

## Assessment Cycle 2021-2022

### Counseling MA (533)

**College: Education and Human Development**

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**Date: May 16, 2022**

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**Date: June 14, 2022**

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

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

**Counseling (COUN) Program Mission Statement:** The mission of the Counseling Program at Northwestern State University is to prepare candidates with the knowledge, skills, and practices to become caring, competent, reflective counselors within a dynamic and multicultural society. A key aim of the program faculty is to approach their pedagogy with intellectual vigor and enhance their students' preparation through quality research, scholarship, and service. The instructional efforts of program faculty are committed to ensuring a seamless integration of theory into practice.

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

- (1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
- (2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions. COUN faculty determine what changes will be made.
- (3) The NSU Counseling Program is fully accredited by the Council for Accreditation Counseling and Related Educational Programs (CACREP) through October 31, 2022. The program was accredited under the 2009 Standards and began implementing the 2016 Standards from the start of the Spring semester. This accreditation is about quality

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

### Student Learning Outcomes

#### SLO 1

#### Course Map: Core CACREP Courses

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

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

SLO 1 is assessed through a multiple-choice comprehensive exam/oral comprehensive exam in the last semester of the program. The assessment instrument evaluates student knowledge using a 160-question multiple choice exam and a 45-minute oral exam, and the benchmark performance is that 80% of students will score at the Acceptable level (70%) or higher.

**Finding:** In AC 2021-2022 the target was met.

Assessment Year	Target Met/Unmet	Students involved	Percentage met
AC 2021-2022	Met	10 of 10	100%
AC 2020-2021	Met	14 of 14	100%

#### Analysis:

In AC 2020-2021 the target was met.

In AC 2020-2021, 100% of students scored Acceptable or Target on the multiple choice and oral comprehensive exams (n=14). These results indicate student learning and academic achievement is occurring at *Acceptable* or *Target* levels in the CACREP Core areas. The common core areas represent knowledge areas that are fundamental to the counseling profession. The eight areas of curricular experience required by CACREP to prepare all counselors include: (1) professional counseling orientation and ethical practice, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5)

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counseling and helping relationships, (6) group counseling and group work, (7) assessment and testing, and (8) research and program evaluation. The changes from the previous AC had a direct impact on the students' ability to demonstrate discipline-specific content knowledge in the aforementioned areas of curricular experience.

While the analysis indicates students are learning and achieving Acceptable (or Target) scores in the CACREP Core areas, there were two areas in which students achieved lower mean scores in general: (1) Research and (2) Assessment and Testing. Based on the analysis of the 2020-2021 results, there was evidence that students were learning and academically achieving Acceptable (or Target) scores in the CACREP Core areas. The areas of noted strengths were Counseling/Helping Relationships and Career Counseling.

Based on the analysis of AC 2020-2021 data, faculty had intended to continue implementing the changes from 2020-2021 in AC 2021-2022 to drive the cycle of improvement, but the program lost a faculty member. There were last minute instructor changes and moving forward as intended was not possible.

However, in AC 2021-22, the target was met. But those areas, along with Group Counseling, continue to remain the lowest overall.

The data was analyzed through calculating the mean score for each of the 8 core areas. Fourteen students completed the comprehensive portions of the exam in AC 20-21; 100% of students scored Acceptable or Target on the multiple choice and oral comprehensive exams (n=14). Ten students completed the comprehensive portions of the exam in AC 21-22; 100% of students scored Acceptable or Target on the multiple choice and oral comprehensive exams (n=10).

### **Decision or Recommendation.**

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data (n=10), in AC 2022-2023 faculty will focus on improving students' scores in Group Counseling. The lower scores in Analysis and Research follows the national trend for counselors on the National Counselor Exam. The quantitative nature of those courses do not typically come naturally for those who lean toward being more verbal, such as counselors. However, the downward trend in Group Counseling scores is of concern. The following actions will be taken in the 2022-2023 AC: (1) a new text has been selected which better aligns with CACREP Standards, and (2) COUN 5580, the Group Course, will return to a face-to-face format for the Summer of 2022.

