

# **Adult School of Psychology and Counseling**

## **Annual Report of Assessment Data**

The Adult School of Psychology and Counseling (ASPB) in the College of Adult and Graduate Studies (CAGS) systematically performs multiple assessments in identified courses regarding program outcomes and student learning outcomes. In addition to program and student outcomes, the School assesses student dispositions, instructor presence, and teacher dispositions. The Schools general purpose for performing the assessments is to determine the students' capacities in the following overarching dynamic features which define the type of counselor the program is preparing. The following ten areas describe the capabilities which define the effective results-oriented counselor the Master of Science in Counseling degree program is designed to cultivate. Each of the Program Outcomes and Student Learning Outcomes along with the specific focus on the different areas being assessed lead towards the measurement and feedback of the program parameters towards ensuring the program effectively achieves its general purpose. The purpose of the undergraduate program is to develop foundational knowledge necessary for a student to proceed on into graduate work in counseling, other related areas, or into the workforce in fields where psychological knowledge is relevant.

1. Relationship: Counseling dispositions and the capacity for compassionate connection with clients.
2. Problem Description: To identify and utilize primary qualities of clients in performing effective change work.
3. Abnormality: The quality of sensitivity to recognize client experiences which need to be addressed
4. Diagnostic Symptoms: The capacity for formally and informally assessing clients to perform accurate and comprehensive diagnoses.
5. Problem Forms: The ability to identify qualities of abnormality and symptomology resulting in focusing on promoting changes.
6. Psychopathology Etiology and Underlying Patterns: The ability to comprehend research-supported foundations of why mental health problems occur in order to focus the counseling for effective treatment.
7. Treatment Plan: Translating problem forms and underlying patterns into clear treatment plans for systematic treatment.
8. Counseling Theories: The selection and utilization of the full range of counseling theories custom-designed to appropriately be applied to the unique qualities of each client in order to achieve specific change within the counseling session.
9. Treatment Intervention: The application of theory-guided evidence-based treatment towards the amelioration of client problems and symptoms.
10. Session Structuring: The organization and design of actual counseling activities within a single session which attains the treatment goals over a series of sessions.

The Adult School of Psychology and Counseling evaluates two programs: The Master of Science in Counseling graduate degree program and the undergraduate Bachelor of Science in Psychology undergraduate degree program. The following report provides a detailed description of the areas of assessment for both degree programs which contains an account of how and when

the assessment occurs and a portrayal of how the assessed data is utilized in making program improvements to enhance student learning.

The Chair and Program Directors collaboratively developed the assessment instruments, implementation plan, and performed the execution of the plan. The assessment instruments for the Program Outcomes and Student Learning Outcomes involved the development of final projects for several courses in which they were implemented. Instructors were trained on the requirements and assessment process for those final projects. Instructors presented guidelines and explanations to students to insure correct comprehension of assignment directions. Data was collected by instructors posting the specific scores to the data collection form. The data was compiled and reported in the quarterly program outcome and student learning outcomes report. Also, assessment instruments and training procedures were developed and implemented regarding instructor presence, student dispositions, and teacher dispositions.

In addition to the formal assessment process, an informal process is used in which students in the final phases of the program are interviewed regarding improvement recommendations. Several important changes were made based on this feedback. The first involved changing the sequence of courses so that the performance focused counseling skills courses are being presented later in the program so they will occur just prior to students beginning their practicum experiences. A second change involved developing alterations in several counseling theories courses so that the essential concepts and principles are systematically and extensively reviewed with increasing degrees of depth and application to ensure a sound expertise in the material is developed in students prior to graduation. A third area of change involved the development of an integration template in which the content of each course is specifically aligned with the final detailed content description of the type of counselor the program is designed to create which compiles and focuses all of the Program Outcomes and Students Outcomes. Fourth, an infused curriculum was developed in which religious and spiritual issues are identified along with appropriate methods for helping clients process the issues that corresponds to the ethical guidelines for professional counselors. Fifth, an infused curriculum was designed that integrates the methods and theories presented throughout the program so that students can become results-oriented in counseling. And sixth, a process for systematically training and enhancing the students learning professional writing with a range of disciplined thinking models incorporated into discussions and assignments throughout the program.

