Program Assessment Report
Learning Goals and Outcomes
Due November 1

Program: Counseling
Degree: MA
Department: Dept. of Family, Aging and Counseling
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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 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.

3. Assessment Plan

Artifact 1:Assessment Techniques in Counseling/ Career Assessment Report (Knowledge)

As counselors and helping professionals you will write assessment reports and apply the findings of assessment reports.

Assume that you are the client. Consider your career path thus far and imagine that you need to make some sort of career change. Based on the 'client information' and your readings about career and personality assessments, select and self-administer three assessments that could contribute to counseling you through a career transition (e.g., career interests, personal strengths, personality). Make sure that at least two of the three assessments are specific to career and provide a rationale for why you selected each instrument.

Write an assessment report explaining the assessment process and interpreting the results. Include a section in the report making recommendations for further development/next steps using yourself as the client. Attached is a sample outline of a report to give you an idea of how you might organize your writing.

Artifact 2: Career Counseling/ Final Project (Knowledge and Skills)

For this assignment, you are going to pretend you have been asked to set up career counseling services for graduate students at UNI. Graduate College administration has determined that career counseling is a vital component of the graduate school process. Pretend the Graduate College has asked you to draft a career counseling integrative plan that will benefit students. The following areas must be included in your plan. Remember, you are creating a plan and resources for administrators who have a limited understanding of the career counseling process and services. The format of this project is flexible and will be graded based on professional presentation of content, depth and innovation, and writing grammar, mechanics, and adherence to APA when applicable.

1. Provide an overview of your program and what will be accomplished by completing this program. Describe your program and share the organization, implementation, administration, and evaluation of your plan by sharing how you will engage in the program planning, organization, implementation, administration, and evaluation.
2. Create a biography. Explain why a "professional counselor" is most qualified helping professionals to facilitate this program.
3. Assessment:
   a. Needs assessment: In order to develop a career counseling integrative plan in practice, you would identify key stakeholders and learn about the intended population you would be serving, in part, by conducting a needs assessment. Create a needs assessment questionnaire.
   b. Effectiveness: Then you must identify an assessment used at pre and post intervention to measure the effectiveness of your program.Your task for this section is to identify assessment instruments you would use pre and post intervention to measure effectiveness of this program. Describe your rationale

for selecting each assessment.. Consider things like the purpose, validity, reliability, norm groups, cultural and development relevance, logistics of administration, etc..

4. Career Theory and Models; Briefly summarize three that may fit into your setting. Briefly describe each theory/model. Discuss why you chose them and how you might implement them into this program

5. Cultural Competency. Providing culturally competent career counseling is essential. Discuss major points of 4 journal articles related to diversity which would be applicable in your setting.

6. Ethical Practice: Identifying a minimum of 3 ethical principles will inform your practice and when making ethical decisions in career counseling practice. Provide how these principles will be integrated into your practice

7. Assessments: Identify and discuss a minimum of 6 career-related instruments, their purpose, their use, and how to interpret the results. Within those 6 you should have at least one from each category: ability, interest,value, and personality. Then discuss how you will present them to a client.

8. Interventions: Identifies a minimum of 10 evidence-based interventions specially used for career counseling. List, describe and discuss each intervention.

9. Mental Health: Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors is essential in career counseling. Identifying the ways career issues intersect with other domains of life, including mental health. Identify 5 scholarly resources/references that highlight the overlap

10. Quality of Life: Approaches for assessing the conditions of the work environment on clients' life experiences work matters. And it matters for the quality of life of individuals. How can you as a counselor become aware of your client's functioning outside of work relative to their work? Explain what expressive art therapy activities might help client increase their self awareness within and outside of work

11. Client Skills: Strategies for facilitating client skill development for career, educational, and life-work planning and management Identify and discuss 10 resources and discuss how you would "deliver" these to clients/students, both in person and otherwise.

12. Resources: Career counselors need to be aware of resources available. Therefore, create a "cheat sheet" of resources (web, print, other), a description and relative value of the resources, and link or location. Begin with www.careeronestop.org

Artifact 3: Counselor Preparation Comprehensive Examination, Career 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. Career Development is one of the eight areas tested by the CPCE.

