

## ACCOUNTABILITY REPORT FOR 2017-2018 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. The instructor will utilize a rubric developed by the faculty to assess the paper. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

*Criterion: Utilizing the Counseling Philosophy Paper rubric which was designed by faculty, students will achieve a acceptable score in all six areas: History of the Profession, Philosophy of the Profession, Ethics, Professional Identity, Counseling Relationships, and Writing.*

COU 520 enrollment totals for 2017 -2018 (all PCOU)

Fall – 15

Summer I - 6

	Target	Acceptable	Unacceptable
History	9	4	8
Philosophy	4	8	9
Ethics	3	14	4
Prof. Identity	3	12	6
Counseling Relationships	4	14	3
Writing	7	12	2

### Discussion of Results:

Eight of the 21 students (38%) received acceptable or target scores on all areas of the rubric. Sixty-two percent of the students received an unacceptable rating in at least one area of the rubric. The scores for this cohort of students are inconsistent with longitudinal data for this assessment measure. There were no changes in the curriculum or instructional strategies for the course during this academic year.

### ACTION PLAN:

Faculty were unable to determine a definitive reason for the radical difference in the scores of this cohort of students in comparison to the longitudinal data. The cohort will be monitored to determine if their results are similar on other assessment

measures. The cohort had acceptable scores on the other assessment measure collected in this course.

### **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. The instructor will utilize a rubric developed by the faculty to assess the paper. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

*Criterion: Utilizing the Advocacy letter rubric that was 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.*

### **Results**

COU 520 enrollment totals for 2017 -2018 (all PCOU)

Fall – 15

Summer I - 6

	Target	Acceptable	Unacceptable
Topic	20	1	0
Audience	17	2	1
Presentation	17	4	0
Writing	17	3	1

### Discussion of Results:

A total of 21 Professional Counseling students were enrolled in COU 520 during the 2017-18 academic period. All 21 students were able to correctly identify a counseling related advocacy topic and all but one student was able to properly addressing the correct legislator. The one student is an international student and is unfamiliar with the United States government system. This indicates students understand the difference between local, state, and national issues. All students were able to present a solid argument related to the identified advocacy issue with 17 (81%) scoring at the target range.

These results indicate all students are aware of current advocacy issues in the counseling field, are able to correctly identify decision makers related to public policy in most cases, and are able to articulate an effective argument on the issue. Twenty (95%) students were able to demonstrate acceptable letter writing skills.

### ACTION PLAN:

Faculty reviewed the assessment data and identified the one student needing attention was the area of writing. Additional opportunities to engage in professional writing will occur throughout the program. The student was provided extensive feedback and referred to the writing center.

### Measure 3 – CPCE Professional Orientation & Ethical Practice Mean Score

The Counselor Preparation Comprehensive Exam (CPCE) is a national standardized exam that is administered through the Center for Credentialing and Examination. It measures knowledge in the 8 core curriculum areas of counselor preparation.

Students in the SFASU Counselor Education program take the exam in the semester prior to entering internship.

*Criterion: Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).*

### **Results**

Enrollment totals for the 2017-18 academic year

CMH – 5

SCH – 4

RHB – 2

PCOU - 7

SFA Annual Mean	Standard Deviation	National Mean
10.89	2.46	11.38

	Target (1 standard deviation above national mean)	Acceptable (Within 1 standard deviation of national mean)	Unacceptable (More than 1 standard deviation below national mean)
CMH	0	4	1
SCH	0	3	1
RHB	1	1	0
PCOU	1	6	1

### Discussion of results:

Fifteen of the eighteen (83%) students assessed achieved the criterion score. One of the CMH students (20%), one (25%) of the SCH students, and one (12%) of the PCOU students did not achieve the criterion. All of the RHB students achieved the criterion. This is the last year in which there will be students enrolled in the CMH, SCH, and RHB programs. In future years, all students will be in the PCOU program. The percentage of students meeting the criteria increased from 62% last year to 83% this year.

### ACTION PLAN:

The focus of the SCH program is on the ASCA Code of Ethics and the RHB focuses on CRC Code of Ethics. The CPCE contains items over the ACA Code of Ethics. Beginning

in 2016-17, the newly approved degree plan requires all students to take the Ethics course. This will provide all students with a greater focus on the ACA Code of Ethics.