### **SLO 2**

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

Departmental Student Learning Goal	Program Student Learning Outcome
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Apply discipline-specific content knowledge in professional practice (SPA #2)	The Individual Counseling Evaluation Form will be used in COUN 5550 and 5570. This aligns with the Key Performance Indicators for the 2016 CACREP standards below.  CMHC 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues  SC 3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
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### Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through the Individual Counseling Evaluation Form in COUN 5550 and 5570. This aligns with the program’s Key Performance Indicators for the 2016 CACREP Standards, which are concentration specific for Clinical Mental Health Counseling (CMHC) and School Counseling (SC): (1) CMHC 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues and (2) SC 3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

**Finding:** In AC 2021-2022 the target was met.

### Analysis:

In AC 2020-21 the target was met.

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

The SLO aligns with the program’s Key Performance Indicators for the 2016 CACREP Standards, which are concentration specific for Clinical Mental Health Counseling (CMHC) and School Counseling (SC): (1) CMHC 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues and (2) SC 3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

Acceptance into Practicum (COUN 5550 for Clinical Mental Health or COUN 5570 for School Counseling) and Internship (COUN 5560 for both concentrations) requires a

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recommendation completed on a formal rating form from the COUN 5000 instructor and must be approved by both the practicum/internship course instructor and the field experiences coordinator for the Counseling Program. Because of the nature of counseling and potential harm that may come to clients as a result of incompetent counselors, enrollment in field experience courses is a selective process that requires the student to demonstrate proficiency in prerequisite courses. Students who do not meet these standards are placed on remediation plans, counseled into other programs of interest, or dismissed from the program. Students who are enrolled in field experience courses and are not meeting the expectations receive immediate feedback with necessary actions outlined. In 2020-2021 there were no students on a remediation plan due to concerns regarding counseling skills (one student was on a remediation plan due to unprofessional behavior (i.e., consistently submitting late work or not submitting work at all which resulted in failing grades in non-field experience coursework). Based on the analysis of the results, the Counseling Program faculty believe this Student Learning Outcome is an important and necessary gatekeeping process for the profession and recommended the consistent tracking of this SLO.

Based on information gathered from analysis of the AC 2020-2021 data, in conjunction with a survey completed by site supervisors and changes made by the Licensed Professional Counselors Board of Examiners, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty placed additional emphasis on training for telehealth counseling. This will be a multi-year rollout. The initial goal was that all students would have three hours of telehealth training prior to enrolling in a field experience course by Spring of 22. This goal was met through a three-hour training offered in November of 2021.

As a result of these changes, in AC 2021-22, the target was met.

### **Decision or Recommendation.**

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, in conjunction with a survey completed by site supervisors and changes made by the Licensed Professional Counselors Board of Examiners, faculty will continue implementing the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will place additional emphasis on training for telehealth counseling. This will continue the multi-year roll out, with the goal being that all students have three hours of telehealth training prior to enrolling in any field experience course. This will be accomplished through embedding a three-hour telehealth counseling into COUN 6500, the Ethics course students must have prior to enrollment in field experiences. A mandatory quiz will be designed and required in order to track students' learning.

These changes will improve the student's ability to apply techniques and interventions for prevention and treatment of a broad range of mental health issues and to skills to critically examine the connections between social, familial, emotional, and behavior problems and

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academic achievement, thereby continuing to push the cycle of improvement forward.

### SLO 3

#### Course Map: COUN 6500

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

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

The SLO is assessed through the COUN 6500 Research Paper.

Finding: In AC 2021-2022 the target was met.

#### Analysis:

In AC 2020-2021 the target was met.

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

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty redesigned the rubric for the assignment for students to have more specific feedback and to help them focus their writings on the critical parts of the assignment. The first implementation of this redesigned rubric was in the Summer of 2021.

#### Decision or Recommendation.

In AC 2021-2022, the target was met.

