

Program Assessment Form
Learning Goals and Outcomes
Due November 1

Name of Program: School of Applied Human Sciences-Counseling

Name of Department Head / Program Coordinator: William Henninger/Darcie Davis-Gage

Date of Assessment (inclusive semesters): Fall 2020-Spring 2021

Date Form Completed: October 10, 2021

Learning Outcome(s)

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

Assessment Plan

Name and brief description of the artifacts assessed and the instruments/rubrics used for the assessment.

Artifact 1: Professional Orientation and Ethics Site Visit Paper

All students are expected to interview a minimum of 3 practicing professional counselors during the semester. The person you interview for each visit must be a professional counselor, this means that they have earned a graduate degree in counseling; The paper should be reflective and analytic, as you compare and contrast the three different site experiences.

Artifact 2: Career Final Project

Draft a career-focused counseling integrative plan that counselors can begin implementing. The form of the project can be a paper, website, a collection of handouts you develop, or a recorded presentation with video. The final project should be professional and ready to use at your practicum site.

Artifact 3: Comprehensive Preparation Counselor Exam (CPCE)

The CPCE measures student overall mastery of the profession of counseling. The exam is taken during the last semester of coursework and includes 160 multiple choice questions and covers eight major sections which each yield a sub-score. The goal is for students to score above the national mean on each sub-score. The sub-score of Professional Orientation and Ethics from the CPCE is calculated for Learning Outcome #1.

Date(s) of administration.

Artifact 1: Professional Orientation and Ethics Site Visit Paper is completed every fall semester

Artifact 2: Career Final Project is completed every fall semester

Artifact 3: Comprehensive Preparation Counselor Exam (CPCE): Professional Orientation and Ethics Score is completed every spring semester

Sample (number of students, % of class, level, demographics).

Artifact 1: Professional Orientation and Ethics Site Visit Paper: (N=44; 1ST and 2nd year cohorts)

Artifact 2: Career Final Project: (N=15) (1st year cohort)

Artifact 3: Comprehensive Preparation Counselor Exam (CPCE): Professional Orientation and Ethics Score: (N=11) (3rd year cohort (Spring Graduates)

Data Analysis

Direct Assessment (Include a narrative and a summary table of the data here; include all scores in Appendix E.)

Artifact 1: Professional Orientation and Ethics Site Visit Paper

Artifact 2: Career Final Project

Artifact 3: Comprehensive Preparation Counselor Exam (CPCE): Professional Orientation and Ethics Score

	Advanced Proficient	Emerging
(KPI 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		
	Artifact #1 61% 31%	6%
	Artifact #2 93% 7%	0%

The preferred outcome is for students to be at “Proficient” or “Advanced” level of performance

	National Mean Of National CPCE Standard Deviation	UNI Mean CPCE	UNI Standard Deviation
Artifact #3	13.4	2,4 15.2	1.1

The preferred outcome is for the UNI mean score to be above national mean

Use of Assessment Findings to Improve Student Learning

According to the artifacts, rubrics, and instruments used for assessment, the majority of student learning for SLO #1 measured during the last year exceeded the expectations set by the faculty. In reviewing assignments, students who tended to score below expectations had difficulty with writing skills so faculty added attendance to a writing workshop as a requirement of COUN 6100 Professional Orientation and Ethics.

To address, SLO #1, faculty reviewed the curriculum, a paper from COUN 5103 Introduction to Professional Counseling and a final project from COUN 6225 Facilitating Career Development. The

faculty also examined the CPCE Professional Orientation and Ethical Practice sub-score and found, 100% scored above the national mean. Faculty also discussed professional disposition of students during individual annual assessments.

Program Name / Semesters of Assessment 2

Plan to Address this Year's Program Assessment Results for Continuous Improvement

All the results were shared with the program/unit faculty as part of the student and program annual review process in which outcomes are analyzed in order to inform course content which is part of the Program Assessment Plan (Appendix B) and recorded on Program Comprehensive Assessment Analysis Form. Also, these results are shared with all university constituents by posting them on the vital statistics link of the program's webpage. Finally, these are also shared with the national accreditation board (CACREP) during the yearly reports. Each semester we examine the sub scores of the eight core areas of the CPCE (national standardized exam) to ensure that there is continuity and homogeneity of delivery of content in the corresponding courses correlated with these sub scores (content areas).

According to the specific results of this report, professional orientation, ethical behavior improved during the academic year. The faculty decided to track this learning outcome by evaluating the three assignments associated with this learning outcome. The artifacts included a paper, final project, and sub score on the CPCE. The tracking of outcomes changed significantly since the previous SOA report due to changes in our accreditation. We track each outcome over the course of the counseling program (3 years) with assignments at the beginning, reinforced, and mastery levels. We hope to see students score trend upward in the positive direction and gaining more advance skills. Faculty also evaluate professional disposition at the end of every year which is directly related to professional orientation and ethical behavior. All of these outcomes are tracked within a program "course" in eLearning and on the Tevera system which is the program clinical tracking platform.