***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. The instructor of COU 535 will assess the student responses utilizing a faculty-developed rubric with a three-point scale indicating target, acceptable, and unacceptable ratings.

*Criterion: Students will achieve an acceptable rating in all areas of the rubric*

**Results**

COU 535 enrollment totals for 2017-18 was 24

	Target	Acceptable	Unacceptable
Insight and Self-Awareness	6	18	0
Understanding Other Viewpoints	10	14	0
Ability and willingness to Address Biases	8	16	0

Discussion of results:

The total enrollment in COU 535 was 24 students. Students are required to participate in a guided journal activity. This activity is designed to help students increase their self-awareness, understanding of other viewpoints and to begin to address their biases. All students scored at the target or acceptable level on this activity with 6 (25%) of students scoring at the target level on all areas and 14 (58%) percent of students scoring at the acceptable level on all areas. There were no students who scored unacceptable on any area. While some students struggle with addressing biases all were willing to do so and gained insight and self-awareness through this activity. One student was classified as CMH and scored at the acceptable range on all areas and another student was classified as SCH and scored at the acceptable range on all areas. All other students were classified as PCOU.

## 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. The instructor of COU 535 will assess the paper utilizing a faculty-developed rubric with a three-point scale indicating target, acceptable, and unacceptable ratings.

*Criterion: Students will achieve an acceptable rating in all areas of the rubric.*

## **Results**

COU 535 enrollment totals for 2017-18 was 24 students

	Target	Acceptable	Unacceptable
Background Information/Observation	16	8	0
Reflection	6	18	0
Writing	4	20	0

### Discussion of results:

The total enrollment in COU 535 for 2017-18 was 24 students, Students are required to complete a challenge experience that was designed to increase their exposure to diversity. All students scored at the target or acceptable level. Eighty three percent (20) of students enrolled scored at the acceptable level on writing while 16 percent (4) scored at the target level. This demonstrates that students are able to articulate in writing their findings. For the reflection component of the assignment, 75 percent (18) scored at the acceptable level and 25 percent (4) scored at the target level. All students with the exception of two were in the PCOU program. One student was in the SCH program and one student is listed as being in the CMHC program. The student in the CMHC program scored acceptable on all areas of the assignment. The student listed in the SCH program scored at the target level on the background area of the assignment and at the acceptable level on the reflection and writing components.

### ACTION PLAN:

Students continue to improve on writing skills throughout the program. Those who struggled were referred early in the semester to the writing center. This may be why the scores on writing were all at the acceptable level.

## Measure 3 – CPCE Social and Cultural Diversity Mean Score

The Counselor Preparation Comprehensive Exam (CPCE) is a national standardized exam that is administered through the Center for Credentialing and Examination. It measures knowledge in the 8 core curriculum areas of counselor preparation. Students in the SFASU Counselor Education program take the exam in the semester prior to entering internship.

*Criterion: Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).*

**Results**

Enrollment totals for the 2017-18 academic year

CMH – 5

SCH – 4

RHB – 2

PCOU - 7

SFA Annual Mean	Standard Deviation	National Mean
10.22	2.65	10.3

	Target (1 standard deviation above national mean)	Acceptable (Within 1 standard deviation of national mean)	Unacceptable (More than 1 standard deviation below national mean)
CMH	1	4	0
SCH	0	4	0
RHB	1	1	0
PCOU	2	5	0

Discussion of results:

All students assessed achieved the criterion score. This is an improvement from 83% in the previous year. Students in the program are demonstrating at or above the required level in the area of social and cultural diversity.

***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. The instructor of COU 585 will utilize a faculty-designed rubric to assess the fifth and final journal entry. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

*Criterion: Students will achieve a cumulative score of acceptable in all areas of the rubric by the final journal entry.*

## **Results**

COU 585 enrollment totals for 2017-18 was 26.

	Target	Acceptable	Unacceptable
Stage	13	0	0
Analysis	10	3	0
Application	5	8	0

Discussion of results:

One hundred percent (n=13) of Professional Counseling students who were enrolled in COU 585 and for which data was collected during the 2017-18 academic year achieved an acceptable cumulative score on all areas of the grading rubric, which was designed by the faculty. There were 13 students enrolled in the same section during the second summer session for which the faculty member did not assess the data. This faculty member is no longer with the university.

