

ACCOUNTABILITY REPORT FOR 2021-2022 ACADEMIC YEAR

PLO 1 - Professional Orientation and Ethical Practice (CACREP 2.F.1)

Students will be able to articulate the elements related to professional identity including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Measure 1: Counseling Philosophy Paper

Students will address the elements of professional identity and personal philosophy through the completion of a Counseling Philosophy Paper.

Utilizing the Counseling Philosophy Paper rubric, designed by faculty, students will achieve an acceptable score in all six areas: History of the Profession, Philosophy of the Profession, Ethics, Professional Identity, Counseling Relationships, and Writing. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Counseling Philosophy Paper (N = 25)

	Target	Acceptable	Unacceptable
Description of Counseling	15	3	5
Relationships in Counseling	15	3	5
Role and Function of Counselor in Counseling	15	3	5
Role and Function of Client in Counseling	15	3	5
Goals of Counseling	15	3	5
Change in Counseling	15	3	5
Techniques in Counseling	15	3	5
Diagnosis in Counseling	15	3	5
Diversity in Counseling	15	3	5
Graduate Level Writing & APA Style	15	3	5

Discussion of Results: There were 25 degree seeking students enrolled in PCOU 5331 Theories of Counseling during the 2021-2022 academic year, 11 students were enrolled in Fall 2021 and 14 enrolled in Spring 2022. In the Fall of 2021 and Spring of 2022, 1 student did not submit the assignment in each course.

Measure 1 was originally assigned as the Counseling Philosophy Paper in PCOU 5320 Orientation to Counseling and utilized a different rubric. This assignment was removed from the course in the Fall of 2021 placed in PCOU 5331 Theories of Counseling as the purpose of the assignment aligned better with PCOU 5331 course catalog description, learning outcomes, content, readings, and video demonstrations. Given the majority of

students achieved the scores of Acceptable and Target for the assignment, the relocation of the Counseling Philosophy Paper will remain in PCOU 5331.

Measure 2: Advocacy Letter

Students will identify a legislative issue that is relevant to the counseling profession and write a letter to a legislator articulating his or her position on the issue.

Utilizing the Advocacy letter rubric, designed by faculty, students will achieve an acceptable score in the four areas of the rubric including: topic selection, audience, presentation of the argument, and writing. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Advocacy Letter (*N* = 20)

	Target	Acceptable	Unacceptable
Topic	8	3	9
Audience	8	3	9
Presentation	8	3	9
Writing	8	3	9

Discussion of Results: There were 20 degree seeking students enrolled in PCOU 5320 Professional Orientation during the 2021-2022 academic year, 7 students were enrolled in Fall 2021 and 13 enrolled in Spring 2022.

The advocacy letter is a rather challenging assignment for students in their first semester of the program. Students are able to easily identify an area of advocacy for the letter but struggle to articulate their position on the issue and the relevant audience to whom to address their position. Compounding this challenge is the required textbook for the course contains minimal content about advocacy in professional counseling. During review of this data for program evaluation, faculty need to determine if the advocacy letter is a developmentally appropriate assignment for this course or if the course should be moved to a course later in the degree sequence such PCOU 5395 Internship. If the assignment is retained in the current course, additional content on advocacy could be added to the course to supplement the textbook content.

PLO 2 – Social and Cultural Diversity (CACREP 2.F.2)

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Measure 1: Guided Journal

Students will participate in guided journal activities for the purpose of reflection and personal exploration of emotions and biases related to multicultural counseling.

Utilizing the Guided Journal rubric, designed by faculty, students will achieve an acceptable score in the three areas of the rubric including: insight and self-awareness, understanding other viewpoints, and ability and willingness to address biases. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Guided Journal (N = 12)

	Target	Acceptable	Unacceptable
Insight and Self-Awareness	10	2	0
Understanding Other Viewpoints	10	2	0
Ability and willingness to Address Biases	10	2	0

Discussion of Results: There were 12 total degree seeking students enrolled in PCOU 5335 Multicultural Counseling during the 2021-2022 academic year. There were 11 Professional Counseling Students enrolled in fall and one professional counseling student enrolled in spring.

There are currently no modifications to the assignment. Diversity and multicultural issues are infused into many courses in the program including crisis counseling, ethics, research, and assessment. Students will have additional opportunities to continue to gain self-awareness and consider various diverse viewpoints through class and online discussions and through personal reflection assignments.

