



**Department of Counseling
2022–2023 Annual Data
Report**

The Department of Counseling houses the MA in Clinical Mental Health Counseling (CMHC) is a CACREP accredited program. During the 2022-2023 academic year, our program was titled “MA in Counseling” with two emphasis areas: Clinical Mental Health Counseling (CMHC) and Marriage, Family, and Child Counseling (MFCC). Starting in the Fall of 2024, a PhD in Counselor Education and Supervision will also be a part of the offerings in the Department of Counseling.

Department Mission:

The Counseling Department is a diverse and dynamic community dedicated to the development of highly effective clinical mental health counselors, future leaders, counselor educators, supervisors, and innovators in the counseling profession.

The Counseling Department faculty bring strong backgrounds in clinical practice, research, advocacy, counselor education, and other disciplines that are the basis of practice as a clinician, researcher, counselor educator, and supervisor.

The faculty and staff in the Department of Counseling are committed to five core values:

- 1) Creating and nurturing a diverse and inclusive learning community for all students, faculty, and staff.
- 2) Providing excellent education and clinical supervision for students.
- 3) Promoting healing and empowerment by addressing social privilege and oppression.
- 4) Generating knowledge through research and scholarship of the highest level.
- 5) Providing services to the local, national, and international community informed by science and scholarship.

The purpose of this annual report is to inform all stakeholders of the Counseling Department, including students, faculty, administration, alumni and site-supervisors, about program evaluation results, program modifications based on these results, and other significant program changes.

Admissions, Enrollment, and Faculty

Admissions:

The MA in CMHC program admits students two times per year for the Fall and Spring quarters. For both admissions cycles during the AY 2022-2023, **337** prospective students submitted applications for admissions, an almost 13% increase over the number of applicants the previous academic year.

Of that number, **165*** students matriculated into the program, a 17% increase over the number of admitted students the previous academic year. **85.5%** of applicants accepted the offer for admission in the Fall 2022 admit cycle, and **98.1%** accepted the offer for admissions in the Spring 2023 admit cycle. **Table 1** contains a summary of the number of prospective students that applied, were admitted, and enrolled.

*This number includes transfer students and returning students in addition to regular applicants.

Table 1: Number of Students that applied, were admitted, and enrolled during the 2022- 2023 academic year

Program	Quarter	Completed an Application	Offered Admission	Accepted Offer	Admit Rate
MA Counseling (CMHC and MFCC)	F 2022	254	174	110	85.5%
MA Counseling (CMHC and MFCC)	Sp. 2023	83	41	40	98.1%

Table 2: Admitted Student Demographics for the 2022- 2023 academic year

Demographic	Fall 2022	Spring 2023
Male	27	6
Female	141	33
Gender Non-Conforming	4	0
Transgender	1	0
Declined to State	1	1
Hispanic	36*	10*
Asian/Pacific Islander	33	6
Black	4	1
White	85	22
Two or More Races	8	0
Declined to State	8	1

Veteran/Active Duty	1	0
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*80.5% and 70% increase in Hispanic enrollment from previous AY.

Advisory Council, Faculty and Staff Observations-Admissions:

In a review of admissions data, The PAU Counseling Advisory Council and the Counseling Department faculty and staff noted that we still have a preponderance of White applicants and admitted students, and more effort should go to recruitment of students from diverse backgrounds. It was noted that compared to the previous admission cycle we have had a large increase in enrollment of Hispanic students which was a targeted goal of the department given PAU’s designation as a Hispanic Serving Institution.

Actions identified for the previous academic year (2021-2022) included continued focus on using the group interview model to promote the admission of students who embody PAU’s values of inclusive excellence and cultural humility, to work with the admissions team on targeted recruitment for underserved and diverse populations, to prioritize retention and support efforts for students from diverse backgrounds, and to work with program and university leadership to determine realistic targets for enrollment given continued growth of our student population.

