <p><b>Reflective Statement:</b> The students produced thoughtful and engaging presentations that showcased their understanding on how to effectively apply evidence-based family therapy principles and practices for diagnosis, treatment, referral and prevention when initiating,</p> | <p><b>Action:</b> Future efforts will be focused on identifying evidence based family counseling practices in communities of color and underrepresented populations such as LGBTQ+. (06/18/2020)</p> <p><b>Implemented Changes:</b> Will be reflected in the syllabus for the Fall 2020 Family Counseling course. (06/18/2020)</p> |

| Outcome | Measures   | Results   | Actions  |
|---------|--|---|--|
|         | <p><b>Capstone Assignment/Project -</b> Counseling candidates are assessed in COUN 537 using their Trauma Specialty Project (Trauma / Crisis Intervention).</p> <p><b>Benchmark/Criterion:</b> 85% of the COUN 537 students will earn a rubric equivalent score of at least a B on their Specialty Project (Trauma / Crisis Intervention).</p> | <p>maintaining, and terminating counseling services for socially and culturally diverse clients.</p> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           12 out of 12 students earned a rubric equivalent score of at least a B on their Specialty Project (Trauma / Crisis Intervention) (05/21/2020)<br/> <b>Reflective Statement:</b> students demonstrated expert level knowledge in a niche area of trauma/ crisis counseling and were able to apply effective principles and practices for diagnosis, treatment, referral, and prevention when initiating, maintaining, and terminating counseling services for socially and culturally diverse clients.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           100% of COUN 537 students earned an A on their Crisis Assessment and Intervention Plans (05/31/2019)<br/> <b>Reflective Statement:</b> Consider changing this benchmark because this assignment is not used consistently across courses. Additionally, this course travels abroad, which changes the appropriateness of assignments.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           All students met or exceeded their requirements for the crisis assignment and intervention plan. (05/30/2019)<br/> <b>Reflective Statement:</b> Students are meeting the objectives in the COUN 537/547 course.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/>           More than 85% of students earned a grade of B or higher on their class project. (05/18/2019)<br/> <b>Reflective Statement:</b> The criterion was met.</p> | <p><b>Action:</b> The counseling faculty are currently discussing and determining what a more universal benchmark could be for all COUN 537/547 sections. (06/27/2019)</p> |
|         | <p><b>Internship/Practicum/Fieldwork Evaluation -</b> 9.5 COUN practicum students are assessed on their ability to apply effective principles, practices, and strategies of diagnosis, treatment, referral, and prevention when initiating, maintaining, and terminating</p>   | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/>           The Spring 2020 cohort (both School Counseling and CMHC specialties) achieved an average cohort rubric score of 4.51 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Diagnosis, Treatment, Referral, &amp; Prevention within Student Learning Outcome Nine. (06/24/2020)</p>  |  |

| Outcome   | Measures  | Results  | Actions  |
|---|---|--|--|
|   | <p>counseling services for socially and culturally diverse clients.<br/> <b>Benchmark/Criterion:</b> COUN practicum students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum evaluation items pertaining to diagnosis, treatment, referral, and prevention.</p> <p><b>Survey</b> - 9.6 Counseling alumni are assessed using the USD-SOLES Alumni Survey items relating to diagnosis, treatment, and intervention strategies.<br/> <b>Benchmark/Criterion:</b> Counseling alumni will indicate with a rating score of at least 3 (using a 4-point scale) on USD-SOLES Alumni Survey items relating to diagnosis, treatment, and intervention strategies.</p> | <p><b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Diagnosis, Treatment, Referral, &amp; Prevention within Student Learning Outcome Nine.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> No<br/> The Fall 2019 cohort did not attain the average rubric score of at least a 4 (using a 5-point scale). The overall mean for practicum items pertaining to Student Learning Outcome Nine for this group was 3.8. (02/17/2020)<br/> <b>Reflective Statement:</b> Although an average cohort score of 4 was not achieved for Student Learning Outcome Nine, there is still time for students to develop their skillset in the spring semester to progress towards achieving a 4 or higher.</p> |  |
| <p><b>Student Learning Outcome 10 -</b> School Counseling Candidates will demonstrate preparedness for participation and leadership in the design, delivery, management, and accountability of school counseling programs; while considering developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.</p> | <p><b>Capstone Assignment/Project -</b> Counseling candidates are assessed in COUN 518 using their final paper.<br/> <b>Benchmark/Criterion:</b> 85% of COUN 518 students will earn a rubric equivalent score of at least a B on their Final Paper.</p> <p><b>Presentation/Performance -</b> Counseling candidates are assessed in COUN 536 using their Research Presentation.<br/> <b>Benchmark/Criterion:</b> 85% of COUN 536 students will earn a rubric</p>   | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> Students scored on average 97% on their final literature review assignment (07/02/2019)<br/> <b>Reflective Statement:</b> Providing students with multiple draft opportunities added rigor and successful results even for those students not comfortable with academic writing.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> 100% of my students in COUN 536 met the criterion of their Research Presentation. Students created a visual comprehensive counseling program including ASCA standard alignment, specific program components, school</p>   | <p><b>Action:</b> I would like to see more depiction of counseling program involvement in MTSS. Next time I teach this course, I am going to require more in-depth depiction</p> |