Measure 2: Challenge Experience Project

Students will participate in an activity designed to increase personal exposure to diversity. Following the project, students will write a reflection paper identifying learning and professional development related to the experience.

Utilizing the Challenge Experience Project rubric, designed by faculty, students will achieve an acceptable score in the three areas of the rubric including: background information/observation, reflection, and writing. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Challenge Experience Project (N = 12)

	Target	Acceptable	Unacceptable
Background Information/Observation	11	1	0
Reflection	11	1	0
Writing	5	7	0

Discussion of Results: There were 12 degree seeking students enrolled in PCOU 5335 Multicultural Counseling during the 2021-2022 academic year. There were 11 Professional Counseling Students enrolled in fall and one professional counseling student enrolled in spring. Students demonstrated the ability to understand and gain insight about a diverse population different from their own. They were able to reflect about the activity at the target or acceptable level. Most students were at the acceptable level regarding writing.

There are no modifications to this assignment. Students will continue to learn about diverse groups through the program especially in fieldwork.

PLO 3 - Human Growth and Development (CACREP 2.F.3)

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

Measure 1: Introspective Journals

Students will analyze and apply a theoretical framework to their own development through the writing of introspective journals for each developmental stage.

Utilizing the Introspective Journal rubric that was designed by faculty, students will achieve an acceptable score in the three areas of the rubric including: stage, analysis, and application. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Introspective Journals (N = 23)

	Target	Acceptable	Unacceptable
Stage	20	1	2
Analysis	7	14	2
Application	12	9	2

Discussion of Results: There were 23 degree seeking students enrolled in PCOU 5385 Lifespan Development during 2021-2022 academic year. There were 10 enrolled in the fall of 2021 and there were 13 in the spring 2022.

This measure includes five separate journal entries, each covering a specific stage of development. Students are given feedback on each journal prior to proceeding to the next journal. While some students may have initially struggled with the application of knowledge and theory, all were able to utilize the feedback from the professor and demonstrate mastery by the final journal. This measure indicates that students have appropriate knowledge regarding lifespan development and can apply it through the analysis of their own development. During the spring 2022 semester, there were two students who struggled to complete work in all classes because of struggling to get back into the routine of graduate school. These students received unacceptable on most assignments in the class and were spoken with individually. There are no modifications to this assignment.

Measure 2: Developmental Interview

Students will complete a comprehensive analysis of the development of an individual over the age of 65.

Students will achieve an acceptable rating in all areas of the Developmental Interview rubric including selection of a subject, question design, factors affecting human behavior, self-esteem and self-concept, normal development, and crises impacting development. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Developmental Interview (N=23)

	Target	Acceptable	Unacceptable
Subject	19	2	2
Questions	7	14	2
Human Behavior	7	14	2
Theories	10	11	2
Transition and Resilience	10	12	1
Crises, Disasters, and Trauma impacting Development	17	4	2
Exceptionalities	7	14	2
Wellness	9	12	2

Discussion of Results: There were 23 degree seeking students enrolled in PCOU 5385 during the academic year 2021-2022. There were 10 enrolled in the fall of 2021 and there were 13 in the spring 2022.

Overall, this data indicates that Counseling students are successfully acquiring the knowledge and skills necessary to analyze developmental factors relevant to working with potential clients. This assessment measure is the culminating assessment for the course. The introspective journal assignments appear to be successful in developing the knowledge and skills necessary for the final course assessment. During the spring 2022 semester, there were two students who struggled to complete work in all classes because of struggling to get back into the routine of graduate school. These students received unacceptable on most assignments in the class and were spoken with individually.

The program discussed concerns about the adjunct not including the assignment used to evaluate the PLO. Additional steps have been implemented to help navigate the instructors of record to include important measures. One measure includes adding highlights to syllabi that will be provided to adjuncts.

PLO 4 – Career Development (CACREP 2.F.4)

Students can utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Measure 1: Career Theory Application Project

Students will conduct an interview with an individual or complete an autobiographical paper for the purpose of obtaining information related to career development and career history. The student will write a case study in which a particular career theory is applied, and career decision making is analyzed.