Rubric for Artifact 1

Levels of Achievement

Criteria	INSUFFICIENT:	EMERGENT:	PROFICIENT:	ADVANCED:
Selection of appropriate career assessments	**1 Points** Lacks knowledge of concepts and reflects surface learning: -Content fails to address many or significant questions and/or main topics, demonstrates inaccurate understanding and/or limited integration. -Lacks foundational understanding, fails to incorporate personal/professional examples. -Fails to address many or significant complexities of the issues. -Fails to apply course content to counseling practice. -Multiple and/or significant errors in fact. -Conclusions not grounded in evidence and/or fails to reference resources. -Lacks self-awareness of knowledge and/or skill.	**2 Points** Demonstrates limited knowledge of concepts and reflects more surface learning than deep learning: -Content addresses some questions and/or main topics, demonstrates basic understanding with limits in accuracy and/or integration. -Demonstrates limited foundational understanding and incorporates few personal/professional examples. - Addresses some complexities of the issues. -Demonstrates limited application of course content to counseling practice. -Multiple and/or significant errors in fact. -Conclusions insufficiently grounded in evidence and/or inappropriate resources. -Demonstrates limited self-awareness of knowledge and/or skill.	**3 Points** Demonstrates adequate knowledge of concepts and reflects more deep learning than surface learning: -Content addresses most questions and/or main topics and generally integrates key concepts accurately. -Demonstrates foundational understanding through the incorporation of some personal/professional examples. -Adequately addresses most complexities of the issues. -Adequately applies course content to counseling practice. -Few or minor errors in fact. -Conclusions are sufficiently grounded in evidence referencing appropriate scholarly resources. -Demonstrates sufficient self-awareness of knowledge and/or skill.	**4 Points** Demonstrates considerable knowledge of concepts and reflects deep learning: -Content thoroughly addresses all questions and/or main topics and accurately integrates key concepts. -Demonstrates depth of understanding through the incorporation of personal/professional examples. -Thoroughly addresses complexities of the issues. -Clearly and consistently applies course content to counseling practice. -No discernable errors in fact. -Conclusions are well-grounded in evidence referencing appropriate scholarly resources. -Demonstrates self-awareness of knowledge and skill.
Application of career theories to design interventions	**1 Points** Lacks knowledge of concepts and reflects surface learning: -Content fails to address many or significant questions and/or main topics, demonstrates inaccurate understanding and/or limited integration. -Lacks foundational understanding, fails to incorporate personal/professional examples. -Fails to address many or significant complexities of the issues. -Fails to apply course content to counseling practice. -Multiple and/or significant errors in fact. -Conclusions not grounded in evidence and/or fails to reference resources. -Lacks self-awareness of knowledge and/or skill.	**2 Points** Demonstrates limited knowledge of concepts and reflects more surface learning than deep learning: -Content addresses some questions and/or main topics, demonstrates basic understanding with limits in accuracy and/or integration. -Demonstrates limited foundational understanding and incorporates few personal/professional examples. - Addresses some complexities of the issues. -Demonstrates limited application of course content to counseling practice. -Multiple and/or significant errors in fact. -Conclusions insufficiently grounded in evidence and/or inappropriate resources. -Demonstrates limited self-awareness of knowledge and/or skill.	**3 Points** Demonstrates adequate knowledge of concepts and reflects more deep learning than surface learning: -Content addresses most questions and/or main topics and generally integrates key concepts accurately. -Demonstrates foundational understanding through the incorporation of some personal/professional examples. -Adequately addresses most complexities of the issues. -Adequately applies course content to counseling practice. -Few or minor errors in fact. -Conclusions are sufficiently grounded in evidence referencing appropriate scholarly resources. -Demonstrates sufficient self-awareness of knowledge and/or skill.	**4 Points** Demonstrates considerable knowledge of concepts and reflects deep learning: -Content thoroughly addresses all questions and/or main topics and accurately integrates key concepts. -Demonstrates depth of understanding through the incorporation of personal/professional examples. -Thoroughly addresses complexities of the issues. -Clearly and consistently applies course content to counseling practice. -No discernable errors in fact. -Conclusions are well-grounded in evidence referencing appropriate scholarly resources. -Demonstrates self-awareness of knowledge and skill.
Knowledge of Resources	**1 Points** Lacks knowledge of concepts and reflects surface learning: -Content fails to address many or significant questions and/or main topics, demonstrates inaccurate understanding and/or limited integration. -Lacks foundational understanding, fails to incorporate personal/professional examples. -Fails to address many or significant complexities of the issues. -Fails to apply course content to counseling practice. -Multiple and/or significant errors in fact. -Conclusions not grounded in evidence and/or fails to reference resources. -Lacks self-awareness of knowledge and/or skill.	**2 Points** Demonstrates limited knowledge of concepts and reflects more surface learning than deep learning: -Content addresses some questions and/or main topics, demonstrates basic understanding with limits in accuracy and/or integration. -Demonstrates limited foundational understanding and incorporates few personal/professional examples. - Addresses some complexities of the issues. -Demonstrates limited application of course content to counseling practice. -Multiple and/or significant errors in fact. -Conclusions insufficiently grounded in evidence and/or inappropriate resources. -Demonstrates limited self-awareness of knowledge and/or skill.	**3 Points** Demonstrates adequate knowledge of concepts and reflects more deep learning than surface learning: -Content addresses most questions and/or main topics and generally integrates key concepts accurately. -Demonstrates foundational understanding through the incorporation of some personal/professional examples. -Adequately addresses most complexities of the issues. -Adequately applies course content to counseling practice. -Few or minor errors in fact. -Conclusions are sufficiently grounded in evidence referencing appropriate scholarly resources. -Demonstrates sufficient self-awareness of knowledge and/or skill.	**4 Points** Demonstrates considerable knowledge of concepts and reflects deep learning: -Content thoroughly addresses all questions and/or main topics and accurately integrates key concepts. -Demonstrates depth of understanding through the incorporation of personal/professional examples. -Thoroughly addresses complexities of the issues. -Clearly and consistently applies course content to counseling practice. -No discernable errors in fact. -Conclusions are well-grounded in evidence referencing appropriate scholarly resources. -Demonstrates self-awareness of knowledge and skill.