| <i>Outcome</i>   | <i>Measures</i>  | <i>Results</i>  | <i>Actions</i>  |
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| <p><b>Outcome Status:</b> Active<br/> <b>Start Date:</b> 04/01/2014<br/> <b>Outcome Type:</b> Student Learning Outcome</p> | <p>equivalent score of at least a B on their Research Presentation.</p>  | <p>and community resources. Comprehensive programs were presented to class via Zoom. Feedback was given by instructor and classmates. (05/14/2020)<br/> <b>Reflective Statement:</b> Based on feedback, students felt that the assignment helped them gain a picture of what a comprehensive counseling program consists of. I feel that the students have learned how to present a comprehensive program in a visually appealing and understandable way.</p>   | <p>of this in the comprehensive programs students present. (05/14/2020)</p>   |
|  | <p><b>Capstone Assignment/Project - 10.3</b><br/> Counseling candidates are assessed in COUN 537 using their Trauma Specialty Project (Trauma / Crisis Intervention).<br/> <b>Benchmark/Criterion:</b> 85% of the COUN 537 students will earn a rubric equivalent score of at least a B on their Specialty Project (Trauma / Crisis Intervention).</p> | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> 100% of students from COUN 536 scored a B or higher on their final research project presentations. (01/14/2019)<br/> <b>Reflective Statement:</b> Students did well and created projects linked to CACREP topics such as additions, suicide prevention, bullying, effective parenting, vaping, and mental health in schools.</p> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> 12 out of 12 COUN537 students earned a rubric equivalent score of at least a B on their Specialty Project (Trauma / Crisis Intervention) (05/21/2020)<br/> <b>Reflective Statement:</b> Students excelled at this project and demonstrated expert level knowledge in a niche area of trauma counseling</p> |   |
|  |  | <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> 100% of the students earned a B or better on their speciality project (05/14/2020)<br/> <b>Reflective Statement:</b> The specialty projects are oftentimes very personal and at times make it difficult to grade to demonstrate learning. Overall each assignment captures the student's learning of a crisis and trauma situation.</p>   | <p><b>Action:</b> The program faculty should review if this assignment actually meets the student learning outcome it is related to. (05/14/2020)</p> |
|  |  | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> 100% of COUN 537 students earned an A on their final project (05/31/2019)<br/> <b>Reflective Statement:</b> N/A</p>   |   |
|  |  | <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> All students got at least a B on their crisis manual creation</p>   |   |