Students will achieve an acceptable rating in all areas of the Career Theory Application Project rubric including identifying career development, being involved in vocational planning and career exploration, identifying career development theories, and helping individuals in vocational planning. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Career Theory Application Project (N = 20)

	Target	Acceptable	Unacceptable
Identify Career Development	19	1	0
Facilitate Involvement in Vocational planning and career exploration	19	1	0
Identify career development theories as they relate to an individual with a disability	19	1	0
Utilize Career/Occupational Materials to assist the individual in vocational planning	19	1	0

Discussion of Results: There were 9 degree seeking students enrolled in PCOU 5325 during the Fall, 2021. There were 11 degree seeking students enrolled in PCOU 5325 during the Spring 2022.

Career theory is required knowledge for counseling students. Additional information will be provided in class to help further understanding of the assignment requirements. The instructor added chapter practice quizzes Fall, 2021. The Spring semester, instructor added online check-up quizzes at the end of each weekly lecture to identify any major concepts the students may not have gotten.

Measure 2: (Mental Health and Rehabilitation Specializations) Parent Training Project / (School Specialization) Career Planning Resource File

This assignment was not completed during the spring 2021 semester. A different assignment was used to replace this measure.

Measure 2: Students will create a skit to focus on Career Theory and how it implemented when addressing vocational information. Students will form groups and record skit to present in class.

Students will achieve an acceptable rating in all areas of the Career Theory Skit rubric including knowledge of theory, presentation of script, use of props and other materials, creativity, use of lay language incorporated into skit, and information e-mailed to all classmates. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Career Theory Skit (N=20)

	Target	Acceptable	Unacceptable
Group members were knowledgeable of theory.	16	4	0
Well-presented skit script	20	0	0
Group used props and other materials to enhance skit	20	0	0
Skit demonstrated creativity	20	0	0

Vocational theorist's major concepts incorporated into skit in lay language	16	4	0
Review of theorist's major points e-mailed to all class members	20	0	0

Discussion of Results: There were a total of 20 degree seeking students enrolled in PCOU 5325 during academic year 2021-2022. There were 9 students enrolled during Fall 2022. There were 11 students enrolled during Spring, 2022. All students met the requirements for the assignment. There was one group of 4 students that failed to incorporate most of the theorist's major contributions in their skit. Skit examples will be shown in class to demonstrate how theorist's major concepts can be creatively incorporated into the skit. There were no modifications made to this assignment.

PLO 5 - Helping Relationships (CACREP 2.F.5)

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

Measure 1: Skills Video

Students will demonstrate basic counseling skills through videotaped sessions with a classmate.

Students will achieve an acceptable rating in all areas of the rubric including attending, listening, empathy, probing/challenging, summarizing, and goals and action talk. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Skills Video (N = 19)

	Target	Acceptable	Unacceptable
Attending	19	0	0
Listening	16	3	0
Empathy	8	11	0
Probing/Challenging	13	6	0
Summarizing	17	2	0
Goals and Action Talk	8	11	0

Discussion of Results: There were a total of 19 degree seeking students enrolled in PCOU 5333 Skills and Techniques during the 2021-2022 academic year. There were 13 students enrolled in the fall semester and 6 enrolled in the spring semester. Class assignments include three videotaped counseling sessions with a classmate and the professor evaluates the video using the faculty designed grading rubric. The rubric for the third taped session is used to measure this skill for this assessment as it occurs at the end of the semester.

Professor will implement an online program, Theravue, to help provide students additional time to practice counseling skills, including demonstrating empathy and developing working goals with clients. No modifications to this assignment will be required.

Measure 2: Practicum Video

Students will demonstrate basic counseling and case conceptualization skills through videotaped sessions with clients.

Students will achieve a minimum of acceptable score on all elements of the Counseling Session Rubric including relationship with client, treatment and techniques, case conceptualization, relationship with supervisor, ethics and professionalism, and case management. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Practicum Video (N = 19)

Skill Demonstrated	Target	Acceptable	Unacceptable
Relationship with client	19	0	0
Treatment and Techniques Provided	19	0	0
Case Conceptualization	19	0	0
Basic Skills	19	0	0
Ethics and professionalism	19	0	0
Relationship with Supervisor	19	0	0

Discussion of Results: There were 19 degree seeking students enrolled in PCOU 5394 Practicum during the 2021-2022 academic year. There were 7 students enrolled in the fall semester, 8 students enrolled in the spring semester, and 4 students enrolled in the summer semester. Students were required to achieve a minimum score of 2 or higher on all elements of the Counseling Session Rubric. Most of the class scored acceptable or higher on this activity. This is evidence that students are developing the necessary counseling skills to work with clients.