This report describes a compilation and use of assessment data for the ASPB in the areas which coordinate to assess an integrated picture of the effectiveness of the program for achieving its general purpose. The following is an outline for the presentation of the assessment process information:

1. A description of the different areas being assessed:
  - a. Program Outcomes and Student Learning Outcomes
  - b. Instructor Presence Evaluation
  - c. Professional Counseling Dispositions (Graduate)
  - d. Professional Teacher Dispositions
2. A description of the application of assessment data to improve student learning in the programs and school.

3. A depiction of how changes are implemented in the programs and school based on the assessment data.
4. A display of two sample rubrics being used for the assessment.

The following presents a detailed description of the four areas of assessment in the graduate and the undergraduate programs.

The first area for assessment in The Master of Science in Counseling degree program is for *Program Outcomes and Student Learning Outcomes*. The assessment has integrated the Student Learning Outcomes into the Program Outcomes to create a single unified assessment process.

The assessment is performed in the following courses:

- COUN 5213 – Theories of Counseling and Psychotherapy
- COUN 5513 – Marriage and Family Systems and Treatment
- COUN 6133 – Multi-Cultural Counseling and Treatment Planning for Individuals and Families
- COUN 6936 – Practicum / Internship Courses

\*please note following recommendations to change the sequence of the courses, the courses used to collect program outcome data have changed beginning in Spring 2017 to the following courses:

- COUN 5213 – Theories of Counseling and Psychotherapy
- COUN 6133 – Multi-Cultural Counseling and Treatment Planning for Individuals and Families
- COUN 6433 Psychological/Family Assessment
- COUN 6833 Group Dynamics and Psychotherapy
- COUN 6936 – Practicum / Internship Courses
  - Utilizing the Case study and the CPCE

The Assessment has been reported quarterly but will be going to semi-annual reports beginning in 2016-2017. The Rubric for the Assessment is provided for COUN 6936. The same basic rubric format is applied but adapted to the content of the other courses. The following is an example for using assessment data to make curricular changes that occurred in the second and third quarter assessments in 2015-16.

- Second Quarter:
  - COUN 6333 is an advanced level course in which students are held to higher standards. 85.7% of the students achieved expectations. This indicates the students are performing as expected or better. The lower performing students related to failure to complete every quiz or assignment. The course was recently re-written to increase the rigor and appears to be performing at its appropriate level.
  - COUN 5213 is the third course in the program and one of the most academically demanding. The course is the students' first exposure to major theories of counseling and theoretical thinking. 64.71% achieved or exceeded expectations; this is a common outcome for this course. The course was recently re-written and increased its rigor. During the teaching of the class, we determined that a modification in the

way the discussions are performed in class or online could significantly improve the students' capacity to learn and perform theoretical thinking. The modification, which does not require a revision of the course, will be implemented the next time the course is taught by giving different guidance in the Faculty Guide.

- COUN 5313 is the fourth course in the program and the first one in which students are focused on the actual practice of performing counseling. This course was recently re-written and is performing well in student achievement with 88.5% of the students exceeding expectations. There aren't any recommendations for change.
- Third Quarter:
  - COUN 5113 Psychopathology – this is the first course students receive in doing diagnosis and analysis of cases. The course will be re-written to have exams integrated into it. Currently, the grade is based on case analysis and participation.
  - COUN 5213 Theories and Principles of Counseling and Psychotherapy is the third course in the program and one of the most academically demanding. The course is the students' first exposure to major theories of counseling and theoretical thinking. 49.9% achieved or exceeded expectations; this is a common outcome for this course. The course was recently re-written and increased its rigor. During the teaching of the class, we determined that a modification in the way the discussions are performed in class or online could significantly improve the students' capacity to learn and perform theoretical thinking. The modification, which does not require a revision of the course, will be implemented the next time the course is taught by giving different guidance in the Faculty Guide
  - COUN 5233 Alcohol and Drug Addiction met the goal with the one student. We don't currently have many students in the program, although it is growing.
  - COUN 5333 Addiction in the Family and Assessment Theory has all students achieve the goal.
  - COUN 5413 Psychology of Interpersonal Communication and Relationships is being rewritten to better reflect the primary focus of the course and developing a better integrative project.
  - COUN 5613 Marital and Family Treatment Techniques had several students turn the project in late are received a penalty resulting in a reduced grade. Two students did only a portion of the total project resulting in poor grades.
  - COUN 5643 Addictions and Substance Abuse Counseling Theory and Techniques had the two students achieved the goal
  - COUN 5713 Human Development had all students achieve the goal. This course is a "transition" from undergraduate to graduate in which students are given more direct guidance on performing all tasks.
  - COUN 5913 Research Methods had 77.4 percent of students achieve the goal. This course is different from other courses in the program because of its emphasis on detailed technical writing. Many students struggle to perform the requirement of writing a research paper. The course is being revised to help students more effectively achieve the grade.
  - COUN 6333 Advanced Psychotherapy Techniques had only one student not properly complete all the requirements for the project.
  - COUN 6433 Psychology / Family Assessment had all students succeed because the