This measure includes 5 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 are able to apply it through the analysis of their own development

*Due to the confidential nature of personal information shared in the journals, examples of student work cannot be shared for this measure.*

### **Measure 2 – Developmental Interview**

Students will complete a comprehensive analysis of the development of an individual over the age of 65. The instructor of COU 585 will utilize a faculty-designed rubric to assess student performance. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

*Criterion: Students will achieve an acceptable rating in all areas of the rubric including: selection of a subject, question design, factors affecting human behavior, self-esteem and self concept, normal development, and crises impacting development.*

## **Results**

COU 585 enrollment totals for 2017-18 was 26.

	Target	Acceptable	Unacceptable
Subject	13	0	0
Questions	12	0	1

Human Beh	12	1	0
Theories	9	4	0
Transition and Resilience	10	3	0
Crises	9	4	0
Exceptionalities	10	3	0
Wellness	11	3	0

**Discussion of results:**

A total of 26 Counseling students were enrolled in COU 585 during the 2017-18 academic year. Data was not collected for 13 of the students enrolled during Summer II. The faculty member responsible for the data collection is no longer with the university. Students were asked to complete an interview of an adult over the age of 65 and complete a thorough analysis of development across the lifespan in order to demonstrate mastery of the knowledge and skills learned in the course. Papers were analyzed utilizing a faculty-designed rubric. One hundred percent (n=13) of the students achieved an acceptable score on all elements of the rubric, with the exception of one student who failed to subject the interview questions. 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 five introspective journals (Assessment #1) are designed to prepare students for this assessment. It appears the journals are successful in developing the knowledge and skills necessary for the final course assessment.

*Due to the confidential nature of personal information shared in the papers, examples of student work cannot be shared for this measure.*

**Measure 3 – CPCE Human Growth and Development Mean Score**

The Counselor Preparation Comprehensive Exam (CPCE) is a national standardized exam that is administered through the Center for Credentialing and Examination. It measures knowledge in the 8 core curriculum areas of counselor preparation. Students in the SFASU Counselor Education program take the exam in the semester prior to entering internship.

*Criterion: Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).*

**Results**

Enrollment totals for the 2017-18 academic year

CMH – 5

SCH – 4

RHB – 2

PCOU - 7



SFA Annual Mean	Standard Deviation	National Mean
12.82	2.83	11.62

	Target (1 standard deviation above national mean)	Acceptable (Within 1 standard deviation of national mean)	Unacceptable (More than 1 standard deviation below national mean)
CMH	0	5	0
SCH	0	3	1
RHB	0	2	0
PCOU	2	5	0

#### Discussion of results:

Seventeen of the eighteen (94%) students assessed achieved the criterion score. This is an increase of one percentage point from the previous year. One SCH student (25%) did not achieve the criterion. Two students (11%) achieved the target criterion. These results indicate students are well prepared in the area of human growth and development. The SFA mean score is 10% higher than the national mean. However, social and cultural diversity is the lowest level of achievement for SFA students.

#### ACTION PLAN:

The SCH student who did not achieve the required results was provided with resources to utilize for remediation and successfully completed the certification exam.

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

Students are able to 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 a 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. The instructor of COU 525 will utilize a faculty-designed rubric to assess student performance. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

*Criterion: Students will achieve an acceptable rating in all areas of the rubric.*

**Results:**

COU 525 enrollment totals for 2015-16

CMH – 3

SCH – 1

RHB – 2

PCOU - 9

		Target	Acceptable	Unacceptable
Identify Career Development Theory	CMH	2	1	0
	SCH	1	0	0
	RHB	2	0	0
	PCOU	3	6	0
Facilitate Involvement in Vocational Planning and Career Exploration	CMH	2	1	0
	SCH	1	0	0
	RHB	2	0	0
	PCOU	6	2	1
Identify career development theories as they relate to an individual with a disability	CMH	2	1	0
	SCH	0	1	0
	RHB	2	0	0
	PCOU	5	4	0
Utilize Career/Occupational Materials to assist the individual in vocational planning.	CMH	2	1	0
	SCH	1	0	0
	RHB	1	1	0
	PCOU	7	2	0

**Discussion of Results:**

The total enrollment in COU 525 for the 2017-18 academic year was 15 students, which included 3 CMH students, 1 SCH student, 2 RHB students, and 9 PCOU students. The aggregated and disaggregated data both indicate that 93% of students met the criterion of achieving a rating of 2 or higher in all areas of the professor developed rubric. All students demonstrated mastery of the knowledge and skills related to career development and career planning. One student struggled with facilitating involvement in vocational planning and career exploration. This student will be provided with additional opportunities to master this area of the rubric.