| Outcome | Measures  | Results  | Actions |
|---------|---|--|---------|
|         | <p><b>Internship/Practicum/Fieldwork Evaluation - 10.4 COUN</b><br/> practicum/fieldwork students are assessed on their ability to demonstrate preparedness for participation and leadership in the design, delivery, management, and accountability of school counseling programs, while considering the developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.</p> <p><b>Benchmark/Criterion:</b> COUN practicum/fieldwork students will have advanced to an average cohort rubric score of at least 4 (using a 5-point scale) on practicum/fieldwork evaluation items pertaining to candidates' ability to demonstrate preparedness for participation and leadership in the design, delivery, management, and accountability of school counseling programs, while considering the developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.</p> <p><b>Survey - 10.5 Counseling graduating</b></p> | <p>project. (05/30/2019)<br/> <b>Reflective Statement:</b> Students are meeting benchmarks for the above objective in their COUN 537/547 course.</p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019<br/> <b>Criterion Met:</b> Yes<br/> More than 85% of students earned a grade of B or higher on their final project. (05/18/2019)<br/> <b>Reflective Statement:</b> The criterion was met.</p> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> The Spring 2020 cohort (specifically for School Counseling) achieved an average cohort rubric score of 4.39 (using a 5-point scale), thus meeting the benchmark for practicum/fieldwork pertaining to Design, Delivery, Management, &amp; Accountability of School Counseling Programs within Student Learning Outcome Ten. (06/24/2020)<br/> <b>Reflective Statement:</b> Candidates are successfully demonstrating competency in Design, Delivery, Management, &amp; Accountability of School Counseling Programs within Student Learning Outcome Ten.</p> <hr/> <p><b>Reporting Period:</b> 2019 - 2020<br/> <b>Criterion Met:</b> Yes<br/> The Fall 2019 cohort achieved an average cohort rubric score of at least 4 (using a 5-point scale). The overall mean for practicum/fieldwork items pertaining to Student Learning Outcome Ten for this group was 4.3. (02/17/2020)<br/> <b>Reflective Statement:</b> Candidates are successfully demonstrating competency in areas affiliated with Student Learning Outcome Ten.</p> |         |



| Outcome | Measures  | Results   | Actions |
|---------|---|---|---------|
|         | <p>students are assessed using USD-SOLES Exit Survey items relating to their ability to demonstrate preparedness for participation and leadership in the design, delivery, management, and accountability of school counseling programs, while considering the developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.</p> <p><b>Benchmark/Criterion:</b> Counseling graduating students will indicate with a rating score of at least 4 (using a 5-point scale) on USD-SOLES Exit Survey items relating to their ability to demonstrate preparedness for participation and leadership in the design, delivery, management, and accountability of school counseling programs, while considering the developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.</p> <p><b>Paper/Written Assignment -</b> Counseling students in COUN 518 i : Japan are assessed using their final paper.</p> <p><b>Benchmark/Criterion:</b> 85% of MA Counseling candidates in COUN 518 i : Japan will earn a rubric equivalent score of at least a B on their Final Paper.</p> | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>Both the School Counseling and CMHC specializations received scores above 4.0 (using a 5-point scale): 4.8 and 4.4, respectively. The overall mean for both groups pertaining to selected items in the USD-SOLES Exit Survey relating to Ability to Demonstrate Preparedness for Participation &amp; Leadership was 4.6. (03/11/2020)</p> <p><b>Reflective Statement:</b> Counseling graduate students are successfully demonstrating competency in Ability to Demonstrate Preparedness for Participation &amp; Leadership.</p> |         |

