

Program Assessment Report
Learning Goals and Outcomes
Due November 1

Program: Counseling

Degree: MA

Department: Dept. of Family, Aging and Counseling

Prepared by: Olivia Chen

Submission Date:

Program assessment is an ongoing and integral part of the University of Northern Iowa's efforts to continuously improve teaching and learning. Each year, every UNI program must assess at least one student learning outcome using authentic student work. Faculty will collect student work, evaluate it, analyze the results, share the results with program faculty, and determine an appropriate course of action to improve student learning. These efforts are captured in this Annual Program Assessment Report, due November 1st.

1. All program learning goals and outcomes

KPI 1S: Learners will apply ethical decision-making model to determine a course of action necessary for current ethical practices.

Outcome: 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 **(2021/2029)**

KPI 2S: Learners will demonstrate culturally responsive counseling and advocacy skills.

Outcome: 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. **(2022/2030)**

KPI 3S: Learners will implement developmentally and culturally responsive strategies to promote wellness.

Outcome: Learners will apply developmental theories to determine differing abilities and levels of functioning, recognize environmental factors that impact development, and select developmentally appropriate interventions and will implement developmentally and culturally responsive strategies to promote wellness. **(2023/2031)**

KPI 4S: Learners will demonstrate the ability to effectively facilitate developmentally responsive career counseling and planning.

Outcome: 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. (2016/2024)

KPI 5S: Learners will demonstrate the ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session.

Outcome: Learners will apply counseling theories to generate a case conceptualization, design a culturally and developmentally responsive treatment plan and will demonstrate the ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session. (2017/2025)

KPI 6S: Learners will demonstrate the ability to attend to group dynamics and effectively facilitate a group counseling session.

Outcome: 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. (2018/2026)

KPI 7S: Learners will demonstrate the ability to interpret and communicate assessment results.

Outcome: Learners will select appropriate assessment instruments considering clients' concerns, culture, development, and context; the strengths and limitations of the instruments; and counselors' ethical responsibility and will demonstrate the ability to interpret and communicate assessment results. (2019/2027)

KPI 8S: Learners will design and implement an evaluation of a counseling intervention or program.

Outcome: 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 (2020/2028)

2. Learning outcome(s)

KPI 5S: Learners will demonstrate the ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session.

Outcome: Learners will apply counseling theories to generate a case conceptualization, design a culturally and developmentally responsive treatment plan and will demonstrate the ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session. (2017/2025)

3. Assessment Plan

Artifact 1: Final Skill Analysis and Transcriptions

After being paired with a classmate, each student will complete one final recorded interview. Individuals will be expected to implement the counseling skills presented in class, and grades will be based on skill acquisition, skill competency, session analysis, and ability to recognize areas for improvement.

After taping, students will view their videos and transcribe and analyze their performances. Transcriptions should be ten minutes for the midterm and fifteen minutes for the final. Analysis will include a comprehensive self-assessment component. Students should use what they have observed in their recordings, their homework, peer and instructor feedback, along with their own reflection to evaluate their strengths and weaknesses. Detailed instructions will be provided prior to each recording.

Artifact 2: Counselor Preparation Comprehensive Examination, Counseling and Helping Relationships Score

The counseling program uses the Counselor Preparation Comprehensive Examination (CPCE) as its exit exam. The CPCE covers content aligned with the eight common core areas outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As such, the CPCE provides a comprehensive exam that meets high psychometric standards and offers an objective assessment of the knowledge level of our students. Counseling and Helping Relationships is one of the eight areas tested by the CPCE.

Rubric for Artifact 1

Each student was rated on the following standard:

1=developing/insufficient

2=Between 1 & 3 (inconsistent application, some errors)

3=meeting the standard

4=Between 3 & 5 (solid performance with minor refinements).

