

ACCOUNTABILITY REPORT FOR 2020-2021 ACADEMIC YEAR

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

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

Measure 1: Counseling Philosophy Paper

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

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

Rubric Results for Counseling Philosophy Paper (N = 21)

	Target	Acceptable	Unacceptable
History	15	5	0
Philosophy	10	10	0
Ethics	15	5	0
Prof. Identity	11	9	0
Counseling Relationships	15	5	0
Writing	6	13	1

Discussion of Results: There were 21 degree seeking students enrolled in PCOU 5320 Professional Orientation during the 2020-2021 academic year, 12 students were enrolled in the fall and 9 enrolled for summer. During the fall semester, one student did not submit the assignment.

The results indicated that students were able to achieve an acceptable level or higher after learning about the counseling profession. The writing scores indicated that most students were acceptable, but one student received an unacceptable score, because of poor writing skills. The student was provided individual feedback and suggestions to help assist with future writing assignments. When there are continued writing challenges students are referred to Academic Assistance and Resource Center at the library for assistance with 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.

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

Rubric Results for Advocacy Letter (N = 21)

	Target	Acceptable	Unacceptable
Topic	20	1	0
Audience	18	3	0
Presentation	15	6	0
Writing	15	4	2

Discussion of Results: There were 21 degree seeking students enrolled in PCOU 5320 Professional Orientation during the 2020-2021 academic year, 12 students were enrolled in the fall and 9 enrolled for summer. During the fall semester, one student did not submit the assignment. Students were able to adequately 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 the target level for most students, but two students received an unacceptable score, because of poor writing skills. Individual feedback and suggestions were provided to each student.

Additional information will be added to class syllabi to help improve APA format and writing skills. Students were referred to Academic Assistance and Resource Center at the library for assistance with writing skills. Students will be provided additional online resources to address APA style writing.

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

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

Measure 1: Guided Journal

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

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

Rubric Results for Guided Journal (N = 27)

	Target	Acceptable	Unacceptable
Insight and Self-Awareness	20	7	0
Understanding Other Viewpoints	15	12	0
Ability and willingness to Address Biases	13	14	0

Discussion of Results: There were 27 total degree seeking students enrolled in PCOU 5335 Multicultural Counseling during the 2020-2021 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. The process of gaining self-awareness and evaluating other’s perspectives is part of the developmental process as students proceed through the counseling program.

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

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.

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

Rubric Results for Challenge Experience Project (N = 27)

	Target	Acceptable	Unacceptable
Background Information/Observation	19	8	0
Reflection	11	16	0
Writing	15	12	0

Discussion of Results: There were 27 degree seeking students enrolled in PCOU 5335 Multicultural Counseling during the 2020-2021 academic year. Students demonstrated the ability to understand and gain insight about a diverse population different from their own. They were able to reflect about the activity at the target or acceptable level. The majority of students were at the acceptable level regarding writing.

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

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

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

Measure 1: Introspective Journals

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

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

Rubric Results for Introspective Journals (N = 34)

	Target	Acceptable	Unacceptable
Stage	32	2	0
Analysis	30	4	0
Application	28	6	0

Discussion of Results: There were 36 degree seeking students enrolled in PCOU 5385 Lifespan Development during 2020-2021 academic year. There were 14 enrolled in the fall of 2020 and there were two class sections in the spring 2021, 15 students in one section and 7 in the second section. Data collected during the academic year demonstrated an acceptable or target cumulative score on all areas of the grading rubric. One student withdrew all classes, and one student did not turn in any of the journal assignments.

This measure includes five separate journal entries, each covering a specific stage of development. Students are given feedback on each journal prior to proceeding to the next journal. While some students may have initially struggled with the application of knowledge and theory, all were able to utilize the feedback from the professor and demonstrate mastery by the final journal. This measure indicates that students have appropriate knowledge regarding lifespan development and can apply it through the analysis of their own development. There are no modifications to this assignment.

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 2: Developmental Interview

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

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

Rubric Results for Developmental Interview (N = 28)

	Target	Acceptable	Unacceptable
Subject	26	2	0
Questions	26	1	1
Human Behavior	19	8	1
Theories	18	8	2
Transition and Resilience	28	0	0
Crises, Disasters, and Trauma impacting Development	20	8	0
Exceptionalities	24	4	0
Wellness	25	3	0

Discussion of Results: There were 36 degree seeking students enrolled in PCOU 5385 during the academic year 2020-2021. There were 14 enrolled in the fall of 2020 and there were two class sections in the spring 2021, 15 students in one section and 7 in the second section. During the spring 2021 semester, the section with 7 students was taught by an adjunct and this assignment was not completed. There were a few who scored at the unacceptable level for the questions, human behaviors, and theories sections.

Overall, this data indicates that Counseling students are successfully acquiring the knowledge and skills necessary to analyze developmental factors relevant to working with potential clients. This assessment measure is the culminating assessment for the course. The introspective journal assignments appear to be successful in developing the knowledge and skills necessary for the final course assessment.

