

ACCOUNTABILITY REPORT FOR 2018-2019 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.

Criterion: Using the Counseling Philosophy Paper rubric, which was 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 = 30)

	Target	Acceptable	Unacceptable
History	12	15	3
Philosophy	13	13	4
Ethics	13	17	0
Prof. Identity	11	14	5
Counseling Relationships	16	13	1
Writing	16	14	0

Discussion of Results: There were 30 degree seeking students enrolled in COU 520 during the 2018-2019 academic year. According to the table, most of the students achieved acceptable criteria in all areas of the rubric. The results indicated that students were able to identify the history, philosophy, ethics, professional identity, and counseling relationships at an acceptable level or higher after learning about the counseling profession.

Students who did not meet criteria were provided extensive feedback about the assignment. Students will have additional opportunities on other courses to evaluate and develop professional identity.

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 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.

Criterion: Using 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. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Advocacy Letter (N = 30)

	Target	Acceptable	Unacceptable
Topic	25	4	1
Audience	21	5	4
Presentation	22	5	3
Writing	18	10	2

Discussion of Results: There were 30 degree seeking students enrolled in COU 520 during the 2018-2019 academic year. According to the table, most of the students achieved the acceptable criteria in all areas of the rubric. This indicated 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.

The faculty reviewed the assessment data. Additional opportunities to engage in professional writing will occur throughout the program. Students will also have additional opportunities to consider ways to advocate for the profession throughout the program.

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.

Criterion: Utilizing the Guided Journal rubric that was 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 = 30)

	Target	Acceptable	Unacceptable
Insight and Self-Awareness	14	16	0
Understanding Other Viewpoints	15	15	0
Ability and willingness to Address Biases	20	10	0

Discussion of Results: There were 30 degree seeking students enrolled in COU 535 in the 2018-2019 academic year. According to the table, all students scored at the acceptable or target level for journals. They all showed a willingness to begin to address biases and to understand other viewpoints. Additionally, they all demonstrated an acceptable or higher degree of self-awareness.

Diversity and multicultural issues are infused into many courses in the program. Students will have additional opportunities to continue to gain self-awareness and consider various diverse viewpoints.

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 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.

Criterion: Using the Challenge Experience Project rubric that was 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 = 30)

	Target	Acceptable	Unacceptable
Background Information/Observation	22	8	0
Reflection	19	11	0
Writing	14	15	1

Discussion of Results: There were 30 degree seeking students enrolled in COU 535 in the 2018-2019 academic year. Students demonstrated a solid understanding of key diversity concepts and were able to gain insight and self-awareness into their own personal biases and beliefs. Students learned about cultures different than their own. According to the table, all students scored at the target or acceptable the rubric for the background/information section and reflection section.

One student scored at the unacceptable level on the rubric for writing. Students often take this course early on in the program and may struggle with writing graduate level papers. The student was referred to the SFASU Academic Assistance and Resource Center. The student will have additional opportunities throughout the program to improve writing skills.

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

Students can demonstrate an understanding of development across 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.

Criterion: 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 = 28)

	Target	Acceptable	Unacceptable
Stage	26	2	0
Analysis	22	6	0
Application	18	10	0

Discussion of Results: There were 28 degree seeking students enrolled in COU 585 in the 2018-2019 academic year. According to the table, all students enrolled in COU 585 achieved an acceptable cumulative score on all areas of the grading rubric.

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 proficiency 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.

Students will have continued opportunities to learn about client development and personal development through the program, especially in fieldwork. Additionally, students will have numerous opportunities to improve application skills throughout the program.

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

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

Measure 2: Developmental Interview

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

Criterion: 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 = 28)

	Target	Acceptable	Unacceptable
Subject	26	2	0
Questions	19	7	2
Human Behavior	10	16	2
Theories	14	13	1
Transition and Resilience	8	18	2
Crises	13	14	1
Exceptionalities	8	18	2
Wellness	15	12	1

Discussion of Results: There were 28 degree seeking students enrolled in COU 585 during the 2018-2019 academic year. Students were asked to complete an interview with an adult over the age of 65 and complete a thorough analysis of development across the lifespan to demonstrate proficiency in the knowledge and skills learned in the course. Papers were analyzed utilizing faculty-designed rubric. According to the table, most students achieved an acceptable score on all elements of the rubric. 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.

Students who scored at the unacceptable level on various aspects of the rubric will have additional opportunities throughout the program to apply theory to practice. Additional opportunities in Abnormal and Psychopathology Core classes.

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 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.

