

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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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.

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)**

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)**

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)**

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. **(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. **(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. **(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. **(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 **(2028)**

Learning outcome(s)

Learners will apply developmental theories to determine differing abilities and levels of functioning, recognize environmental factors that impact development, and select developmentally appropriate interventions.

Assessment Plan

Artifact 1: Intervention and Prevention Outreach/Psychoeducational Lesson Plan (Knowledge)

In the Outreach/Psychoeducational Curriculum you will design a series of sessions to address specific needs of a target population. You will create developmentally responsive group interventions. In the Case Conceptualizations you will use a developmental framework to assist in understanding the concerns of individual clients. You will also engage in the treatment planning process by selecting some wellness-focused interventions to use with individual clients. In this assignment, you will create one outreach/psychoeducational session similar to one of the sessions you included in your curriculum, but this will be a stand-alone session. You will also take the wellness-focus you applied in the case conceptualization and shift your focus to a group intervention.

In this assignment you will apply your knowledge of development and your understanding of contextual factors that impact development to design an outreach or psychoeducational session that addresses a wellness topic of significance for a group of people introduced in course readings. Specifically, focus on people introduced in the Gawande book.

After selecting a group and specifying a wellness topic, explore the research literature specific to your topic. Then create an outreach session applying the research and a developmental framework to enhancing wellness in your target population. Submit a written overview and plan for the session. Use the following outline and prompts to assist you.

a) Session Overview

- **Rationale:** Provide an introduction to and rationale for the session. Why is this session important? What type or level of intervention is this designed to be? What are the overarching goals for the session?
- **Target Population:** Who is your target population? What do you know, in general, about the developmental level, needs and/or tasks of your target population? What do you know or expect about their cognitive level of development? Emotional level of development? Social level of development? Physical level of development? Demonstrate your understanding of and reference key developmental theories, models, and/or research findings.
- **Developmental Considerations:** Based on what you know about your target population, how has developmental level factored into your session plan? What are important developmental considerations in implementing your session?
- **Cultural Considerations:** Based on what you know about your target population and selected topic, how has an understanding of cultural differences factored into your session design? What are important cultural considerations in implementing your session?

b) Session Plan:

- Statement of purpose and objectives
- Required time and materials
- Anticipated number of participants
- Content: A description of what key points will be covered with relevant references
- Implementation: A description of how the session will be conducted. Include things like how you will introduce the topic and objectives, how you will incorporate activities and

prompt participation, how you will reinforce learning or provide opportunities to practice skills, etc.

- Assessment: How and when will you assess whether the session has achieved the objectives?

Artifact 2: Wellness, Self-Care, and Brain Based Strategies Self-Care Plan and reflection (Skills)

Since healthy self-care is essential for becoming an effective counselor, each student will design a personal wellness plan to carry out throughout the semester. This treatment plan will include various activities identified by each individual student to promote well-being including participation in at least one alternative treatment (ie. Acupuncture, mediation, yoga, etc). Students will journal weekly reflection on the progress of the plan. Students will need to be prepared to discuss their progress and activities regularly in class. At the end of the semester, students will turn in a copy of their wellness plan with outcomes and prepare a 3 to 5 page summary paper of their progress answering the following questions:

What did you learn about yourself from completing your wellness plan?

What activities were most beneficial and why?

How will this impact your future practice as a counselor?

Artifact 3: Internship Reflection (Case Conceptualization) (Knowledge and Skills)

Students must complete a case conceptualization demonstrating awareness of their values, cultural norms, and experiences and how these impact the counseling process and treatment planning of the session. As part of the case conceptualization, students must design developmentally appropriate interventions that reflect their understanding of developmental theories.