For review of the current cycle of data (2022-2023), the following actions were proposed by both the Advisory Council and Department of Counseling faculty and staff:

Actions for Admissions:

- Continue to use the group interview model for admissions cycles.
- Continue to host Open Houses and Information Sessions for prospective students.
- Work with the admissions team on targeted recruitment for underserved and diverse populations. (Noted that the LatinX Task force is tasked with aiding in the recruitment, retention, and support of Hispanic students.)
- While the majority of admitted students have US Citizenship (94.8% for Fall 2022 admits; 87.5% for Spring 2023 admits) it was noted by the Advisory Council that more efforts could be made to support foreign-born students and to capture information about country of origin in future data gathering.
- Work with program leadership and university leadership to determine realistic targets for enrollment each term.

Enrollment, Retention, and Support

Based on 2023 Vital Statistics Reporting, there are currently **497** students enrolled in the MA in CMHC program. Table 3 below identifies the known demographics of current enrolled students.

Table 3: Currently Enrolled Student Demographics

Demographic	Male	Female	Non-Binary/ Gender Fluid
Hispanic	9	92	2
Asian	14	63	0
Hawaiian Native or Pacific Islander	0	0	0
Black	1	10	0
White	40	201	9
Two or More Races	4	22	0
Unknown/Other	7	23	0
Veteran/Active Duty	0	8	1
With a Disability	3	19	0

Faculty and Staff Observations-Enrollment, Retention, Support:

In a review of enrollment data, Counseling Department faculty and staff noted that we continue to have a preponderance of White, female admitted students, and more efforts could be made to provide mentoring and support services from students from diverse backgrounds.

The Counseling Department discussed this data in the context of two surveys conducted in the last two years; a climate survey deployed to all PAU faculty, staff, and students in 2022 and a Mental Health and Wellness study that was commissioned by the Provost's office in the Fall of 2023. These surveys were used to help determine the support experienced by students and the supports needed to promote their success. We felt these measures were important considerations as our charge is to not only attract students from diverse backgrounds, but also to retain and support those students.

2022 Climate Survey

The PAU Community Climate Survey was administered to faculty, staff, and students to assess whether members of the community felt valued, a sense of belonging, respect for members from diverse backgrounds, and a felt commitment by the institution to foster these experiences.

The Counseling Department was only provided the results from students from our department who participated in this survey (N=11).

Responses to specific questions about diversity, equity, and inclusion identified that half of those who responded felt the university and department are taking concrete action on stated values of DEIB, but 38% of those who responded to the same question disagreed with that statement. Most respondents felt that there is an appropriate amount of emphasis on DEIB at PAU, but an alarming 13% felt that there was "too much" of this emphasis. Finally, the responses to the question about programs and resources to foster success of a diverse student body were mixed, suggesting that more concerted efforts should be taken in this area.

2023 Needs Assessment

In the Fall of 2023, the Provost office commissioned a study of student mental health needs in the PAU community. Students, particularly those representing diverse backgrounds, were identified to participate in conversations and focus group discussions. In addition, a survey of the student population yielded 259 responses, 82 of which were from MA in Counseling students.

The group conversations and survey were designed to assess perceptions about services available to students for health and mental health needs (i.e., Timely Care). Overall, results suggested that students feel the institution could improve communication around available services and could also improve a consistent, baseline level of support.

Some key findings related to experiences of counseling students and mental health support are outlined below.

- 21% (of 72 students) in MA program report that they do NOT have at least one staff/faculty member they would go to for support

- 18% (of 72 students) in MA program report that they do NOT have a supportive and/or trusting relationship with their academic advisor.
- 11% (of 72 students) in MA program report that they do NOT have at least one faculty member with whom they feel like they have a supportive and/or trusting relationship.
- 11% (of 72 students) in MA program report that they do NOT feel supported and safe in their cohort/in the classroom.
 - Of note, although small numbers, in primarily residential cohort 50% (5 out of 10) report that they do NOT feel supported and safe in their cohort/in the classroom (compared to 5% 3 out of 62 of students primarily online),
- 11% (of 72 students) in MA program report that they do NOT have at least two classmates they could go to for support.
- 10% (of 72 students) in the MA program endorsed that their PAU professors do NOT support their mental health and well-being.
 - Of note, although small numbers, in primarily residential cohort 30% (3 out of 10) endorsed that their PAU professors do NOT support their mental health and well-being (compared to 6% 4 out of 62 of students primarily online),
- 4% (of 72 students) in the MA program endorsed that their PAU professors do NOT support their academic and professional goals.
- 35% (of 72 students) in the MA program endorsed that they are NOT able to balance their school expectations with their work or home expectations.
- 53% (of 72 students) in the MA program endorsed that they are feeling burnt out
 - Of note, although small numbers, in primarily residential cohort 70% (7 out of 10) endorsed feeling burnt out (compared to 50% 31 out of 62 of students primarily online).
- The top three struggles identified by MA in Counseling students were:
 - MA - Residential - Burnout, Academic Stress/Workload, Anxiety
 - MA - Online - Academic Stress/Workload, Burnout, Financial Challenges