**Operational Outcome 1** - The MA Counseling program offers high-

**Survey** - Candidates are encouraged to provide valuable feedback to

**Reporting Period:** 2019 - 2020  
**Criterion Met:** Yes

| Outcome   | Measures  | Results   | Actions |
|---|---|---|---------|
| <p>quality content and expert instruction.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Assessment Cycle:</b> 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018</p> <p><b>Start Date:</b> 01/01/2015</p> <p><b>Outcome Type:</b> Operational Outcome</p> | <p>faculty and administrators regarding their educational experiences. The “Course Evaluation” is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. There are four major areas for students to rate their educational experience: overall student satisfaction; teaching of course material; instructor’s relationship with students; and course requirements and student evaluation. Students are also given an opportunity to answer open ended questions relating to their educational experience.</p> <p><b>Benchmark/Criterion:</b> A seven point Likert scale is used: seven is strongly agree, six is agree, five is slightly agree, four is neutral, three is slightly disagree, two is disagree, and one is strongly disagree. The goal is to have a mean rating in the six to seven range for each evaluated area.</p> | <p>On Spring 2020 course evaluations, Counseling faculty received an overall mean rating of 6.52, based on students' ratings of the four major categories of their educational experience: overall student satisfaction; teaching of course material; instructor’s relationship with students; and course requirements and student evaluation. (06/23/2020)</p> <p><b>Reflective Statement:</b> Counseling leadership will continue to meet with faculty to review course evaluations and provide feedback and mentoring to faculty that do not receive a mean rating in the six to seven range for each evaluated area.</p>  |         |
|   | <p><b>Benchmark/Criterion:</b> A seven point Likert scale is used: seven is strongly agree, six is agree, five is slightly agree, four is neutral, three is slightly disagree, two is disagree, and one is strongly disagree. The goal is to have a mean rating in the six to seven range for each evaluated area.</p>  | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>On Spring 2020 course evaluations, MFT faculty received an overall mean rating of 6.28, based on students' ratings of the four major categories of their educational experience: overall student satisfaction; teaching of course material; instructor’s relationship with students; and course requirements and student evaluation. (06/23/2020)</p> <p><b>Reflective Statement:</b> MFT Program Director will continue to meet with faculty to review course evaluations and provide feedback and mentoring to faculty that do not receive a mean rating in the six to seven range for each evaluated area.</p>       |         |
|   | <p><b>Survey</b> - CMHC candidates are encouraged to provide valuable feedback to faculty and administrators regarding their</p>  | <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Criterion Met:</b> Yes</p> <p>On Fall 2019 course evaluations, Counseling faculty received an overall mean rating of 6.45, based on students' ratings of the four major categories of their educational experience: overall student satisfaction; teaching of course material; instructor’s relationship with students; and course requirements and student evaluation. (04/14/2020)</p> <p><b>Reflective Statement:</b> Counseling leadership will continue to meet with faculty to review course evaluations and provide feedback and mentoring to faculty that do not receive a mean rating in the six to seven range for each evaluated area.</p> |         |

| <i>Outcome</i> | <i>Measures</i>   | <i>Results</i> | <i>Actions</i> |
|----------------|---|----------------|----------------|
|                | <p>educational experiences. The “Exit Survey” is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. General survey items address candidates’ satisfaction with courses, faculty, advisors, intellectual climate, support services, and program communication. Candidates are also provided with program specific survey items and the opportunity to answer open ended questions relating to their educational experience.</p> <p><b>Benchmark/Criterion:</b> Three five point Likert scales were used with the goal of having mean ratings in the four to five range.<br/> Rating Scale 1: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)<br/> Rating Scale 2: Extremely Well (5), Fairly Well (4), Moderately (3), Poorly (2), Not At All (1)<br/> Rating Scale 3: Very Satisfied (5), Satisfied (4), Neutral (3), Dissatisfied (2), Very Dissatisfied (1)</p> <p><b>Survey - School Counseling</b> candidates are encouraged to provide valuable feedback to faculty and administrators regarding their educational experiences. The “Exit Survey” is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. General survey items address candidates’ satisfaction with</p> |                |                |

| <i>Outcome</i> | <i>Measures</i>   | <i>Results</i> | <i>Actions</i> |
|----------------|---|----------------|----------------|
|                | <p>courses, faculty, advisors, intellectual climate, support services, and program communication. Candidates are also provided with program specific survey items and the opportunity to answer open ended questions relating to their educational experience.</p> <p><b>Benchmark/Criterion:</b> Three five point Likert scales were used with the goal of having mean ratings in the four to five range.</p> <p>Rating Scale 1: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)</p> <p>Rating Scale 2: Extremely Well (5), Fairly Well (4), Moderately (3), Poorly (2), Not At All (1)</p> <p>Rating Scale 3: Very Satisfied (5), Satisfied (4), Neutral (3), Dissatisfied (2), Very Dissatisfied (1)</p> |                |                |