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

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

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

Measure 1: Career Theory Application Project

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

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

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

	Target	Acceptable	Unacceptable
Identify Career Development	15	5	1
Facilitate Involvement in Vocational planning and career exploration	15	5	1
Identify career development theories as they relate to an individual with a disability	17	3	1
Utilize Career/Occupational Materials to assist the individual in vocational planning	17	3	1

Discussion of Results: There were 21 degree seeking students enrolled in PCOU 5325 during the academic year 2020-2021. PCOU 5325 was only offered during the spring 2021 semester. Most students received target or acceptable on the assignment, but one student received unacceptable in all areas. This student received additional feedback and instruction to help improve in future assignments.

Career theory is required knowledge for counseling students. Additional information will be provided in class to help further understanding of the assignment requirements.

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 / (School Specialization) Career Planning Resource File

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

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

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

Rubric Results for Career Theory Skit (N = 21)

	Target	Acceptable	Unacceptable
Group members were knowledgeable of theory.	16	5	0
Well-presented skit script	20	1	0
Group used props and other materials to enhance skit	16	5	0
Skit demonstrated creativity	14	7	0
Vocational theorist's major concepts incorporated into skit in lay language	17	4	0
Review of theorist's major points e-mailed to all class members	21	0	0

Discussion of Results: There were 21 degree seeking students enrolled in PCOU 5325 during the academic year 2020-2021. PCOU 5325 was only offered during the spring 2021 semester. All students met requirements for assignment. No modifications were required for this assignment.

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

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

Measure 1: Skills Video

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

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

Rubric Results for Skills Video (N = 37)

	Target	Acceptable	Unacceptable
Attending	35	2	0
Listening	33	4	0
Empathy	19	18	0
Probing/Challenging	30	7	0
Summarizing	32	5	0
Goals and Action Talk	25	12	0

Discussion of Results: There were a total of 38 degree seeking students enrolled in PCOU 5333 Skills and Techniques during the 2020-2021 academic year. There were 17 students enrolled in the fall semester and 21 enrolled in the spring semester. Class assignments include three videotaped counseling sessions with a classmate and the professor evaluates the video using the faculty designed grading rubric. The rubric for the third taped session is used to measure this skill for this assessment as it occurs at the end of the semester. During the spring semester one student was hospitalized and unable to complete the final videotaped session, thus the data above is for a total of 37 students. Students achieved the acceptable or higher on criteria in all areas of the rubric. Professor noted students were not as developed in areas of empathy and goals and action talk. Students are developing the necessary counseling skills to work with clients, but additional practice will be implemented into future classes to improve in these areas.

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

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 2: Practicum Video

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

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

Rubric Results for Practicum Video (N = 37)

Skill Demonstrated	Target	Acceptable	Unacceptable
Relationship with client	33	4	0
Treatment and Techniques Provided	31	4	2
Case Conceptualization	33	3	1
Basic Skills	33	4	0
Ethics and professionalism	35	2	0
Relationship with Supervisor	34	3	0

Discussion of Results: There were 37 degree seeking students enrolled in PCOU 5394 Practicum during the 2020-2021 academic year. There were 11 students enrolled in the fall semester, 11 students enrolled in the spring semester, and 15 students enrolled in the summer semester. Students were required to achieve a minimum score of 2 or higher on all elements of the Counseling Session Rubric. Most of the class scored acceptable or higher on this activity. This is evidence that students are developing the necessary counseling skills to work with clients.

One student struggled with demonstrating acceptable counseling skills. This student is currently remaining in the practicum class to practice counseling skills. This will allow for more exposure, practice, and demonstration of counseling skills. Unfortunately, the same student continued to struggle with treatment and techniques and also case conceptualization. The skills declined from the first practicum to the second practicum. After meeting with faculty, it was determined that this student would continue to struggle in the internship component and was not permitted to enroll in the internship experience.

PLO 6 – Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing for and facilitation of group counseling.

Measure 1-Group Proposal/Plan

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

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

Rubric Results for Group Proposal/Plan (N = 28)

	Target	Acceptable	Unacceptable
Group Goals/Objectives	20	7	1
Rationale for Group	23	4	1
Group Format	21	6	1

Discussion of Results:

For the 2020-2021 academic year, there were a total of 29 students enrolled in PCOU 5328-020 Group Counseling. In the Fall of 2020, there were 19 students enrolled and, in the Spring of 2021, there were 10 students enrolled. During the Spring semester, one student was hospitalized and unable to complete course assignments. Therefore, the Spring course has data from course assignments for 9 students.

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

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-This assignment was not completed in the group course for academic year 2020-2021, so there is no data here. A similar assignment was completed, and this data is included below.