As this data was only recently collected, the Counseling Department faculty and staff are still considering how best to address the identified needs. Actions related to enrollment, retention, and support from the previous year (2021-2022) included conducting a survey to identify needs around mentoring, advising, and support and identifying what number of students are using identified services. As the mental health needs assessment survey was deployed this year, both of these actions were addressed.

For review of the current cycle of data (2022-2023), the following actions were proposed by both the Advisory Council and Department of Counseling faculty and staff:

Actions for Student Enrollment, Retention, Support:

- It was noted that other than the 2022 Climate Survey, a student survey had not been deployed until the mental health needs survey this fall. The faculty and advisory council felt that more frequent assessment of student experiences coupled with possible incentives for completion of surveys could help bolster response rates.
- More efforts could be made to help link students in the same geographic

regions as well as faculty, staff, alumni in those regions for enhanced retention and support.

- Efforts by the faculty-sponsored student organizations such as the Asian and Pacific American student organization, and the Diaspora (Student organization for Black mental health) could be promoted to encourage student involvement.
- More intentional support of campus-based (residential/hybrid) cohorts is warranted, especially as those numbers continue to be outpaced by the online cohorts.

Faculty

During the 2022-2023 academic year, there were 15 core faculty in the Counseling Department who had full time academic appointments in the MA in Counseling program. At the time of this report, we had one of those 15 resign and we hired an additional 7 full time faculty, bringing our full time faculty to 21. Our new hires represent a variety of diverse backgrounds.

The demographics of the core faculty from the 2022-2023 academic year are identified in Table 4 below.

Table 4: 2022-2023 Core Faculty Demographics

Demographic	Male	Female
Hispanic	1	0
Asian/Pacific Islander	0	2
Black	0	2
White	1	9
TOTAL	2	13

Faculty and Staff Observations-Faculty:

While the Counseling Department has been successful in recruiting and hiring faculty from diverse backgrounds, there is still a need to provide services, mentoring, and training to

promote retention and support for faculty.

Actions identified in previous data cycles included providing resources and mentoring for new faculty and to continue to work to support faculty from diverse backgrounds. The Counseling Department has instituted systematic and regular discussions about infusing DEIB principles in our teaching, our collaborations, and our actions.

For review of the current cycle of data (2022-2023), the following actions were proposed by Department of Counseling faculty and staff:

Actions for Faculty Support and Retention:

- Continue to provide mentoring to new faculty through ongoing meetings and conversations.
- Continue to center DEIB discussions, curriculum, and resources during Department meetings and retreats.
- Foster a climate of collegial support for all faculty and especially for faculty of color to support them in interactions with students and others at the university.

Number of Graduates, Program Completion, Certification/Licensure Exam Pass Rate, and Job Placement Rate

Vital statistics are gathered each year and reported to CACREP in December. Detailed outcomes reports are posted on the PAU website and include data for both the CMHC and MFCC programs. An overview of these statistics can be found in Table 5 below.

Table 5: Graduation Rates, On-line Completion Rates, Exam Pass Rates, Job Placement Rates: 2021-2022

Program	Number of Students who Graduated 2022-2023	On-time Completion Rate	Certification/Licensure Exam Pass Rate*	Job Placement Rate
MA Counseling-CMHC	85	89%	73%-LPCC Law and Ethics 75%-NCMHCE	75%+
MA Counseling-MFCC	149	76%	81%-LMFT Law and Ethics 76% LMFT Clinical	100%

***Based on California Board of Behavioral Sciences (BBS) Data**

+16% percent reported pursuing additional education in lieu of employment

The only information presented above that was discussed in both the Counseling Department Advisory Council meeting and the Counseling Department Faculty and Staff meeting were licensure pass rates on both the California BBS exams and on the NBCC exams (NCE, NCMHCE) taken by currently enrolled students.