Mean scores for the COUN 6500 Research Paper were calculated to analyze the data for the Summer of 2021. One hundred percent of students (n=16) earned a mean score of Acceptable (80% or above) or Target (90% or above) on the Research Paper.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will continue implementing the rubric changes referenced above in AC 2022-2023 to drive the cycle of improvement. The assignment change had a direct impact on the student's ability to model professional behaviors and reference specific ethical standards.

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

### SLO 4

**Course Map: COUN 5000 and 5610**

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Demonstrate appropriate essential interviewing, counseling, and case conceptualization skills (2016 CACREP 5.g.).
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Articulate the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2016 CACREP 2.d.).

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

**Finding:** In AC 2021-2022 the target was met.

### Analysis:

In AC 2020-2021 the target was met.

SLO #4 was assessed in COUN 5610 through the Class Journal/Portfolio, also a KPI assignment for the program under the 2016 CACREP Standards. This assignment is a compilation of the students' work throughout the semester regarding specific prompts designed for students to reflect in-depth on their attitudes, beliefs, experiences and then to articulate how that impacts their work with clients. The benchmark performance is that 80% of students will score at the Acceptable level or higher. This standard was met in the Spring 21. Twenty-three students were enrolled in COUN 5610. Of the 23, one student did not submit the Class Journal/Portfolio by the end of the grading period; therefore, 95% of the students (22/23) earned a designation of Acceptable or Target on the Class Journal/Portfolio.

Faculty also assessed SLO 4 in COUN 5000 through a 45-minute counseling session that students facilitated in the role of the counselor, which was also a KPI assignment for the program under the 2016 CACREP Standards. A session transcription identifying skills used, case conceptualization, and an essential skills rating form was completed as part of the assignment as well. The benchmark performance was that 80% of

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students will score at the Acceptable level or higher. Data for this SLO was collected for COUN students in the Fall of 2020. Nineteen students were enrolled in COUN 5000 and completed all portions of this Key Performance Indicator. Of the 19 students, 100% earned a designation of Acceptable or Target on the assignment. Data for this SLO was collected again in the Fall of 2021.

Based on information gathered from analysis of the AC 2020-2021 data, feedback from students, and uncertainty with the ongoing pandemic faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty piloted an 8-week Counseling Skills (COUN 5000) course that met twice weekly. This was scheduled as a hybrid A-term course in hopes that the course would be finished prior to the start of the flu/projected COVID season and avoid any cancellation of face-to-face classes. Students met online on Tuesdays for the lecture portion of the class and met face-to-face on Thursdays for the experiential/practice portion of the class.

### **Decision or Recommendation.**

In AC 2021-2022, the target was met.

The changes made in 2021-2022 made a direct impact on the student's ability to articulate the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, and students were able to demonstrate appropriate essential interviewing, counseling, and case conceptualization skills

SLO #4 was assessed in COUN 5610 through the Class Journal/Portfolio, also a KPI assignment for the program under the 2016 CACREP Standards. This assignment is a compilation of the students' work throughout the semester regarding specific prompts designed for students to reflect in-depth on their attitudes, beliefs, experiences and then to articulate how that impacts their work with clients. The benchmark performance is that 80% of students will score at the Acceptable level or higher. This standard was met in the Spring 22. Ten students were enrolled in COUN 5610. Of the 10 students, 100% earned a designation of Acceptable or Target on the Class Journal/Portfolio. Data for this SLO will be collected again in the Spring of 2023.

Faculty also assessed SLO 4 in COUN 5000 through a 45-minute counseling session that students facilitated in the role of the counselor, which was also a KPI assignment for the program under the 2016 CACREP Standards. A session transcription identifying skills used, case conceptualization, and an essential skills rating form was completed as part of the assignment as well. The benchmark performance was that 80% of students will score at the Acceptable level or higher. Data for this SLO was collected for COUN students in the Fall of 2021. Thirteen students were enrolled in COUN 5000. Twelve students completed all portions of this Key Performance Indicator. Of the 13 students, 92% (12/13) earned a designation of Acceptable or Target on the assignment. The remaining student did not submit the work by the due date and received a zero on the assignment. Data for this SLO will be collected again in the Fall of 2022.