All students have made progress on clinical skills and working with clients. No modifications were made to the Practicum Video assignment.

PLO 6 – Group Counseling and Group Work (CACREP 2.F.6)

Students demonstrate competency in preparing for and facilitation of group counseling.

Measure 1-Group Proposal/Plan

Students will develop a plan for conducting a group to address a specific counseling issue.

The instructor of PCOU 5328 will utilize a faculty developed rubric with a 3-point scale to assess the students' work in the areas of developing group objectives, group rationale, and the group plan.

Rubric Results for Group Proposal/Plan (N = 22)

	Target	Acceptable	Unacceptable
Group Goals/Objectives	22	0	0
Rationale for Group	22	0	0
Group Format	22	0	0

Discussion of Results:

For the 2021-2022 academic year, there were a total of 22 students enrolled in PCOU 5328 Group Counseling. In the Fall of 2021, there were 6 students enrolled and, in the Spring of 2022, there were 16 students enrolled.

All students in the course scored in the Target areas of the rubric. The rubric for this assignment is detailed and specific and follows an example of a group proposal in one of the assigned texts for the course. There are no modifications to the assignment, rubric, or course at this time.

Measure 2-Group Facilitation Video-This assignment was discontinued because of COVID and replaced with a different assignment, Group Facilitation Plan. The Group Facilitation Plan will now be used to meet PLO 6.

Measure 2-Group Facilitation Plan

Students will lead one, 30-minute simulated group counseling session during the class time frame. Students will create a plan, rationale, and goals for the simulated counseling session appropriate for the time frame.

The instructor of PCOU 5328 will utilize a faculty developed rubric with a 3-point scale to assess the students' work in the areas of developing group goals, rationale for the type of group, and plan for the time frame of the simulated group counseling session.

Rubric Results for Group Facilitation Plan (N = 22)

	Target	Acceptable	Unacceptable
Group Goals	22	0	0
Rationale for Type of Group	22	0	0
Group Facilitation Plan	22	0	0

Discussion of Results: For the 2021-2022 academic year, there were a total of 22 students enrolled in PCOU 5328 Group Counseling. In the Fall of 2021, there were 6 students enrolled and, in the Spring of 2022, there were 16 students enrolled. All students were in the target areas of the rubric.

Last academic year there were students who received unacceptable, and faculty reviewed impact that prerequisite courses are not required for enrollment in PCOU 5328 Group counseling. Students can take the course without previous coursework or content in

counseling theories, counseling skills or techniques, or treatment planning within a session or across sessions. This can impact students' ability to formulate a clear and clinically supported rationale for group counseling, type of group (i.e., psychoeducational), goals for the group that align with the type and rationale, and plan for facilitating a single group session.

Students who have had these courses or coursework were better prepared and equipped to complete the assignment and the specific elements of the assignment. A new course rotation was implemented in fall 2021 to address prerequisite classes. The assignment, rubric, and rubric results were reviewed at the end of the 2021-2022 academic year for comparison. Students did much better during academic year 2021-2022.

PLO 7 Assessment and Treatment Planning (CACREP 2.F.7)

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

Measure 1: Test Critique

Students will be able to identify the strengths and weaknesses of assessment instruments.

Students will achieve a minimum rating of acceptable in all areas of the grading rubric including appropriate selection of instruments, required information, basic assessment concepts, reliability and validity, and ethical and cultural concerns. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Test Critique (N=16)

	Target	Acceptable	Unacceptable
Appropriate selection of instruments	16	0	0
Required information	16	0	0
Basic assessment concepts	16	0	0
Reliability and Validity	15	1	0
Ethical and cultural	16	0	0

Discussion of Results: There were 11 degree seeking students enrolled in PCOU 5359 during Fall, 2021. There were 5 degree seeking students enrolled in PCOU 5359 during Spring 2022. While most students achieved target or acceptable on all levels, one student struggled with understanding the different types of reliability and validity.

Students will have continued opportunities to evaluate assessment tools in additional courses, such as PCOU 5341 Research and PCOU 5325 Career. Additionally, reliability and validity are covered extensively in PCOU 5341. Cultural and ethical considerations regarding assessments are covered in PCOU 5323 Ethical and Legal Issues in Counseling. Thus, students will have the opportunity for these concepts to be reinforced.

