

COVID 19 Academic Program Assessment Waiver

2019-20

In light of the current COVID-19 pandemic, programs are being offered added flexibility concerning 2019-2020 academic program assessment expectations that result in the annual assessment report. The Deans' Council and the Assessment Council recognize that many programs collect artifacts in the spring and therefore may experience unforeseen challenges in the current environment. Academic programs that are unable to complete a meaningful assessment cycle this year may opt to submit this COVID-19 Academic Program Assessment Waiver instead of the Annual Assessment Report. This waiver requires programs to update the program assessment plan in light of the absence of 2019-2020 assessment activities and reporting.

All programs must submit either the COVID-19 Academic Program Assessment Waiver **OR** an Annual Program Assessment Report to Assessment@uni.edu by November 1, 2020.

Name of Program: *School of Applied Human Sciences: Counseling*

Name of Department Head / Program Coordinator: *Annette Lynch/Darcie Davis-Gage*

Date of Assessment (inclusive semesters): *2019-20*

Date Form Completed:

****In Fall of 2019, the Counseling Program completed a complete redesign of their curriculum and moved to the new CACREP accreditation standards. This change also required the program to move towards a new system of measuring student learning outcomes. The process of data collection was greatly impacted by COVID-19 and delayed the uploading of artifacts. The program is in the midst of completing their self-study so will be able to be provided needed data for next years report.*

Based on the CACREP standard changes, the program identified 8 Key Performance Indicators (KPI) for all student. Each of those KPI's have three artifacts which are collected at various times across the curriculum and assessed at the introductory, reinforced, and mastery levels. Accreditation requires that we collect and analyze this data every year. The chart below outlines the KPI's and method of assessment. We have create an online tracking system in Blackboard where students can upload their artifacts, faculty can evaluate artifacts with a standard rubric, student's gain feedback related to their learning and faculty are able analyze summative data to engage in continuous improvement.

Student Learning Outcome	Years Assessed (iterative)	Method of Assessment (class, artifact / assignment / rubric)*	UNI Learning Goal
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<p>1. Learners will demonstrate their knowledge of professional roles, responsibility, components of professional identity and will apply ethical decision making model to determine a course of action necessary for current ethical practices</p>	<p>2021-2022</p>	<ul style="list-style-type: none"> ● Professional Orientation and Ethics Site Visit Paper ● Career Final Project (knowledge and skill) ● CPCE <p>Each one of these are assessed using a standard rubric with four point scale</p>	<p>Program Content</p>
<p>2. Learners will demonstrate awareness of values, beliefs, and cultural norms and identify how their perspective, experience, and related biases impact the counseling process and interventions and will demonstrate culturally responsive counseling and advocacy skills.</p>	<p>2022-2023</p>	<ul style="list-style-type: none"> ● Intervention and Prevention Paper ● Multicultural Assignment/Cultural Engagement Activity Paper (Knowledge and Skills) ● Internship Case Conceptualization (Knowledge) <p>Each one of these are assessed using a standard rubric with four-point scale</p>	<p>Critical Thinking</p>
<p>3. Learners will apply developmental theories to determine differing abilities and levels of functioning, recognize</p>	<p>2023-2024</p>	<ul style="list-style-type: none"> ● Intervention and Prevention Assignment/Lesson Plan Development (Knowledge) ● Wellness, Self-Care, and Brain Based 	<p>Critical Thinking</p>

<p>environmental factors that impact development, and select developmentally appropriate interventions and will implement developmentally and culturally responsive strategies to promote wellness</p>		<p>Strategies Self-Care Plan and reflection (Skills)</p> <ul style="list-style-type: none"> ● Internship Reflection (Case Conceptualization) (Knowledge) <p>Each one of these are assessed using a standard rubric with four-point scale</p>	
<p>4. Learners will select appropriate career assessments and design interventions based on knowledge of theories and resources and will demonstrate the ability to effectively facilitate developmentally responsive career counseling and planning.</p>	<p>2024-2025</p>	<ul style="list-style-type: none"> ● Assessment Techniques in Counseling Career Assessment Report ● Career Final Project (knowledge and Skill) ● Practicum Systematic Roles and Duties Reflection Paper <p>Each one of these are assessed using a standard rubric with four-point scale</p>	<p>Program Content</p>
<p>5. Learners will apply counseling theories to generate a case conceptualization, design a culturally and developmentally responsive treatment plan and will demonstrate the</p>	<p>2025-2026</p>	<ul style="list-style-type: none"> ● Final Skills Recording (Skills) ● Theory Selections and Mastery Assignment ● Video Internship (Skills) 	<p>Communication</p>

<p>ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session</p>		<p>Each one of these are assessed using a standard rubric with four-point scale</p>	
<p>6. Learners will apply group counseling theories to select appropriate group types, to recognize and respond to group developmental level, to determine an effective leadership style and will demonstrate the ability to attend to group dynamics and effectively facilitate a group counseling session.</p>	<p>2026-2027</p>	<ul style="list-style-type: none"> ● Group Skills Demonstration (Skills) (Group Counseling Course) ● Group Reflection Paper (Knowledge) (Crisis Course) ● Practicum reflection of group roles within supervision group(Skill) <p>Each one of these are assessed using a standard rubric with four-point scale</p>	<p>Communication</p>
<p>7. Learners will select appropriate assessment instruments considering clients' concerns, culture, development, and context; the strengths and limitations of the instruments; counselors' ethical</p>	<p>2027-2028</p>	<ul style="list-style-type: none"> ● Suicide Risk Assessment and Report (knowledge) ● Intake interview/Assessment of Children and Adolescents (Skills) ● CPCE (Knowledge) 	<p>Critical Thinking</p>

<p>responsibility and will demonstrate the ability to interpret and communicate assessment results.</p>		<p>Each one of these are assessed using a standard rubric with four-point scale</p>	
<p>8. Learners will evaluate research and integrate evidence-based practices appropriate to clients' concerns, culture, development, and context and counselors' scope of practice and will design and implement an evaluation of a counseling intervention or program</p>	<p>2028-2029</p>	<ul style="list-style-type: none"> ● Counseling Intervention Evaluation in Practicum ● Action Research Project from Ed Research Class ● CPCE (Knowledge) 	<p>Critical Thinking</p>