It was noted that overall, BBS licensure test scores have gone down in recent years and that there is still a very small number of currently enrolled students who opt to take the NBCC tests while still enrolled in the program. One reason students don't take advantage of the opportunity to take NBCC tests is that in California, licensure tests that are taken for meeting licensure requirements can only be completed after post-degree clinical hours are finished.

Actions for increase in Licensure Rates:

Actions discussed by the Advisory Council and the Counseling Department included advocating for the California Board of Behavioral Sciences (BBS) to allow for the NCMHCE to be taken by currently enrolled students and count for licensure and encouraging more students to take exams offered by NBCC prior to graduation. More students taking these tests would yield more information about core curriculum areas that could be enhanced.

Program/Student Learning Outcomes (PSLOs) Assessment

As required by CACREP standards, the MA in Clinical Mental Health Counseling program collects data in alignment with their [Comprehensive Assessment Plan \(CAP\)](#) to measure and evaluate PSLO's. PSLO's are measured using direct assessments (i.e., signature assignments, disposition assessments, skills assessments) and indirect assessments (i.e., admissions data, enrollment data, surveys of key stakeholders).

The PSLOs were revised to align with CACREP 2024 standards and were reviewed and approved by the Counseling Department Advisory Council and the Counseling Department Faculty and Staff in the Spring of 2023.

Table 6: MA in Counseling Program/Student Learning Outcomes

<p>OUTCOME 1-Professional Counseling Orientation and Ethical Practice. Graduates will have internalized and integrated roles, responsibilities, and relationships of a professional counselor in alignment with ethical and legal standards of practice with a focus on serving as an advocate on behalf of clients to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success. (CACREP Standards 3.A.3., 3.A.4., 3.A.10., WASC CC 1, ILO 7)</p>
<p>OUTCOME 2-Social and Cultural Diversity. Graduates will have developed an understanding of the effects of various socio historical and cultural factors on mental and physical health and wellbeing as well as strategies for identifying and eliminating barriers created by discrimination, oppression, implicit bias, and prejudices. (CACREP Standards 3.B.6., 3.B.9., WASC CC 1, 2, ILO 4)</p>
<p>OUTCOME 3-Lifespan Development. Graduates will have integrated an understanding of the theories of individual and family development across the lifespan including systemic, social justice, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness. (CACREP Standards 3.C.1., 3.C.11., WASC CC 1, ILO 1, 5)</p>
<p>OUTCOME 4-Career Development. Graduates will have demonstrated the ability to apply theories and models of career development, counseling, and decision making to employ strategies for improving access to educational and occupational opportunities for people from marginalized groups. (CACREP Standards 3.D.1., 3.D.11., WASC CC 1, 4, ILO 1)</p>
<p>OUTCOME 5-Counseling Practice and Relationships. Graduates will have applied theories and models of counseling through essential interviewing, counseling, and case conceptualization skills and will have integrated a critical thinking approach to conceptualizing client development, presenting issues, and culturally relevant counseling strategies and approaches. (CACREP Standards 3.B.1., 3.E.2., 3.E.3., 3.E. 13., 3.G.13., WASC CC 1, ILO 2, 4, 5)</p>
<p>OUTCOME 6-Group Counseling and Effective Leadership. Graduates will have incorporated theoretical foundations of group work to become a group process facilitator and a positive force in achieving high levels of participation, cooperation and cohesion in group work across diverse counseling settings and with diverse client populations. (CACREP Standards 3.F.1., 3.F.2., 3.E.5., 3.F.8., WASC CC 1, ILO 2, 4, 5)</p>
<p>OUTCOME 7-Assessment and Diagnosis. Graduates will have acquired, refined, and demonstrated appropriate ability to assess diverse client issues for diagnosis and treatment planning using culturally informed approaches and assessments. (CACREP Standards 3.G.5., 3.G.11., WASC CC 1, 2, ILO 1, 2)</p>
<p>OUTCOME 8-Research and Program Evaluation. Graduates will have demonstrated the ability to critique research and evaluate client (and/or program) outcomes in order to incorporate evidence-based, culturally responsive, counseling practices in a variety of settings. (CACREP Standards 3.H.1., 3.H.2., 3.H.9., WASC CC 1, 3, ILO 1, 3)</p>
<p>OUTCOME 9 (CMHC Specialty)-Professional Practice. Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings as well as advocate for equitable care for the communities they serve. (CACREP Standards 5.C.1., 5.C.3., 5.C.4., 5.C.5., WASC</p>