course is designed with direct interaction with the instructor needed to perform the task effectively.

The second area for assessment in The Master of Science in Counseling degree program is for *Instructor Presence Evaluations* which are performed monthly. The Rubric for the Instructor Presence Evaluation is provided in this report. The assessment is performed on all courses completed during a given month. The application of the assessment data is used in two ways:

1. If an instructor is performing below expectations, they are contacted by the Program Director and are advised regarding appropriate remediation.
2. Systemic issues are identified in which training is developed for all instructors regarding effective teaching, proper application of policies (e.g., late policy, plagiarism, etc.)

The third area for assessment in The Master of Science in Counseling degree program is for *Professional Counselor Dispositions* which is also used for the School WIG. For the year 2015-16, a beta-test was conducted in which students were provided with a self-assessment related to professional counselor dispositions. The following was the utilization of the assessment:

- Graduate WIG 1: For year 2015-2016, Lead Measure 1, Assessment of Counseling Dispositions was developed and beta-tested in 2 courses (PSYC 6233, 6633) for 144 students. The overall disposition score on the baseline was 3.57 and on the second assessment was 3.54 on a 5 point scale. A score of 3 indicates a "need for improvement" and 4 indicates "meets expectations." The following criteria were assessed: Extraversion, agreeableness, conscientiousness, neuroticism, openness, self-awareness, self-management, social awareness, and relationship.
- The results yielded the following two tentative conclusions: First, the minimal difference between the baseline and the follow-up assessment indicates that the normal course of instruction does not substantially affect the dispositions as was predicted. This justifies the need for implementing specific training regarding the dispositions. The development and implementation of a professional development program (LEAD Measure 2 and LEAD Measure 3) for enhancing counseling dispositions will occur beginning June 1, 2016 with the continued assessment of the dispositions.
- A second conclusion has been made that students are being assessed at slightly better than "need for improvement" but falling short of "meeting expectations" on all criteria except one: agreeableness. This further justifies the need for specific disposition training be implemented into the program.
- Professional Counselor Disposition (WIG) (Ethics, Psychological Family Assessment Practicum / Internship Course. This is reported in the Monthly WIG Survey in Survey Monkey.

The fourth area for assessment in The Master of Science in Counseling degree program is for *Professional Teacher Dispositions* which is also used for the School WIG. The basic design for the elements for professional development began in June 2015 and will continue through May 31, 2017. The following was the utilization of the assessment:

- WIG 2 will begin June 1, 2017 as a formal process for professional development of faculty. During 2015-2016 a theoretical framework was designed for creating an assessment instrument and for the primary focus of creating positive teaching

dispositions. The framework, extending beyond the expectations stipulated in the adjunct instructor contracts, consists of a pattern of responses instructors give to students for engaging in systematic learning interactions that can be applied to discussions, assignments, and performance activities. The expectation of instructors implementing this process is that it will enhance instructor self-perceptions of effective teaching in relation to a researched supported set of disposition criteria. The disposition criteria will be evaluated by teacher self-assessments and the end-of-course student evaluations. WIG 2 LEAD Measure 1 is being developed and ready for implementation by August 2016. WIG 2 LEAD Measure 2 has been initiated and will be formalized into a systematic protocol instructors can use by August 2016 and will be beta-tested through May 31, 2017. WIG 2 LEAD Measure 3 will be finalized and implemented beginning June 1, 2017.