**Measure 2 – Parent Training Project (CMH and RHB)**

Students will develop and present a 1 hour workshop for parents on helping children make good career decisions. The workshop will include announcements, handouts, and an audio recording of the presentation. The instructor of COU 525 will utilize a faculty-designed rubric to assess student performance. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Results:**

Data collection on this measure was not done during this academic year.

**Measure 2 – Career Planning Resource File (SCH)**

Students will research career development activities and create a resource file to be utilized in a school setting. The activities should identify appropriate developmental levels and include information on required materials, goals and objectives, and instructions for the activity. The instructor of COU 525 will utilize a faculty-designed rubric to assess student performance. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Results:**

Data collection on this measure was not done during this academic year.

**Measure 3 – CPCE Career Development Mean Score**

The Counselor Preparation Comprehensive Exam (CPCE) is a national standardized exam that is administered through the Center for Credentialing and Examination. It measures knowledge in the 8 core curriculum areas of counselor preparation. Students in the SFASU Counselor Education program take the exam in the semester prior to entering internship.

*Criterion: Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).*

**Results**

Enrollment totals for the 2017-18 academic year

CMH – 5

SCH – 4

RHB – 2

PCOU - 7

SFA Annual Mean	Standard Deviation	National Mean
10.56	2.57	9.38

	Target (1 standard deviation above national mean)	Acceptable (Within 1 standard deviation of national mean)	Unacceptable (More than 1 standard deviation below national mean)
CMH	2	3	0
SCH	2	1	1
RHB	2	0	0
PCOU	2	5	0

Discussion of results:

Seventeen of the eighteen (94%) students assessed achieved the criterion score. This is an increase of 7 percentage points over the previous year. One SCH student (25%) students did not achieve the criterion. Eight (44%) students achieved the target score. The area of Career Development is the second lowest area of achievement for students in the program.

**ACTION PLAN:**

The student who did not achieve the required results was given remediation materials and successfully passed the state certification exam. The faculty will identify strategies for strengthening the curriculum in the area of career theory and development.

***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**

Student will demonstrate basic counseling skills through videotaped sessions with a classmate. The instructor of COU 533 will utilize a faculty-designed rubric with a three point scale to assess student performance.

*Criterion: Students will achieve a minimum score of 2 in all areas of the rubric.*

**Results**

COU 533 enrollment totals for 2017-2018

Clinical Mental Health (CMH) – 3

School (SCH) – 2

Rehabilitation (RHB) - 2

Professional Counseling (PCOU) - 12

		Target	Acceptable	Unacceptable
Attending	CMH	1	2	0
	SCH	1	1	0
	RHB	0	2	0
	PCOU	5	7	0
Listening	CMH	2	1	0
	SCH	2	0	0
	RHB	0	2	0
	PCOU	5	7	0
Empathy	CMH	1	2	0
	SCH	1	1	0
	RHB	0	2	0
	PCOU	5	7	0
Questioning	CMH	1	2	0

	SCH	1	1	0
	RHB	1	1	0
	PCOU	4	8	0
Challenging	CMH	1	2	0
	SCH	2	0	0
	RHB	1	1	0
	PCOU	3	9	0
Overall	CMH	1	2	0
	SCH	1	1	0
	RHB	2	0	0
	PCOU	4	8	0

**Discussion of Results:**

The total enrollment in COU 533 during the 2017-18 academic year was 19 degree seeking students, with 3 CMH students, 2 SCH students, 2 RHB students, and 12 PCOU students. Students videotaped three counseling sessions with a classmate and the professor evaluated the tape using the faculty designed grading rubric. The rubric for the third taped session is utilized for this assessment as it occurs at the end of the semester. All students achieved the acceptable criteria. All students achieved an acceptable score in all areas of the rubric. This is evidence that students are developing the necessary counseling skills in order to work with clients.