CC 1, 2, 4, ILO 1, 2, 6, 8)

OUTCOME 10 (MFCC Emphasis Only*)-Professional Practice. Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively work with couples, families, and other systems in a variety of settings. (CACREP Standards 5.F.7., 5.F.8., 5.C.5., WASC CC 1, 2, 4, ILO 1, 2, 6, 8)

***This outcome is required only for students who select the MFCC emphasis.**

For each PSLO in the table above, at least two assessments across at least two points in the program are identified to evaluate student progress. These measures are a mix of knowledge, skill, and disposition artifacts.

Knowledge

Signature Assignments (SA's) are identified in key courses to help assess student knowledge acquisition for each PSLO. Signature assignments typically account for the highest number of points in a given class and represent a culminating activity that meets relevant Course Learning Outcomes (CLOs) for the course. Every course syllabus identifies CLOs, relevant activities, and the signature assignment for the course. Individual faculty grade these assignments and determine if students have met the relevant benchmarks to meet the PSLOs.

Currently PAU is implementing a new assessment system, Watermark, for evaluation of PSLOs. As this implementation is still in progress, not all identified signature assignments have been evaluated in aggregate. At the time of this report, the signature assignments that have been added and assessed in Watermark are as follows:

- COUN 601-Professional Orientation (**PSLO 1**)
- COUN 612-Lifespan Development (**PSLO 3**)
- COUN 600-Counseling Theories (**PSLO 5**)

In addition, **PSLO 2-Social and Cultural Diversity**, was measured for a data report required by the Provost's office where one outcome is identified and analyzed. The signature assignment for this outcome is from CLIN 601-Multicultural Counseling.

For all knowledge based signature assignments, students scored either at the "meeting benchmark" level or "exceeding benchmark" level.

Table 7: Outcomes on Signature Assignments

PSLO	Course	Signature Assignment	Met	Not Met
1-Professional Counseling Orientation & Practice	COUN 601-Professional Orientation	Advocacy & Ethical Practice Paper	97% (95)	3% (3)
2-Social & Cultural Diversity	CLIN 601-Multicultural Counseling	Awareness of Bias & Cultural Final Paper	98% (117)	2% (2)
3-Lifespan Development	COUN 612-Lifespan Development	Lifespan Case Study Application Project	99% (70)	1% (1)
5-Counseling Practice & Relationships	COUN 600-Counseling Theories	WorldView Assignment	97% (95)	3% (3)

The following courses' signature assignments are being added to Watermark during the 2023-2024 academic year and a full evaluation of PSLO's will be conducted and reported.

CLIN 615	Counseling Skills
COUN 630	Crisis & Trauma
COUN 634	Diagnosis
CLIN 610	Legal and Ethical Foundations
CLIN 601	Multicultural Counseling
CLIN 621	Group Counseling
CLIN 651	Community Mental Health
INTR 603	Internship II
COUN 603	Appraisal & Assessment
COUN 641	Research & Program Evaluation
CLIN 604	Addiction Counseling
COUN 661	Career Development

Skills

The Counselor Competency Skills Rating (CCS-R) assessment is used to measure counseling skills. For the 2022-2023 academic year, CCS-R data was gathered and reviewed for students in Practicum, Internship I, and Internship II.