Rubrics

	INSUFFICIENT: Lacks knowledge of concepts and reflects surface learning: <ul style="list-style-type: none"> 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. 	EMERGENT: Demonstrates limited knowledge of concepts and reflects more surface learning than deep learning: <ul style="list-style-type: none"> 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. 	PROFICIENT: Demonstrates adequate knowledge of concepts and reflects more deep learning than surface learning: <ul style="list-style-type: none"> 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. 	ADVANCED: Demonstrates considerable knowledge of concepts and reflects deep learning: <ul style="list-style-type: none"> 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. 	NOT APPLICABLE: Area of criteria not seen within the current parameters
Application of developmental theories to determine abilities and functioning	1 (8.33333%)	2 (16.66666%)	3 (25.00%)	4 (33.33333%)	0 (0.00%)
Recognition of impact of environmental factors on development	1 (8.33333%)	2 (16.66666%)	3 (25.00%)	4 (33.33333%)	0 (0.00%)
Selection of developmentally appropriate interventions	1 (8.33333%)	2 (16.66666%)	3 (25.00%)	4 (33.33333%)	0 (0.00%)

Name: **Human Growth & Development**
Description: Learners will apply DEVELOPMENTAL and WELLNESS theories to determine differing abilities and levels of functioning, recognize environmental factors that impact development, and select developmentally appropriate interventions.

Assessment results

Three different artifacts are used throughout the 3 semesters (the spring of 1st, 2nd and 3rd year) to ensure that the learning outcome and goal (KPI) have been reinforced. According to the comprehensive assessment committee (full time faculty), the expected outcome performance by the counseling students must be within the Proficiency (80-89%) level across the three data points at different semesters.

As evidenced by the summary table of results, in general the results of Student Learning Outcomes measured via 3 different artifacts during the 2023-2024 academic year exceeded the expectations (Proficiency-80-89%) set by the comprehensive assessment committee (full time faculty) and the students are performing at the minimum proficiency level or advanced. In only one of the 3 artifacts used to measure the learning outcome (Artifact 2: Wellness, Self-Care, and Brain Based Strategies Self-Care Plan and reflection), 3% of the students scored at the emergent level. All students met the minimum proficiency standard set by the comprehensive assessment committee (full time faculty) by the spring of 3rd year.

	Advanced	Proficient	Emerging	Insufficient
Artifact	Average number of students who	Average number of students who	Average number of students who	Average of number of students who scored in this range (60-69%)

	scored in this range (90-100%)	scored in this range (80-89%)	scored in this range (70-79%)	
Artifact 1: Intervention and Prevention Outreach/Psychoeducational Lesson Plan	100%	0%	0%	0
Artifact 2: Wellness, Self-Care, and Brain Based Strategies Self-Care Plan and reflection	87.9%	9.1%	3%	0
Artifact 3: Internship Case Conceptualization	100%	0%	0%	0

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 for SLO #3 measured during the last year exceeded the expectations (80-89%) set by the comprehensive assessment committee. Since the majority of the students met the minimum proficiency standard, and a large percentage exceeded it, except for 3% students scoring at the emerging level (70-79%) in one artifact, the program is planning to address the following to ensure that continuous improvement is ensured.

1. Monitor the results of the Artifact 2_Wellness, Self-Care, and Brain Based Strategies Self-Care Plan and reflection the following semester to determine if the evaluative rubric or content's assignment needs to be modified including the expectations, and clarity of instructions.
2. In 2021-2022, to maintain consistency and improve the quality and accuracy of the assessment process, the counseling program has started working with the IT department and has completed the first phase of implementation of the EAC Visual Data collection process through Blackboard. Additionally, to ensure a higher degree of measurement assessment, and increase the validity of the assessment process, the

rubrics used to measure the artifacts have been recalibrated and their specific criteria realigned to the key performance indicators (KPIs) connected to the learning outcomes through the new EAC Visual Data system.

3. The full phase of the recalibration process of all rubrics including the alignment of CACREP standards with its respective KPI's will take place in 2024-2025 as the new CACREP standards in 2024 are fully introduced and enforced by the accreditation body.