**Measure 2 – Practicum Video**

Students will demonstrate basic counseling and case conceptualization skills through videotaped sessions with a client. The instructor of COU 594 will utilize a faculty-designed rubric with a 3 point scale to assess student performance.

*Criterion: Students will achieve a minimum score of 3 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.*

**Results**

- COU 594 enrollment totals for 2017-2018 - 17
- Professional Counseling (PCOU) – 6
- Clinical Mental Health (CMH) – 3
- Rehabilitation (RHB) – 2
- School Counseling (SCH) - 6

		Exceptional	Above Average	Average	Developing	Below Average
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Relationship with client	PCOU	4	2	0	0	0
	CMH	1	2	0	0	0
	SCH	3	3	0	0	0
	RHB	1	1	0	0	0
Treatment & Techniques	PCOU	4	2	0	0	0
	CMH	1	2	0	0	0
	SCH	3	3	0	0	0
	RHB	1	1	0	0	0
Case Conceptualization	PCOU	4	2	0	0	0
	CMH	1	2	0	0	0
	SCH	3	3	0	0	0
	RHB	1	1	0	0	0
Relationship with Supervisor	PCOU	6	0	0	0	0
	CMH	3	0	0	0	0
	SCH	6	0	0	0	0
	RHB	2	0	0	0	0
Ethics and Professionalism	PCOU	6	0	0	0	0
	CMH	3	0	0	0	0
	SCH	6	0	0	0	0
	RHB	2	0	0	0	0
Case Management	PCOU	6	0	0	0	0
	CMH	3	0	0	0	0
	SCH	6	0	0	0	0
	RHB	2	0	0	0	0

#### Discussion of results:

The total enrollment in COU 594 during the 2017-18 academic year was 17 degree seeking students, with 6 CMH students, 6 SCH students, 2 RHB students, and 6 PCOU students. Students were evaluated on their ability to use basic counseling skills and case conceptualization with clients. All students achieved the acceptable criteria. This is evidence that students are developing the necessary counseling skills in order to work with clients.

#### **Measure 3 – CPCE Helping Relationships Mean Score**

The Counselor Preparation Comprehensive Exam (CPCE) is a national standardized exam that is administered through the Center for Credentialing and Examination. It measures knowledge in the 8 core curriculum areas of counselor preparation. Students in the SFASU Counselor Education program take the exam in the semester prior to entering internship.

*Criterion: Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).*

**Results**

Enrollment totals for the 2017-18 academic year

CMH – 5

SCH – 4

RHB – 2

PCOU - 7

SFA Annual Mean	Standard Deviation	National Mean
12.94	2.8	11.94

	Target (1 standard deviation above national mean)	Acceptable (Within 1 standard deviation of national mean)	Unacceptable (More than 1 standard deviation below national mean)
CMH	0	5	1
SCH	1	3	0
RHB	0	2	0
PCOU	3	4	0

Discussion of results:

Seventeen and the eighteen (94%) of the students met the criteria. Four students (22%) achieved the target criterion. These results indicate students are well prepared in the area of counseling and helping relationships. The SFA mean score is 8% higher than the national mean. This area is a strength of the program.

Action Plan:

The one student who did not meet the criteria was given remediation materials to utilize prior to taking the state licensure exam.

***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 Plan**

Students will develop a plan for conducting a group to address a specific counseling issue. The instructor of COU 528 will utilize a faculty-designed rubric with a 3 point

scale to assess the student work in the areas of developing group objectives, group rationale, and the group plan.

*Criterion: Students will achieve an acceptable rating in all areas of the rubric.*

**Results**

COU 528 enrollment totals for 2017-2018 – 19 students

The faculty member responsible for collecting data on this assessment measure is no longer with the university and the data is not available.

**Measure 2 – Group Facilitation Video**

Students will demonstrate the ability to plan for and conduct a group during the Practicum experience. The group will be digitally recorded and evaluated utilizing a faculty-designed rubric with a 3 point scale to assess student performance.

**Results:**

The faculty member responsible for collecting data on this assessment measure is no longer with the university and the data is not available.

**Measure 3 – CPCE Group Work Mean Score**

The Counselor Preparation Comprehensive Exam (CPCE) is a national standardized exam that is administered through the Center for Credentialing and Examination. It measures knowledge in the 8 core curriculum areas of counselor preparation. Students in the SFASU Counselor Education program take the exam in the semester prior to entering internship.