Rubric for Artifact 2

Name	Career Development Project
Description	
Rubric Detail	

Levels of Achievement

Criteria	Novice	Competent	Proficient	Exceptional
Content **Weight** **33.00%**	70.00 %	80.00 %	90.00 %	100.00 % Clearly covered all of the required elements with multiple examples of application in new ways
depth, creativity, innovation **Weight** **33.00%**	70.00 %	80.00 %	90.00 %	100.00 % Extended beyond required elements in a new, and interested application; combined multiple topics into a cohesive whole
Professional quality **Weight** **34.00%**	70.00 %	80.00 %	90.00 %	100.00 % Excellent flow; clear and concise;

4. Assessment results

Three different artifacts are used throughout three semesters (the summer of the 1st year, and the fall and spring of the 2nd 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 (80-89%) across the three data points in different semesters.

As evidenced by the summary table of results, the Student Learning Outcomes measured via three different artifacts during the 2023-2024 academic year generally exceeded the expectations (Proficiency level: 80-89%) 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 **(90-100%)**	Average number of students who scored in this range **(80-89%)**	Average number of students who scored in this range **(70-79%)**	Average of number of students who scored in this range **(60-69%)**
Artifact 1: Career Assessment Report	100%	0%	0%	0%
Artifact 2: Career Counseling Final Project	100%	0%	0%	0%
	UNI Mean	National Mean		
Artifact 3: CPCE Career Score Dec. 2023	15	10.1		
CPCE Career Score Jan. 2024	11.6	11		
CPCE Career Score Feb. 2024	12	11.1		

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 #4 measured over the past year exceeded the expectations (80-89%) 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 a smooth transition from the 2016 CACREP Standards to the 2024 CACREP Standards.

1. In summary, the first phase of the recalibration process for the rubrics, including the alignment of CACREP standards with their respective KPIs, has taken place as the new

2024 CACREP standards have been fully introduced and enforced by the accreditation body. In 2023-2024, to maintain consistency and improve the quality and accuracy of the assessment process, the counseling program began collaborating with the IT department to implement the EAC Visual Data collection process through Blackboard. Additionally, to ensure a higher degree of measurement accuracy and increase the validity of the assessment process, the rubrics used to measure the artifacts have been recalibrated, and their specific criteria have been realigned with the KPIs connected to the learning outcomes through the new EAC Visual Data system.

2. However, as the counseling program plans to transition from offering two tracks to one dual specialty with two distinctions, it is anticipated that the curriculum and KPIs will change accordingly to continue meeting the 2024 CACREP Standards. At this time, some new KPI assignments have been carefully selected or designed to assess the 2024 counseling cohort during the 2024-2025 academic year. It is expected that the new KPI assignments will fully replace the old ones by 2027.