- PRAC 615/616-Practicum (PSLO 1, 2, 5, 6, 9, 10)
- INTR 600/601-Internship I (PSLO 1, 2, 5, 6, 9, 10)
- INTR 602/603-Internship II (PSLO 1, 2, 5, 6, 9, 10)

Students in **PRAC 615-Practicum** are evaluated using the CCS-R. This evaluation is done by both their faculty supervisor and their site-supervisor. For the Fall 2022 term, **faculty** ratings were as follows:

Fall 2022-Practicum CCS-R (Skills)-Faculty Ratings

Total Clinical Trainees Being Assessed: 130

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
Nonverbal Skills CCS-R - Includes Body Position, Eye Contact, Posture, Dist	37	53	12	0	0	4.25	4	0.65		
Encouragers CCS-R - Includes Minimal Encouragers & Door Openers	39	49	13	0	0	4.26	4	0.67		
Questions CCS-R - Use of Appropriate Open & Closed Questioning	32	56	17	0	0	4.14	4	0.67		
Reflecting - Paraphrasing CCS-R - Basic Reflection of Content - Paraphrasing	30	60	12	0	0	4.18	4	0.62		
Reflecting (b) CCS-R - Reflection of Feelings	36	35	27	0	0	4.09	5	0.80		
Reflecting (c) CCS-R - Summarizing content, feelings, behaviors, & future	24	60	14	0	0	4.10	4	0.61		
Advanced Reflection CCS-R - Advanced Reflection of Meaning, including Values a	6	45	32	0	0	3.69	4	0.60		
Confrontation CCS-R - Counselor challenges clients to recognize & evalua	6	29	21	0	0	3.73	4	0.64		

Goal Setting CCS-R - Counselor collaborates with clients to establish r	19	57	21	0	0	3.98	4	0.64
Focus of Counseling CCS-R - Counselor focuses (or refocuses) clients on their	40	50	13	0	0	4.26	4	0.67
Facilitate Therapeutic Environment (a) CCS-R - Empathy & Caring	73	23	10	0	0	4.59	5	0.66
Facilitate Therapeutic Environment (b) CCS-R - Respect & Compassion	78	17	10	0	0	4.65	5	0.65

Site supervisor ratings on skills measured by the CCS-R for Practicum students were as follows:

Fall 2022-Practicum CCS-R (Skills)-Site Supervisor Ratings

Total Clinical Trainees Being Assessed: 148

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
Nonverbal Skills CCS-R - Includes Body Position, Eye Contact, Posture, Dist	56	77	17	1	0	4.25	4	0.67		
Encouragers CCS-R - Includes Minimal Encouragers & Door Openers	54	83	18	1	0	4.22	4	0.66		
Questions CCS-R - Use of Appropriate Open & Closed Questioning	42	84	26	1	0	4.09	4	0.68		
Reflecting - Paraphrasing CCS-R - Basic Reflection of Content - Paraphrasing	42	94	20	0	0	4.14	4	0.61		
Reflecting (b) CCS-R - Reflection of Feelings	51	89	17	1	0	4.20	4	0.64		
Reflecting (c) CCS-R - Summarizing content, feelings, behaviors, & future	42	93	19	0	0	4.15	4	0.61		
Advanced Reflection CCS-R - Advanced Reflection of Meaning, including Values a	32	83	30	4	0	3.96	4	0.72		
Confrontation CCS-R - Counselor challenges clients to recognize & evalua	22	83	24	2	0	3.95	4	0.64		

Goal Setting CCS-R - Counselor collaborates with clients to establish r	45	86	25	0	0	4.13	4	0.66
Focus of Counseling CCS-R - Counselor focuses (or refocuses) clients on their	43	92	25	1	0	4.10	4	0.66
Facilitate Therapeutic Environment (a) CCS-R - Empathy & Caring	87	69	9	0	0	4.47	5	0.60
Facilitate Therapeutic Environment (b) CCS-R - Respect & Compassion	96	63	6	0	0	4.55	5	0.57

Faculty ratings for Practicum included the following trends:

- Most Scores were “Near-3”, “Meets-4” or “Exceeds-5”
- Highest SKILLS
 - Non-verbal skills (M=4.25)
 - Encouragers (M=4.26)
 - Focus of counseling (M=4.26)
- 2. Lowest SKILLS
 - Advanced Reflection (M=3.69)
 - Confrontation (M=3.73)
 - Goal Setting (M=3.98)