**CASE STUDY EVALUATION – CASE STUDY # \_\_\_\_\_**

<b>Student' Name</b>		Date
<b>Points Achieved</b>		Out of 200 possible points (for feedback purposes only)
<b>Percentage</b>		Case Study Evaluator

	<b>Standard</b>	<b>Rating</b>	<b>value</b>	<b>Comments:</b>
<b>1</b>	<b>Client Demographics</b>		X 3 = 12 Points	
<b>2</b>	<b>Client Psycho-Social Information</b>		X 5 = 20	
<b>3</b>	<b>Client Presenting Problem</b>		X 4 = 16	
<b>4</b>	<b>Diagnosis</b>		X 5 = 20	
<b>5</b>	<b>Rationale for Diagnosis</b>		X 5 = 20	
<b>6</b>	<b>Mental Status Evaluation</b>		X 5 = 20  Key:  >97.2=4  >86.4=3  >75.6=2	

			<75.6=1	
<b>Program Outcome 1: Professional Knowledge:</b> Demonstrate and integrate thorough and cohesively organized professional level knowledge for the discipline of counseling through positive engagement in learning processes which enhance learning capacities in the domains of counseling and helping relationships, human growth and development, and mental health. (combine scores of 1-6)				
7	<b>Psychopathology Framework: Explanation of the Framework for understanding the psychopathology</b>		X 4 = 16	
<b>Program Outcome 3: Practical Application:</b> Demonstrate practical skills applied in professional settings utilizing supervised experiences, case studies, and performance exercises in the domains of skill practice development, supervised professional practice, and case analysis. (combine score with 9)				
8	<b>Rationale for Treatment Theory and Interventions</b>		X 4 = 16 Key: >14.4=4 >12.8=3 >11.2=2 <11.2=1	
<b>Program Outcome 4: Results-Oriented Evidence Based Practices:</b> Demonstrate the utilization of evidence-based counseling practices informed by research, systematic assessment, testing, and program evaluation oriented towards obtaining effective and efficient counseling results and to advance the counseling profession.				
9	<b>Treatment Plan</b>		X 5 = 20 Key: >32.4=4 >28.8==3 >25.2=2 <25.2=1	
<b>Program Outcome 3: Practical Application:</b> Demonstrate practical skills applied in professional settings utilizing supervised experiences, case studies, and performance exercises in the domains of skill practice				

development, supervised professional practice, and case analysis. **(combine score with 7)**

10	Case Summary		<p>X 2 = 8</p> <p>(combine score with #12)</p>	
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**Program Outcome 2: Student Learning Capacity:** Demonstrate and communicate a professional level of disciplined thinking models by effectively applying mental health knowledge in professional settings in the domains of reasoning, professional communication, and integrated levels of learning.

11	Diversity, Social, and Cultural Issues, Adjustments, and Adaptations		<p>X 2 = 8</p> <p>Key: &gt;7.2=4</p> <p>&gt;6.4=3</p> <p>&gt;5.6=2</p> <p>&lt;5.6=1</p>	
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**Program Outcome 6: Diversity and Spirituality:** Demonstrate the qualities of a positive presence in a professional context through responsiveness to diversity, multiculturalism, advocacy for the profession and the client, and the ethical responsiveness to client's spirituality and application of spiritual interventions.

12	Progress Notes		<p>X 2 = 8</p> <p><b>Combine score with #10</b></p> <p>Key:</p> <p>&gt;14.4=4</p> <p>&gt;12.8=3</p> <p>&gt;11.2=2</p> <p>&lt;11.2=1</p>	
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**Program Outcome 2: Student Learning Capacity:** Demonstrate and communicate a professional level of disciplined thinking models by effectively applying mental health knowledge in professional settings in the



domains of reasoning, professional communication, and integrated levels of learning.