Criterion: Students will achieve an acceptable rating in all areas of the Career Theory Application rubric including identification of a career development theory, facilitation involvement in vocational planning and career exploration, identification of career development theories as they relate to an individual with a disability, and using career/occupational materials to assist an individual in vocational planning. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Career Theory Application Paper (N = 21)

	Target	Acceptable	Unacceptable
Identify Career Development Theory	21	0	0
Facilitate Involvement in Vocational Planning and Career Exploration	15	5	1
Identify career development theories as they relate to an individual with a disability	19	1	1
Utilize Career/Occupational Materials to assist the individual in vocational planning	20	1	0

Discussion of Results: There were 21 degree seeking students enrolled in COU 525 for the 2018-2019 academic year. According to the table, most of the students met the criterion of achieving a rating of acceptable or higher in all areas of the professor developed rubric. All students except one demonstrated proficiency in 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 rubric.

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 2: Career Planning Resource File (All Specializations)

Students will research career development activities and create a resource file to be utilized. The activities should identify appropriate developmental levels and include information on required materials, goals and objectives, and instructions for the activity.

Criterion: Students will achieve an acceptable rating in all areas of the Career Planning Resource rubric including TEA Guidance criteria for targeted age group, format of program well organized (including tabs and copies of lesson plans/activities for each TEA criteria, Go Box materials well presented, and utilized career/occupational materials to assist the individual in vocational planning. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Career Planning Resource File (N = 21)

	Target	Acceptable	Unacceptable
TEA Guidance criteria for targeted age group	18	2	1
Format of program well organized, including tabs and copies of lesson plans/activities for each TEA criteria	18	2	1
Go Box materials well presented	19	1	1
Utilize Career/Occupational Materials to assist the individual in vocational planning	19	1	1

Discussion of Results: There were 21 degree seeking students enrolled in COU 525 for the 2018-2019 academic year. According to the table, most students met the criterion of achieving a rating of 2 or higher in all areas of the professor developed rubric. All students except 1 demonstrated proficiency in 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 rubric.

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

Students can 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.

Criterion: 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 = 22)

	Target	Acceptable	Unacceptable
Attending	16	5	1
Listening	16	5	1
Empathy	9	12	1
Probing/Challenging	12	9	1
Summarizing	12	9	1
Goals and Action Talk	14	6	1

Discussion of Results: There were 22 degree seeking students enrolled in COU 533 during the 2018-20219 academic year. 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. According to the table, most students achieved the acceptable criteria in all areas of the rubric. This is evidence that students are developing the necessary counseling skills to work with clients.

The one student who did not meet the criteria was enrolled in the course in the Fall. The student successfully repeated the course in the Spring.

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

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

Measure 2: Practicum Video

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

Criterion: Final class grades were submitted to evaluate measure two. Students will achieve a minimum of an acceptable score. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings. Videos were reviewed during group supervision completed by the faculty teaching the class. Areas evaluated include relationship with client, treatment and techniques, case conceptualization, relationship with supervisor, ethics and professionalism, and case management.

Final Course Grades (N = 14)

	Target (A)	Acceptable (B)	Unacceptable (C or Lower)
Final Letter Grade	8	6	0

Discussion of Results: There were 14 degree seeking students enrolled in COU 594 during the 2018-20219 academic year. The faculty member responsible for collecting data on this assessment measure is no longer with the university and the data for the actual measure is not available. Final course grades were obtained to demonstrate students' proficiency in the practicum class. To prevent this issue in the future, faculty and adjunct members are required to email the program secretary the data collected for all assignments at the end of every semester.

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.

Criterion: Final class grades were submitted to evaluate measure one. Students will achieve a minimum of an acceptable score. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Final Course Grades (N = 19)

	Target (A)	Acceptable (B)	Unacceptable (C or Lower)
Final Letter Grade	15	3	1

Discussion of Results: There were 19 degree seeking students enrolled in COU 528 during the 2018-20219 academic year. The faculty member responsible for collecting data on this assessment measure is no longer with the university and the data for the actual measure is not available. Final course grades were obtained to demonstrate students' proficiency in the group class. To prevent this issue in the future, faculty and adjunct members are required to email the program secretary the data collected for all assignments at the end of every semester.

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

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

Measure 2: Group Facilitation Video

Students will demonstrate the ability to plan for and conduct a group during the Practicum experience.

Criterion: Final class grades were submitted to evaluate measure one. Students will achieve a minimum of an acceptable score. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Final Course Grades (N = 19)

	Target (A)	Acceptable (B)	Unacceptable (C or Lower)
Final Grade	15	3	1

Discussion of Results: There were 19 degree seeking students enrolled in COU 528 during the 2018-20219 academic year. The faculty member responsible for collecting data on this assessment measure is no longer with the university and the data is not available. Final course grades were obtained to demonstrate students' proficiency in the group class. To prevent this issue in the future, faculty and adjunct members are required to email the program secretary the data collected for all assignments at the end of every semester.