Site supervisor ratings included the following trends:

- Most Scores were “Near-3”, “Meets-4” or “Exceeds-5”
- Highest SKILLS
 - Non-verbal skills (M=4.25)
 - Encouragers (M=4.22)
 - Reflecting Feeling (M=4.20)
 - Facilitating therapeutic environment (M=4.47)
- 3. Lowest SKILLS
 - Confrontation (M=3.95)
 - Advanced Reflection (M=3.96)

Students continue to be evaluated using the CCS-R during their **INTR 600/601-Internship I**. In the Winter 2023 term, Internship I faculty ratings for skills were as follows:

Winter 2023-Internship I CCS-R (Skills)-Faculty Ratings

Total Clinical Trainees Being Assessed: 106

CRITERIA LEVEL COUNTS											
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev			
Nonverbal Skills CCS-R - Includes Body Position, Eye Contact, Posture, Dist	55	18	0	0	0	4.75	5	0.43			
Encouragers CCS-R - Includes Minimal Encouragers & Door Openers	52	21	0	0	0	4.71	5	0.45			
Questions CCS-R - Use of Appropriate Open & Closed Questioning	29	44	0	0	0	4.40	4	0.49			
Reflecting - Paraphrasing CCS-R - Basic Reflection of Content - Paraphrasing	37	37	0	0	0	4.50	4	0.50			
Reflecting (b) CCS-R - Reflection of Feelings	36	35	0	0	0	4.51	5	0.50			
Reflecting (c) CCS-R - Summarizing content, feelings, behaviors, & future	39	35	0	0	0	4.53	5	0.50			
Advanced Reflection CCS-R - Advanced Reflection of Meaning, including Values a	15	51	1	0	0	4.21	4	0.44			
Confrontation CCS-R - Counselor challenges clients to recognize & evalua	4	53	0	0	0	4.07	4	0.26			
Goal Setting CCS-R - Counselor collaborates with clients to establish r	40	32	0	0	0	4.56	5	0.50			

Focus of Counseling CCS-R - Counselor focuses (or refocuses) clients on their	49	25	0	0	0	4.66	5	0.47
Facilitate Therapeutic Environment (a) CCS-R - Empathy & Caring	66	8	0	0	0	4.89	5	0.31
Facilitate Therapeutic Environment (b) CCS-R - Respect & Compassion	66	8	0	0	0	4.89	5	0.31

Site supervisor ratings on skills measured by the CCS-R for Internship I students were as follows:

Winter 2023-Internship I CCS-R (Skills)-Site Supervisor Ratings

Total Clinical Trainees Being Assessed: 115

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
Nonverbal Skills CCS-R - Includes Body Position, Eye Contact, Posture, Dist	72	61	4	0	0	4.50	5	0.56		
Encouragers CCS-R - Includes Minimal Encouragers & Door Openers	74	62	3	0	0	4.51	5	0.54		
Questions CCS-R - Use of Appropriate Open & Closed Questioning	56	72	8	1	0	4.34	4	0.62		
Reflecting - Paraphrasing CCS-R - Basic Reflection of Content - Paraphrasing	60	75	3	1	0	4.40	4	0.57		
Reflecting (b) CCS-R - Reflection of Feelings	64	70	3	1	0	4.43	4	0.58		
Reflecting (c) CCS-R - Summarizing content, feelings, behaviors, & future	64	71	2	0	0	4.45	4	0.53		
Advanced Reflection CCS-R - Advanced Reflection of Meaning, including Values a	39	87	7	2	0	4.21	4	0.60		
Confrontation CCS-R - Counselor challenges clients to recognize & evalua	28	86	15	1	0	4.08	4	0.60		
Goal Setting CCS-R - Counselor collaborates with clients to establish r	63	66	7	0	0	4.41	4	0.59		

Focus of Counseling CCS-R - Counselor focuses (or refocuses) clients on their	59	67	10	1	0	4.34	4	0.64
Facilitate Therapeutic Environment (a) CCS-R - Empathy & Caring	95	45	1	0	0	4.67	5	0.49
Facilitate Therapeutic Environment (b) CCS-R - Respect & Compassion	106	36	0	0	0	4.75	5	0.44