*Criterion: Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).*

**Results**

Enrollment totals for the 2017-18 academic year

CMH – 5

SCH – 4

RHB – 2

PCOU - 7

SFA Annual Mean	Standard Deviation	National Mean
11.83	2.94	10.84



	Target (1 standard deviation above national mean)	Acceptable (Within 1 standard deviation of national mean)	Unacceptable (More than 1 standard deviation below national mean)
CMH	1	4	0
SCH	2	2	0
RHB	0	2	0
PCOU	0	7	0

Discussion of results:

All students assessed achieved the criterion score. This is an increase of 20 percentage points over the previous year. The SFA mean score is 9% higher than the national mean. In the previous year, this was one of the lower content areas for SFA with the mean score being 20% below the national mean.

***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. The instructor of COU 559 will utilize a faculty-designed rubric to assess student achievement.

*Criterion: Students will achieve a minimum rating of a 2 in all areas of the grading rubric including: content and organization of the paper, readability and style, and writing mechanics.*

**Results**

The faculty assigned to this course did not collect the data.

**Measure 2 – Treatment Plan**

Students will be able to utilize assessment data in order to develop a treatment plan. The instructor of COU 591 will utilize a faculty-designed rubric to assess student achievement.

*Criterion: Students will achieve a rating of 2 on all areas of the grading rubric including: formulation of the problem, diagnosis, developmental context, therapeutic process, and treatment plan.*

**Results**

The faculty member responsible for collecting data on this assessment measure is no longer with the university and the data is not available.

**Measure 3 – CPCE Assessment Mean Score**

The Counselor Preparation Comprehensive Exam (CPCE) is a national standardized exam that is administered through the Center for Credentialing and Examination. It measures knowledge in the 8 core curriculum areas of counselor preparation. Students in the SFASU Counselor Education program take the exam in the semester prior to entering internship.

*Criterion: Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).*

**Results**

Enrollment totals for the 2017-18 academic year

- CMH – 5
- SCH – 4
- RHB – 2
- PCOU - 7

SFA Annual Mean	Standard Deviation	National Mean
11.28	2.29	10.63

	Target (1 standard deviation above national mean)	Acceptable (Within 1 standard deviation of national mean)	Unacceptable (More than 1 standard deviation below national mean)
CMH	1	4	0
SCH	1	3	0
RHB	1	1	0
PCOU	3	4	0

Discussion of results:

All students assessed achieved the criterion score. This is an increase of 13 percentage points over the previous year. Six (33%) students achieved the target criterion. While this is one of the lower core areas of achievement for SFA, it is also

one of the lower areas at the national level. This is an indication of the difficulty of the content related to assessment.

***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 (All programs)**

Students will complete a research proposal focused on a topic related to counseling practice. The instructor of COU 541 will utilize a faculty-designed rubric with a four-point scale to assess student achievement.

*Criterion: Students will achieve a minimum rating of 3 on all areas of the grading rubric including: purpose and focus, development of ideas, references, analysis, participants, language, and grammar/formatting.*

**Results**

**Results**

COU 541 enrollment totals for 2017-18 was 31

	Target	Acceptable	Unacceptable
Basic Study Information	16	14	1
Literature Review	14	16	1
Methodology	10	16	5
Readability and Writing Style	13	14	4
APA Style	13	17	1

Discussion of results:

The total enrollment in COU 541 for 2017-18 was 31 students, with 29 PCOU students, 1CMH student and 1 SCH student. Students are required to complete a research proposal focused on a topic related to counseling practice which incorporates evidence of quantitative and/or qualitative research articles in counseling and related fields. The proposal is an indication of the student's ability to apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments) and develop a research study. Fourteen students (45%) met the criteria of a minimum score of meets expectations on all areas of the rubric. The CMH student scored acceptable on all areas of the rubric. The SCH student scored acceptable on all areas of the rubric with the exception of scoring unacceptable on the writing component.

**ACTION PLAN:**

Faculty will incorporate research methods into other courses that provide students the opportunity to critique and evaluate research articles as examples of well written research literature. In COU 591, students will utilize research to identify evidence based practices as an element of the treatment planning assignment. In COU 530 students will be asked to consider the research elements behind various interventions and methods used in supervision. In COU 594, students will utilize research in order to identify evidence based practices to utilize with the clients they are serving.