Measure 2-Group Facilitation Plan

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

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

Rubric Results for Group Facilitation Plan (N = 28)

	Target	Acceptable	Unacceptable
Group Goals	18	3	7
Rationale for Type of Group	18	3	7
Group Facilitation Plan	18	4	6

Discussion of Results: While most students in the course score in the Acceptable or Target areas of the rubric, the number of students who scored in the Unacceptable area of the rubric warranted exploration. One consideration is that prerequisite courses are not required for enrollment in PCOU 5328 Group counseling. Students can take the course without previous coursework or content in counseling theories, counseling skills or techniques, or treatment planning within a session or across sessions. This can impact students’ ability to formulate a clear and clinically supported rationale for group counseling, type of group (i.e., psychoeducational), goals for the group that align with the type and rationale, and plan for facilitating a single group session. Students who have had these courses or coursework were better prepared and equipped to complete the assignment and the specific elements of the assignment. This is supported by the data in the table above as well as anecdotal feedback shared by students in the course after completing the assignment. This issue has been discussed in faculty meetings and culminated in revisions to the course rotation and degree map. The assignment, rubric, and rubric results will be reviewed at the end of the 2021-2022 academic year for comparison.

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

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

Measure 1: Test Critique

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

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

Rubric Results for Test Critique (N = 29)

	Target	Acceptable	Unacceptable
Appropriate selection of instruments	21	7	1
Required information	20	6	3
Basic assessment concepts	20	6	3
Reliability and Validity	18	7	4
Ethical and cultural	18	10	1

Discussion of Results: There were 29 degree seeking students enrolled in PCOU 5359 during the 2020-2021 academic year. While most students achieved target or acceptable on all levels, some students struggled with basic assessment concepts as well as reliability and validity. One student struggled with the selection of appropriate instruments and one student struggled with ethical and cultural considerations with regards to assessments.

Students will have continued opportunities to evaluate assessment tools in additional courses, such as PCOU 5341 Research and PCOU 5325 Career. Additionally, reliability and validity are covered extensively in PCOU 5341. Cultural and ethical considerations regarding assessments are covered in PCOU 5323 Ethical and Legal Issues in Counseling. Thus, students will have the opportunity for these concepts to be reinforced. There was a difference in knowledge in this area based upon whether or not students were enrolled in a 16-week course versus an eight-week course. Students in the 16-week course performed better as a group on this assignment.

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 in order to develop a treatment plan.

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

Rubric Results for Treatment Plan (N = 33)

	Target	Acceptable	Unacceptable
Case Conceptualization	33	0	0
Diagnosis	27	5	1
Goals	27	6	0
Interventions	30	3	0

Discussion of Results: There were 33 degree seeking students enrolled in PCOU 5391 during the Fall 2020 semester. The majority of students scored at target or acceptable on all areas of the rubric. One student scored at the unacceptable level on diagnosis. The data from this assignment demonstrates that students are learning how to conceptualize cases, make an accurate diagnosis as well as determine appropriate goals and interventions.

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

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

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

Measure 1: Research Proposal

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

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

Rubric Results for Research Proposal Assignment (N =22)

	Target	Acceptable	Unacceptable
Basic Study Information	14	8	0
Literature Review	14	8	0
Methods Section	6	16	0
Readability and Writing Style	8	14	0
APA Style	6	16	0

Discussion of Results: There were 22 degree seeking students enrolled in PCOU 5341 during 2020-2021 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, most students scored at the acceptable level. During the program they will have additional opportunity to consider research methodology to enhance their knowledge and skills in this area.

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

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

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

Rubric Results for Research Proposal Assignment (N = 7)

	Target	Acceptable	Unacceptable
Defining Being a Social Justice Advocate	7	0	0
Comparison of then and now	7	0	0
APA Style	7	0	0
Readability and Writing Style	7	0	0

Discussion of Results: There were 7 degree seeking students enrolled in PCOU 5324 during Fall 2020 semester. Overall students were able to demonstrate the ability to understand previous studies to conduct evidenced-based research.

Measure 2: (Clinical Mental Health Specialization) Grant Proposal

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

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

Rubric Results for Grant Proposal Assignment (N = 19)

	Target	Acceptable	Unacceptable
Title Page	18	0	1
Executive Summary	14	2	3
Statement of Need	16	2	1
Description of Project	15	4	0
Itemized Project Budget	12	3	4
Organization of Information	15	2	2
Conclusion	13	3	3
APA Style of Writing	9	9	1

Discussion of Results: There were 19 degree seeking students enrolled in PCOU 5339 Professional Counseling Practices (there was a summer one section with 13 students and

a summer two section with 6 students). Most students achieved target or acceptable and met requirements of assignment. There were multiple areas where students received unacceptable. This assignment will be reviewed by faculty to determine what changes should be made to help students be more successful.

Measure 2: (Rehabilitation Specialization) Research Paper

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

Discussion of Results: PCOU 5326 Medical Orientation to counseling was not offered in Fall 2020 and was planned for the Spring 2021 semester. Unfortunately, there were not enough students for the class to make during the spring semester. One student needed the requirements and an was provided an independent study to meet necessary requirements.