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Based on information gathered from analysis of the AC 2021-2022 data, feedback from students, and site supervisors, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will again offer an 8-week Counseling Skills (COUN 5000) course that meets twice weekly. This will be scheduled as a hybrid A-term course. As part of this offering there will be an increased emphasis on case notes as part of the case conceptualization skills. For COUN 5610, data from the Class Journal/Portfolio will continue to be monitored for another cycle prior to any changes being made.

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

### SLO 5

#### Course Map: COUN 5560 and EDUC 5010

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem- solve, using data to inform actions when appropriate (SPA #5)	Demonstrate appropriate essential interviewing, counseling, and case conceptualization skills (2016 CACREP 5.g.).
Make responsible decisions and problem- solve, using data to inform actions when appropriate (SPA #5)	Know the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2016 CACREP 8.a.)

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

**Finding:** In AC 2021-2022 the target was not met.

#### Analysis:

In AC 2020-2021 the target was met.

In AC 2020-2021, 100% of students earned a score of 80% or above on identified assessments aligned to the 2009 standards. These results indicate student learning and achievement is taking place at Acceptable or Target scores. This demonstrates program faculty are covering the designated CACREP standards in a defined and systematic manner that enhances student learning.

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Faculty assessed SLO 5 (2016 CACREP 7.e.) in COUN 5560 through the Case Conceptualization Presentation, a KPI assignment for the program under the 2016 Standards. In this assignment students (1) Identified the presenting problem, (2) Assessed and interpreted client's strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities, (3) Detailed appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias, (4) Detailed treatment plan that includes a behavioral definition, 5-axis diagnosis, goals, objectives, past interventions used, theoretical approach used, multicultural considerations, and family systems considerations; differentiate between diagnosis and developmental appropriate reactions during trauma-causing events, (5) Included progress notes, (6) Documented consultation with collaborating professionals to discuss the differential diagnosis, (7) Videotaped session and summarize intervention. Intervention must be based upon documented research findings. Sources must be cited. If applicable, provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders; if not detail appropriate strategies that could be used, (8) Summarized future plans based upon research findings. Sources must be cited. (9) Identified appropriate referrals and/or community resources and the procedures utilized for making those referrals. For the Personal Reflection Component students were asked to (1) Discuss personal limitations in working with the client and the nature of the supervision received, (2) Discuss the legal and ethical issues related to the work with the client, (3) Discuss personal awareness of the issues presented related to diversity and how multicultural competencies were met. Data for this SLO is collected for COUN students each Spring and Fall semesters.

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

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

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

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

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

### **Decision or Recommendation.**

In AC 2021-2022, the target was not met (only 1 of 2 elements met).

Sixteen students were enrolled in COUN 5560 in AC 2021-2022; 100% of students earned a score of 80% or higher.

Based on information gathered from analysis of the AC 2021-2022 data, in conjunction with feedback from site supervisors, in AC 2022-2023, faculty will continue placing additional emphasis on training on progress notes. This will be a multi-course, multi-year emphasis. It will involve completing a sample counseling plan in COUN 5530 and additional lectures/discussions included in COUN 5550 and COUN 5560 and expanded to include the completion of case notes in COUN 5000.

Fourteen students were enrolled in EDUC 5010 in AC 2021-2022. Due to the loss of a program faculty member, there was no single section for COUN students; they were included in sections with a variety of other majors. Three different instructors taught EDUC 5010, and there was no uniformity in how this assignment was implemented (since the assignment is for COUN students only and not other majors). For this reason, in AC 2022-2023 the assignment will be moved into COUN 5550 and COUN 5570. These are COUN specific sections (the practicums for each concentration) and can be implemented uniformly. This first will go into effect for the Fall of 2022. Data will be collected each Fall/Spring.

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

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

Program faculty made several decisions after examining results of data analysis from AC 2020-2021 which resulted in improved student learning and program improvement in AC 2021-2022.