**Measure 2 (School)**

Students will identify a problem on a school campus, research and implement an intervention, and analyze pre- and post-intervention data in order to determine effectiveness. The instructor of COU 534 will utilize a faculty-designed rubric to assess student performance. The three-point scale on the rubric includes ratings of target, acceptable, and unacceptable.

*Criterion: Students will achieve a minimum rating of acceptable in all areas of the grading rubric including: identification of the problem, review of literature, methodology of interventions, data analysis, and discussion of results.*

**Results**

COU 534 enrollment totals for 2017-18 = 15

	Target	Acceptable	Unacceptable
Identification of problem	9	4	2
Review of Literature	12	3	0
Methodology of Intervention	12	2	1
Data Analysis	5	7	3
Discussion of Results	9	5	1

Discussion of results:

The total enrollment for COU 534 for the 2017-18 year was 15. All were school counseling students. Students were required to identify an issue on their school campus and develop and implement an intervention. Two of the

**Measure 2 (Clinical Mental Health)**

Students will write a research based grant proposal in order to address a counseling related issue. The instructor of COU 539 will utilize a faculty-designed rubric with a three-point scale to assess student performance.

*Criterion: Students will achieve a minimum rating of 2 on all areas of the rubric including: project goal, project purpose, project design, project time line, detailed budget, sustainability, grant guidelines, and oral presentation.*

**Results**

COU 539 enrollment for 2017-18 – 13

	Target	Acceptable	Unacceptable
Project Goal	4	8	1
Project Purpose	8	5	0
Project Design	4	7	2
Project Timeline	1	10	2
Detailed Budget	6	7	0
Sustainability	6	3	4
Grant Guidelines	5	7	1

Discussion of results:

Sixty-nine percent (n=9) of the students enrolled in COU 539 achieved the required criterion on the grant proposal. The area of the project in which the students had the most difficulty was on sustainability of the project. Course evaluations indicated students would like to have additional instruction in grant writing.

**ACTION PLAN:**

The instructor of the course will revise the online course to better prepare students for writing a grant proposal.

**Measure 2 (Rehabilitation)**

Students enrolled in COU 526 will write 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. The paper will be graded utilizing a faculty developed rubric aligned with CACREP standards and including a 3 point scale for assessment.

*Criterion: Students will achieve a minimum score of 3 in all areas of the rubric including: general presentation and comprehension of the subject.*

**Results**

N=6 for the 2017-18 academic year

PC = 5

RCO = 2

	Concentration	Target	Acceptable	Unacceptable
	PCOU	5		

Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling	RHB	2		
Impact of biological and neurological mechanisms of disability	PCOU	4	1	
	RHB	1	1	
Research based practice strategies to work with clients with disability	PCOU	3	2	
	RHB	1	1	
Educational material to reduce or eliminate barriers and functional limitations	PCOU	5		
	RHB	2		

**Discussion of results:**

All (n=7) students achieved an acceptable ranking in all areas of the rubric. This data is evidence of student mastery of the CACREP standards associated with the assignment related to evidence-based practice, rehabilitation process, and educational interventions.

**Measure 3 – CPCE Research and Program Evaluation Mean Score**

The Counselor Preparation Comprehensive Exam (CPCE) is a national standardized exam that is administered through the Center for Credentialing and Examination. It measures knowledge in the 8 core curriculum areas of counselor preparation. Students in the SFASU Counselor Education program take the exam in the semester prior to entering internship.

*Criterion: Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).*

**Results**

Enrollment totals for the 2017-18 academic year

- CMH – 5
- SCH – 4
- RHB – 2
- PCOU - 7

SFA Annual Mean	Standard Deviation	National Mean
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12.44	3.18	11.04
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	Target (1 standard deviation above national mean)	Acceptable (Within 1 standard deviation of national mean)	Unacceptable (More than 1 standard deviation below national mean)
CMH	1	4	0
SCH	1	4	0
RHB	0	2	0
PCOU	2	5	0

**Discussion of results:**

All of the fifteen (100%) students assessed achieved the criterion score. Four students (22%) achieved at the target level. The SFA mean score is 13% higher than the national mean score. This is an indication that SFA students are well prepared in the area of research and program evaluation.