

ACCOUNTABILITY REPORT FOR 2019-2020 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: Utilizing 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 = 25)

	Target	Acceptable	Unacceptable
History	9	16	0
Philosophy	9	16	0
Ethics	11	14	0
Prof. Identity	12	13	0
Counseling Relationships	9	16	0
Writing	5	19	0

Discussion of Results: There were 25 degree seeking students enrolled in COU 520 during the 2019-2020 academic year. 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. The writing scores indicate that students are acceptable and thus fewer are target than any other area, this is quite common with first year/new students who often struggle to learn APA Style.

Continued revision of course content to ensure student understanding of knowledge and skills required to be a professional counselor. During the program, students will have additional opportunities to improve and enhance their writing skills.

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

Rubric Results for Advocacy Letter (N = 25)

	Target	Acceptable	Unacceptable
Topic	10	15	0
Audience	9	16	0
Presentation	8	17	0
Writing	6	19	0

Discussion of Results: There were 25 degree seeking students enrolled in COU 520 during the 2019-2020 academic year. Students were able to identify a topic where advocacy is needed, present the information to a selected audience in a succinct and professional manner. Students will be presented with additional opportunities to advocate for the profession throughout the program. Writing was at an acceptable level for most students.

The faculty reviewed the assessment data. Additional opportunities to engage in professional writing will occur throughout the program to continue to enhance and develop writing skills.

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: 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	12	18	0
Understanding Other Viewpoints	12	18	0
Ability and willingness to Address Biases	19	11	0

Discussion of Results: There were 30 degree seeking students enrolled in COU 535 in the 2019-2020 academic year. The results of the journal indicate that students are willing to address biases but may need to continue to work on gaining self-awareness and understanding various viewpoints.

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: Utilizing 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	18	12	0
Reflection	10	20	0
Writing	9	21	0

Discussion of Results: There were 30 degree seeking students enrolled in COU 535 in the 2019-2020 academic year. Students demonstrated the ability to understand and gain insight into a diverse population different from their own. They were able to reflect on the activity at the target or acceptable level. Most students were at an acceptable level regarding writing.

Students will have continued opportunities to learn about diverse groups and to engage with them through the program, especially in fieldwork. Additionally, students will have numerous opportunities to improve their writing 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 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 = 31)

	Target	Acceptable	Unacceptable
Stage	28	3	0
Analysis	27	4	0
Application	27	4	0

Discussion of Results: There were 31 degree-seeking students enrolled in COU 585 in the 2019-2020 academic year. Overall, students achieved an acceptable or target cumulative score on all areas of the grading rubric, which was designed by the faculty.

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 = 31)

	Target	Acceptable	Unacceptable
Subject	29	2	0
Questions	28	3	0
Human Behavior	28	3	0
Theories	15	16	2
Transition and Resilience	30	1	0
Crises, Disasters, and Trauma impacting Development	26	5	0
Exceptionalities	26	5	0
Wellness	27	4	0

Discussion of Results: There were 31 degree seeking students enrolled in COU 585 during the 2019-2020 academic year. Papers were analyzed utilizing faculty-designed rubric. According to the table, all students scored at the target or acceptable level in every area of the rubric apart from theories. There were two students who scored at the unacceptable level for the theories section.

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 are successful in developing the knowledge and skills necessary for the final course assessment.

Two students struggled with the application of theory. During the counseling program students will have opportunity to apply theory to practice in several other courses.

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.

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 = 47)

	Target	Acceptable	Unacceptable
Identify Career Development Theory	42	5	0
Facilitate Involvement in Vocational Planning and Career Exploration	38	9	0
Identify career development theories as they relate to an individual with a disability	42	5	0
Utilize Career/Occupational Materials to assist an individual in vocational planning	44	3	0

Discussion of Results: There were 47 degree seeking students enrolled in COU 525 for the 2019-2020 academic year. The data indicated that all students met the criterion of achieving a rating of two or higher in all areas of the professor developed rubric.

Students will have continued opportunities to learn about career theory application in specialization 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 2: (Mental Health and Rehabilitation Specializations) Parent Training Project

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. Because of COVID-19 this assignment was not able to be completed in the class during the 2019-2020 academic year and a substitute measure (Video Skit) was put in place.