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

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

Measure 1: Test Critique

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

Criterion: 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 = 23)

	Target	Acceptable	Unacceptable
Appropriate selection of instruments	21	2	0
Required information	12	11	0
Basic assessment concepts	9	14	0
Reliability and Validity	10	12	1
Ethical and cultural	12	10	1

Discussion of Results: There were 23 degree seeking students enrolled in COU 559 during the 2018-2019 academic year. According to the table, most students met or exceeded the acceptable level of all elements of the rubric. This is an indication of the student's knowledge related to the selection and analysis of standardized assessments.

The student who did not meet criteria for understanding reliability/validity and ethical and cultural considerations was provided with additional assistance in understanding these concepts as they relate to testing. The student will have additional opportunities to gain a greater understanding of these concepts on other courses.

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

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

Measure 2: Treatment Plan

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

Criterion: 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 = 23)

	Target	Acceptable	Unacceptable
Case Conceptualization	12	11	0
Diagnosis	10	13	0
Goals	10	13	0
Interventions	10	13	0

Discussion of Results: There were 23 degree seeking students enrolled in COU 591 during the 2018-2019 academic year. According to the table, all students engaged in case conceptualization, accurately diagnose, and develop a treatment plan for four characters from a motion picture. This data provides evidence of the student's ability to apply concepts learned in the course.

Students will have continued opportunities to complete treatment plan assessments in fieldwork and other classes, such as COU 531 Crisis.

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 Assignment

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

Criterion: 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 = 32)

	Target	Acceptable	Unacceptable
Basic Study Information	24	7	1
Literature Review	23	8	1
Methods Section	14	17	1
Readability and Writing Style	11	20	1
APA Style	14	17	1

Discussion of Results: There were 32 degree seeking students enrolled in COU 541 during the 2018-2019 academic year. Most students achieved the acceptable criteria in all areas of the rubric. The one student who did not meet the criteria was enrolled in the course in the Fall. The student successfully repeated the course in the Spring.

Students who are unsuccessful in meeting key markers may need to repeat a course as in this case or will be challenged again by using the information in other courses. In this case, the student had personal issues that impacted the student's ability to successfully complete the course the first time around.

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

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

Measure 2: (School Specialization) Action Research Project

Students will identify a problem on a school campus, research and implement an intervention, and analyze pre- and post-intervention data to determine effectiveness.

Criterion: Students will achieve a minimum rating of acceptable in all areas of the RIT Project rubric including identification of the problem, review of literature, methodology of interventions, data analysis, and discussion of results. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Discussion of Results: COU 534 was not offered during the 2018-19 academic year.

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

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

Measure 2: (Clinical Mental Health Specialization) Grant Proposal Project

Students will write a research-based grant proposal to address counseling related issues.

Criterion: Students will achieve a minimum of acceptable score on all elements of the Grant Proposal Rubric including project goal, project purpose, project design, project timeline, detailed budget, sustainability, grant guidelines, and oral presentation. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Grant Proposal Project (N = 22)

	Target	Acceptable	Unacceptable
Project Goal	18	4	0
Project Purpose	19	2	1
Project Design	14	7	1
Project Timeline	13	7	2
Detailed Budget	14	6	2
Sustainability	14	8	0
Grant Guidelines	14	8	0

Discussion of Results: There were 22 degree seeking students enrolled in COU 539 during the 2018-2019 academic year. According to the table, most students enrolled in COU 539 achieved the required criteria on the grant proposal. The area of the project in which the students had the most difficulty was on project timeline and detailed budget. This was related to a lack of understanding of the instructions. Students understood they were only required to complete the requirements of the selected grant application. The applications chosen did not require a timeline or detailed budget.

The instructor of the course will revise the instructions to ensure students understand the required elements.

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

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

Measure 2: (Rehabilitation Specialization) Patient Education Module

Students enrolled in COU 526 will author an education module 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 module will include a multidisciplinary approach involved in the rehabilitation process.

Criterion: Students will achieve a minimum of acceptable score on all elements of the education module including paper overview, definition of chronic disability/illness, definition of medical aspects of disability/illness, definition of psychosocial aspects of disability/illness, description of functional impact of disability, description of strategies to reduce limitations caused by disabilities, description of current issues related to disability/illness and conclusion, APA style and writing. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Discussion of Results: COU 526 was not offered during the 2018-2019 academic year.