13	<b>Personal Reflections</b>		X 4 = 16  Key:  >14.4=4  >12.8=3  >11.2=2  <11.2=1	
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**Program Outcome 5: Professional Identity:** Demonstrate the professional roles and responsibilities in the ethical practice of counseling portraying professional counselor dispositions in being an affirmative leadership presence in the profession.

## INSTRUCTOR PRESENCE RUBRIC

Instructor's Name:		Date:
	Criteria	Explanation / Observable Factors
1	<b>Professional Expertise</b>	Instructor presents additional ideas, information derived from the instructor's professional and personal experience in feedback to students
	On-Ground Performance Criteria Evaluation: 0/1	Comments:
	Online Performance Criteria Evaluation: 0/1	Comments:
2	<b>Refers to Source Material</b>	Instructor refers to videos, research articles, professional sources, and other source material beyond the textbook in giving feedback or promoting further discussion.
	On-Ground Performance Criteria Evaluation: 0/1	Comments:
	Online Performance Criteria Evaluation: 0/1	Comments:
3	<b>In-Depth Questioning</b>	Instructor employs Socratic follow-up questioning in Discussions for further in-depth exploration, analysis, and synthesis of material. The questioning requires students to form concepts, principles, and/or application models beyond what is provided in the course content / assignments / discussions.
	On-Ground Performance Criteria Evaluation: 0/1	Comments:
	Online Performance Criteria Evaluation: 0/1	Comments:
4	<b>Course Calendar</b>	Instructor utilizes the course calendar in order to systematically engage students with the various learning activities involved in the course
	On-Ground Performance Criteria Evaluation: 0/1	Comments:
	Online Performance Criteria Evaluation: 0/1	Comments:
5	<b>Faculty Expectations</b>	Instructor posts activity and performance level expectations of the students to performing well within the course in the Welcome Message of the News Section of D2L.
	On-Ground Performance Criteria Evaluation: 0/1	Comments:
	Online Performance Criteria Evaluation: 0/1	Comments:
6	<b>Additional Resource Information</b>	Instructor posts additional resource information in the News section of D2L. This will include articles, personal resource documents and handouts, additional explanations, introduction and overview of the content, guides for learning the material,

		guides for performing the learning activities well, study recommendations, etc.
On-Ground Performance Criteria Evaluation: 0/1		Comments:
Online Performance Criteria Evaluation: 0/1		Comments:
7	Alternative Explanations	When students request clarification on assignments, discussions, etc., the instructor presents alternative explanations of the requirements that can simplify, step-by-step sequence, or otherwise clarify the tasks and the thinking process involved in performing the learning tasks.
On-Ground Performance Criteria Evaluation: 0/1		Comments:
Online Performance Criteria Evaluation: 0/1		Comments:
8	Discussion Preparation	On-ground instructors place a set of <i>discussion questions in the News Section of D2L prior to the class session</i> . Students are directed to review and be prepared to discuss these questions as part of the class session. Class discussions are not limited to these preparatory questions, but are part of the participation requirement for the class. Online instructors are to meet the contract requirements for performing discussions. Responses can include various levels of the <i>cognitive domain any affective domain</i> criteria (especially Valuing the Material and Organization level).
On-Ground Performance Criteria Evaluation: 0/1		Comments:
Online Performance Criteria Evaluation: 0/1		Comments:
9	Follow-up Questions	Instructor engages students in developing follow-up questions to further discussions. This can involve the Socratic Questioning process to include critical thinking (CARVIM) and various Discipline Thinking models.
On-Ground Performance Criteria Evaluation: 0/1		Comments:
Online Performance Criteria Evaluation: 0/1		Comments:
10	Participation / Discussion Rubric	The Participation / Discussion rubric is reviewed at the beginning of class with the students. The students are given feedback regarding their performance on the rubric weekly. This can be part of the discussion process and/or in the grading section of D2L.
On-Ground Performance Criteria Evaluation: 0/1		Comments:
Online Performance Criteria Evaluation: 0/1		Comments:

<b>TOTAL POINTS:</b>	
<b>AVERAGE POINTS:</b>	