Measure 2: Treatment Plan

Students will be able to utilize assessment data in order to develop a treatment plan.

Students will achieve a minimum of acceptable score on all elements of the Treatment Plan Rubric including case conceptualization, diagnosis, goals, and interventions. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Treatment Plan (N = 24)

	Target	Acceptable	Unacceptable
Case Conceptualization	12	9	3
Diagnosis	11	10	3
Goals	8	14	2
Interventions	8	16	0

Discussion of Results: There were 24 degree seeking students enrolled in PCOU 5391 during the 2021-2022 academic year (15 in the fall semester and 9 in the Spring semester). Most students scored at target or acceptable on most areas of the rubric. Three students scored at the unacceptable level on diagnosis and two scored at the unacceptable level of goals. The data from this assignment demonstrates that students are learning conceptualize cases, make accurate diagnoses as well as determine appropriate goals and interventions.

The students who struggled with making an accurate diagnosis will have additional opportunities during practicum to make a diagnosis with in-depth supervision prior to internship. Opportunities to practice conceptualization skills, goal setting and diagnostic skills will also occur in other courses such as PCOU 5330 Crisis Intervention.

PLO 8 Research and Program Evaluation (CACREP 2.F.8)

Students will demonstrate an understanding of research methods to inform evidence-based practice.

Measure 1: Research Proposal

Students will complete a research proposal focused on a topic related to counseling practice.

Students will achieve a minimum of acceptable score on all elements of the Research Proposal Rubric including basic study information, literature review, methods section, readability and writing style, and APA Style. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Research Proposal Assignment (N = 6)

	Target	Acceptable	Unacceptable
Basic Study Information	3	2	1
Literature Review	2	2	2
Methods Section	2	2	2
Readability and Writing Style	3	2	1
APA Style	2	4	0

Discussion of Results: There were 6 degree seeking students enrolled in PCOU 5341 during 2021-2022 academic year (6 in Spring). Most students were able to demonstrate the ability to understand previous studies conduct a literature review and develop a solid methods section. The students who struggled with understanding previous studies and conducting a literature review will have the opportunity to improve those skills in other classes throughout the program.

Most students scored at an acceptable level for writing. They will have additional opportunities to enhance writing skills throughout the program. Typically, students take this course during their first or second semester in the program. With regards to the methods section, two students struggled with understanding how to develop a methods section. During the program they will have additional opportunity to consider research methodology to increase their knowledge and skills in this area.

Measure 2: (School Specialization) RIT Project

Compare and contrast the role of the school counselor as a social justice advocate in the early years of the profession and now.

Criterion: Students will achieve a minimum of acceptable score on all elements of the RIT Project Rubric including defining social justice advocate, comparison of then and now, APA Style, and readability and writing style. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Research Proposal Assignment (N =)

	Target	Acceptable	Unacceptable
Defining Being a Social Justice Advocate			
Comparison of then and now			
APA Style			
Readability and Writing Style			

Discussion of Results: PCOU 5324 was not offered during academic year 2021-2022. The class will be offered during Summer 2022.

Measure 2: (Clinical Mental Health Specialization) Grant Proposal (Grant research project)

Students will write a research-based grant proposal in order to address a counseling related issue.

Students will achieve a minimum of acceptable on the Grant Proposal Rubric including title page, executive summary, statement of need, descriptions of project, itemized project budget, organization of information, conclusion, and APA style of writing.

Rubric Results for Grant Proposal Assignment (N =)

	Target	Acceptable	Unacceptable
Title Page			

Executive Summary			
Statement of Need			
Description of Project			
Itemized Project Budget			
Organization of Information			
Conclusion			
APA Style of Writing			

Discussion of Results: PCOU 5339 Professional Counseling will be offered in Summer 2022.

Measure 2: (Rehabilitation Specialization) Research Paper

Students enrolled in PCOU 5326 will author a research paper on a specific disability/medical condition for the purpose of increasing knowledge of the medical, functional, vocational, and independent living implications of a particular disability/medical condition. The paper will include a multidisciplinary approach involved in the rehabilitation process.

Discussion of Results: PCOU 5326 Medical Orientation to counseling was not offered in academic year 2021-2022. The class was supposed to be offered in Summer 2022, but unfortunately, there were not enough students for the class to make during the summer semester.