5=exceeding the standard

Criterion (Weight)	1 – Developing	3 – Meeting the Standard	5 – Exceeding the Standard
1) Demonstration of Effective Interviewing Skills (50%)	Questions are mostly closed, leading, double-barreled, or off-topic; limited goal/purpose; weak transitions; summaries miss key content; little linkage to client concerns.	Uses mostly open, purposeful questions; probes/clarifiers deepen understanding; clear openings/closings and transitions; brief, accurate summaries align with client goals.	Flexible, timely interviewing that consistently elicits meaning and emotion; advanced probes that surface patterns; seamless focusing/re-focusing; concise integrative summaries that move the work forward.

2) Demonstration of Effective Attending & Listening Skills (50%)	Inconsistent eye contact/posture; frequent interruptions; minimal encouragers misused; reflections inaccurate or superficial; misses or bypasses emotions; pacing mismatched to client.	Consistent nonverbal attending (eye contact, posture, vocal tone); appropriate silence; accurate reflections of content & feeling; minimal encouragers support flow; pacing generally attuned.	Highly attuned presence: precise content/feeling reflections (including deeper emotions); tracks client narrative without interrupting; skillful use of silence; cultural/developmental needs shape pacing, language, and examples.
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4. Assessment results

Two different artifacts are used throughout two semesters (the fall of the 1st year, and the spring of the 3rd year) to ensure that the learning outcome and goal (KPI) are reinforced. According to the Comprehensive Assessment Committee (full-time faculty), the expected performance outcome for counseling students must be within the Proficiency level (Point 3) across the three data points in different semesters.

As evidenced by the summary table of results, the Student Learning Outcomes measured via two different artifacts during the 2024-2025 academic year generally exceeded the expectations (Proficiency level: point 3) set by the Comprehensive Assessment Committee (full-time faculty), with students performing at the minimum proficiency level or higher.

	Advanced	Proficient	Emerging	Insufficient
Artifact	Average number of students who scored in this range (Point 4 and above)	Average number of students who scored in this range (Point 3)	Average number of students who scored in this range (Point 2)	Average of number of students who scored in this range (Point 1)
Artifact 1: Final Skill Analysis and Transcriptions	32%	68%	0%	0%

	UNI Mean		National Mean		
Artifact 32: CPCE C5: Counseling and Helping Relationships Score	11.21 (N=27)				
Jan. 2025	12 (n=1)		11.3		
Jan. 2025	11 (n=1)		10.6		
Jan. 2025	13.5 (n=2)		11.6		
Jan. 2025	15 (n=1)		11		
Jan. 2025	10 (n=4)		10.7		
Jan. 2025	10 (n=1)		11.2		
Jan. 2025	12.2 (n=5)		11.8		
Jan. 2025	10.8 (n=6)		10.9		
Jan. 2025	13 (n=3)		10.9		
Feb. 2025	11 (n=1)		11.4		
Feb. 2025	12 (n=1)		11.5		
Mar. 2025	15 (n=1)		10.8		

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

The Comprehensive Assessment Committee met during faculty meetings to discuss the assessment results and recommendations. According to the artifacts and rubrics used for assessment, all student learning outcomes for SLO #5 measured over the past year exceeded the expectations (Point 3) set by the Comprehensive Assessment Committee. Since all students met the minimum proficiency standard set by

the Comprehensive Assessment Committee (full-time faculty) by the spring of their 3rd year, and a large percentage exceeded it, the program does not intend to change the evaluative rubrics or content for these particular assignments. Instead, the Comprehensive Assessment Committee will address the following steps to ensure the 2024 CACREP Standards are implemented throughout the curriculum.

1. In summary, all syllabi have been updated to align with the 2024 CACREP Standards. The Comprehensive Assessment Committee met to determine KPIs across the core and specialty practice areas, and KPI assignments were revised or newly created to evaluate the updated standards accordingly.
2. Looking ahead, the counseling program plans to transition from two tracks to one dual specialty with two distinctions beginning Fall 2026. As a result, the curriculum and KPIs will be adjusted to maintain alignment with the 2024 CACREP Standards. For now, several new KPI assignments have been selected or designed to assess the 2024 cohort during the 2024–2025 academic year. We anticipate that the new KPI assignments will fully replace the legacy KPIs by 2028.