Measure 2: (School Specialization) Career Planning Resource File

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. Because of COVID-19 this assignment was not able to be completed in the class during the 2019-2020 academic year and a substitute measure (Video Skit) was put in place.

Measure 2: Video Skit (Measure 2 substituted for all specializations)

Small groups will be assigned a theorist and will develop a skit to exaggerate the theoretical ideas.

Criterion: Students will achieve an acceptable rating in all areas of the Video Skit rubric including incorporating vocational theorist’s major concepts, interaction and effort demonstrated by all group members, skit was accurate and creative, using props and other materials to enhance skit, and one-page review of theorist’s major points emailed to all class members. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Video Skit (N = 47)

	Target	Acceptable	Unacceptable
Incorporating Vocational Theorist’s Major Concepts			
Interaction and Effort demonstrated by all Group Members	41	6	0
Skit was Accurate and Creative	34	13	0
Used Props and other Materials to Enhance Skit	39	8	0
One Page Review of Theorist’s Major Points provided to all Class Members	42	5	0

Discussion of Results: There were 47 degree seeking students enrolled in COU 525 for the 2019-2020 academic year. The data indicated that all students met the criterion of achieving a rating of two or higher in all areas of the professor developed rubric.

Students will have continued opportunities to learn about career theory application in specialization classes.

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

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

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 = 19)

	Target	Acceptable	Unacceptable
Attending	16	3	0
Listening	14	4	1
Empathy	4	14	1
Probing/Challenging	14	3	2
Summarizing	10	8	1
Goals and Action Talk	8	11	0

Discussion of Results: There were 19 degree seeking students enrolled in COU 533 during the 2019-2020 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 used for this assessment as it occurs at the end of the semester. A majority of the students achieved the acceptable criteria in all areas of the rubric. This is evidence that students are developing the necessary counseling skills in order to work with clients. There were two students who did not meet the criteria enrolled during the Spring 2020 semester. The students will continue to increase basic skills by practicing with Theravue (www.theravue.com) during the summer. Students will also work with the Counseling Clinic to schedule mock counseling sessions with counselors-in-training to practice additional skills.

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

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

Measure 2: Practicum Video

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

Criterion: 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 = 15)

Skill Demonstrated	Target	Acceptable	Unacceptable
Relationship with client	15	0	0
Treatment and Techniques Provided	15	0	0
Case Conceptualization	15	0	0
Basic Skills	15	0	0
Ethics and professionalism	15	0	0
Relationship with Supervisor	15	0	0

Discussion of Results: There were 15 degree seeking students enrolled in COU 594 during the 2019-2020 academic year. Students were required to achieve a minimum of acceptable on all elements of the Counseling Session Rubric including relationship with client, treatment and techniques, case conceptualization, basic skills, ethics and professionalism, and relationship with supervisor. This is evidence that students are developing the necessary counseling skills to work with clients.

Students will continue to demonstrate acceptable counseling skills in other courses, such as COU 528 Group Counseling and additional fieldwork.

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: Students will achieve a minimum of acceptable score on all elements of the Group Plan Rubric including organization/structure of group, knowledge of group topic with research support, questions pertaining to group, and references. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Group Plan (N = 38)

	Target	Acceptable	Unacceptable
Organization/Structure of Group	35	1	2
Knowledge of Group Topic with Research Support	33	4	1
Questions Pertaining to Groups	35	1	2
References	37	0	1

Discussion of Results: There were 38 degree seeking students enrolled in COU 528 during the 2019-2020 academic year. According to the table, most students achieved an acceptable rating. This is evidence that students are developing the necessary foundation for groups to develop and conduct groups in the future. There were two students who did not meet criteria during the Spring 2020 semester.

One student did not meet requirements for two sections on the rubric. This student must retake group class in the future because of overall low grades in the class. The other student did not turn in a final group proposal. The student explained she was moving out of the state this summer and was no longer continuing in the counseling program. The student completed all the other assignments, but did not submit the final group project.

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 Plan

Students will demonstrate the ability to plan for and facilitate a group during the Group Class experience.