The Counseling Program has been in a transition period. The new 2016 CACREP Standards are being implemented and assignments were being redesigned or newly designed to align with the Standards. It was important as to build assessment data in process and procedure in meeting the 2016 CACREP Standards. This was a multi-year process to examine low numbers for each course (an average of 10 students per course) and most courses were only offered once per year. However, based on the

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AC 2020-2021 data there were some specific actions the COUN faculty took:

- For SLO #1, based on information gathered from analysis of the AC 2020-2021 data, faculty were to continue to implement the previous plan and monitor results. However, the program lost a faculty member. There were last minute instructor changes, and moving forward as intended was not possible. Nevertheless, the target was met.
- For SLO #2, in AC 2021-2022 faculty placed additional emphasis on training for telehealth counseling. This was/will be a multi-year roll out with the goal being that all students have three hours of telehealth training prior to enrolling in a field experience course by Spring of 22.
- For SLO #3, in AC 2021-2022 faculty redesigned the rubric for the assignment in order for students to have more specific feedback and to help them focus their writings on the critical parts of the assignment. The first implementation of this redesigned rubric was in the Summer of 21 with data being reported in the Summer of 22.
- For SLO #4, in AC 2021-2022, faculty piloted an 8-week Counseling Skills (COUN 5000) course that met twice weekly. This was scheduled as a hybrid A-term course in hopes that the course would be finished prior to the start of the flu/projected COVID season and avoid any cancellation of face-to-face classes. Students met online on Tuesdays for the lecture portion of the class and met face-to-face on Thursdays for the experiential/practice portion of the class. For COUN 5610 data from the Class Journal/Portfolio was monitored for another cycle prior to any changes being made.
- For SLO #5, in AC 2021-2022, faculty placed additional emphasis on training on progress notes. This was to be a multi-course emphasis, involving completing a sample counseling plan in COUN 5530 and additional lectures/discussions included in COUN 5550 and COUN 5560. For EDUC 5010 data from the Article Screening was to be monitored for another cycle prior to any changes being made.

### Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2021-2022 and will take steps to continue to improve student learning in AC 2022-2023:

- For SLO #1, in AC 2022-2023, faculty will focus on improving students' scores in Group Counseling. The lower scores in Analysis and Research follows the national trend for counselors on the National Counselor Exam. The quantitative nature of those courses do not typically come naturally for those who lean toward being more verbal, such as counselors. However, the downward trend in Group Counseling scores is of concern. The following actions will be taken in the 2022-2023 AC: (1) a new text has been selected which better aligns with CACREP Standards, and (2) COUN 5580, the Group Course, will return to a face-to-face format for the Summer of 2022.

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- For SLO #2, in AC 2022-2023, faculty will continue placing additional emphasis on training for telehealth counseling. This will continue the multi-year roll out, with the goal being that all students have three hours of telehealth training prior to enrolling in any field experience course. This will be accomplished through embedding a three-hour telehealth counseling into COUN 6500, the Ethics course students must have prior to enrollment in field experiences. A mandatory quiz will be designed and required in order to track students' learning.
- For SLO #3, in AC 2022-2023 faculty will continue implementing the rubric changes that went into effect in 2021-2022 to drive the cycle of improvement. The assignment change had a direct impact on the student's ability to model professional behaviors and reference specific ethical standards. This will be a multi-year process because faculty will be examining low numbers.
- For SLO #4, in AC 2022-2023, faculty will again offer an 8-week Counseling Skills (COUN 5000) course that meets twice weekly. This will be scheduled as a hybrid A-term course. As part of this offering there will be an increased emphasis on case notes as part of the case conceptualization skills. For COUN 5610, data from the Class Journal/Portfolio will continue to be monitored for another cycle prior to any changes being made.
- For SLO #5, in AC 2022-2023, faculty will continue placing additional emphasis on training on progress notes. This will be a multi-course, multi-year emphasis. It will involve completing a sample counseling plan in COUN 5530 and additional lectures/discussions included in COUN 5550 and COUN 5560. It will be expanded to include the completion of case notes in COUN 5000. In AC 2022-2023 the Article Critique assignment will be moved into COUN 5550 and COUN 5570 (the practicums for each concentration). This first implementation will go into effect for the Fall of 2022.