Criterion: Students will achieve a minimum of acceptable score on all elements of the Group Facilitation Plan Rubric including viable group plan, facilitation role, and basic skills. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

Rubric Results for Group Facilitation Plan (N = 38)

	Target	Acceptable	Unacceptable
Viable Group Plan	30	7	1
Facilitation Role	28	9	1
Basic Skills	25	12	1

Discussion of Results: There were 38 degree seeking students enrolled in COU 528 during the 2019-2020 academic year. Students were required to create and facilitate groups during small in-class groups and were observed and evaluated with a faculty designed rubric. According to the data, most students achieved the acceptable rating. This is evidence that students are developing the necessary foundation for the group process that will help them to conduct groups in the future.

There was one student who did not meet criteria during the Spring 2020 semester. This student must retake group class in the future because of overall low grades in the class.

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.

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 = 33)

	Target	Acceptable	Unacceptable
Appropriate selection of instruments	20	13	0
Required information	13	20	0
Basic assessment concepts	20	13	0
Reliability and Validity	14	19	0
Ethical and cultural	10	23	0

Discussion of Results: There were 33 degree seeking students enrolled in COU 559 during the 2019-2020 academic year. All students achieved acceptable or higher on all elements of the rubric. This is an indication of the student's knowledge related to the selection and analysis of standardized assessments.

Students will have continued opportunities to evaluate assessment tools in additional courses, such as COU 541 Research and COU 525 Career.

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 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 2019-2020 academic year. All students were able to engage 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

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 (N = 30)

	Target	Acceptable	Unacceptable
Basic Study Information	15	15	0
Literature Review	15	15	0
Methods Section	4	24	2
Readability and Writing Style	10	19	1
APA Style	4	26	0

Discussion of Results: There were 30 degree seeking students enrolled in COU 541 during the 2019-2020 academic year. Overall students were able to demonstrate the ability to understand previous studies, conduct a literature review, and develop a solid methods section.

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, there were two students who scored at an unacceptable level. During the program they will have additional opportunity to consider research methodology.

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) RIT 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.

Rubric Results for RIT Project Assignment (N = 12)

	Target	Acceptable	Unacceptable
Identification of Problem	10	2	0
Literature Review	10	2	0
Methodology of Intervention	9	3	0
Data Analysis	6	6	0
Discussion of Results	9	3	0

Discussion of Results: There were 12 degree seeking students enrolled in COU 534 during the 2019-2020 academic year. All students scored at the target or acceptable level demonstrating the ability to apply theory to practice in a school setting.

Students will have continued opportunities to learn about evidenced based programs and interventions to be used in the school setting.

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) Grant Proposal

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 (N = 29)

	Target	Acceptable	Unacceptable
Project Goal	24	4	0
Project Purpose	24	4	0
Project Design	20	4	4
Project Timeline	20	5	3
Detailed Budget	23	5	0
Sustainability	21	8	2
Grant Guidelines	16	12	0
APA Style and Writing	22	6	0

Discussion of Results: There were 29 degree seeking students enrolled in COU 539 during the 2019-2020 academic year, however only 28 students submitted the grant assignment. Most of the students did well on this assignment. The areas of the project in which the students had the most difficulty were project timeline and detailed budget and sustainability. 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. Additionally, information on substantiality and the need to develop a solid timeline and design will be enhanced in the course.

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) Research Paper

Students enrolled in COU 526 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.

Criterion: Students will achieve a minimum of acceptable score on all elements of the Research Paper Rubric 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.

Rubric Results for Research Paper (N = 7)

	Target	Acceptable	Unacceptable
Paper Overview	6	0	0
Definition of Chronic Disability/Illness	6	0	0
Definition of Medical Aspects of Disability/Illness	6	0	0
Definition of Psychosocial Aspects of Disability/Illness	6	0	0
Description of Functional Impact of Disability	6	0	0
Description of Strategies to Reduce Limitations Caused by Disabilities	6	0	0
Description of Current Issues Related to Disability/Illness and Conclusion	6	0	0
APA Style and Writing	2	4	0

Discussion of Results: There were 7 degree seeking students enrolled in COU 526 during the 2019-2020 academic year, however only 6 students submitted the assignment. The results indicated that all students who submitted the assignment were able to demonstrate knowledge and understanding of key concepts related to disability and how to assist individuals with disabilities.

The one student who did not submit the assignment will have additional opportunities to apply theory to practice in future courses.