Faculty ratings for Internship I included the following trends:

- Most Scores were “Meets-4” or “Exceeds-5”
- Highest SKILLS
 - Non-verbal skills (M=4.75)
 - Encouragers (M=4.71)
 - Goal setting (M=4.56)
 - Focus of Counseling (M=4.66)
 - Facilitate therapeutic environment (M=4.89)
- 4. Lowest SKILLS
 - Advanced Reflection (M=4.21)
 - Confrontation (M=4.07)

Site-supervisor trends for Internship I included:

- Most Scores were “Meets-4” or “Exceeds-5”
- Highest SKILLS
 - Non-verbal skills (M=4.50)
 - Encouragers (M=4.51)
 - Facilitative therapeutic environment (M=4.75)
- 5. Lowest SKILLS
 - Confrontation (M=4.08)
 - Advanced Reflection (M=4.21)

Students continue to be evaluated using the CCS-R during their **INTR 602/603-Internship I**. In the Spring 2022 term, Internship II **faculty** ratings were as follows:

Spring 2023-Internship II CCS-R (Skills) Faculty Ratings

Total Clinical Trainees Being Assessed: 93

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
Nonverbal Skills CCS-R - Includes Body Position, Eye Contact, Posture, Dist	62	5	0	0	0	4.93	5	0.26		
Encouragers CCS-R - Includes Minimal Encouragers & Door Openers	61	6	0	0	0	4.91	5	0.29		
Questions CCS-R - Use of Appropriate Open & Closed Questioning	43	21	0	0	0	4.67	5	0.47		
Reflecting - Paraphrasing CCS-R - Basic Reflection of Content - Paraphrasing	49	16	0	0	0	4.75	5	0.43		
Reflecting (b) CCS-R - Reflection of Feelings	48	16	0	0	0	4.75	5	0.43		
Reflecting (c) CCS-R - Summarizing content, feelings, behaviors, & future	51	15	0	0	0	4.77	5	0.42		
Advanced Reflection CCS-R - Advanced Reflection of Meaning, including Values a	27	33	0	0	0	4.45	4	0.50		
Confrontation CCS-R - Counselor challenges clients to recognize & evalua	26	32	0	0	0	4.45	4	0.50		
Goal Setting CCS-R - Counselor collaborates with clients to establish r	48	12	0	0	0	4.80	5	0.40		
Focus of Counseling CCS-R - Counselor focuses (or refocuses) clients on their	58	7	0	0	0	4.89	5	0.31		
Facilitate Therapeutic Environment (a) CCS-R - Empathy & Caring	66	1	0	0	0	4.99	5	0.12		
Facilitate Therapeutic Environment (b) CCS-R - Respect & Compassion	66	1	0	0	0	4.99	5	0.12		

Site supervisor ratings on skills measured by the CCS-R for Internship I students were as follows:

Spring 2023-Internship II CCS-R (Skills)-Site Supervisor Ratings

Total Clinical Trainees Being Assessed: 111

CRITERIA LEVEL COUNTS											
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev			
Nonverbal Skills CCS-R - Includes Body Position, Eye Contact, Posture, Dist	96	36	0	0	0	4.73	5	0.45			
Encouragers CCS-R - Includes Minimal Encouragers & Door Openers	97	38	2	0	0	4.69	5	0.49			
Questions CCS-R - Use of Appropriate Open & Closed Questioning	83	51	3	0	0	4.58	5	0.54			
Reflecting - Paraphrasing CCS-R - Basic Reflection of Content - Paraphrasing	89	41	2	0	0	4.66	5	0.50			
Reflecting (b) CCS-R - Reflection of Feelings	94	37	4	0	0	4.67	5	0.53			
Reflecting (c) CCS-R - Summarizing content, feelings, behaviors, & future	91	40	1	2	0	4.64	5	0.58			
Advanced Reflection CCS-R - Advanced Reflection of Meaning, including Values a	63	66	2	0	0	4.47	4	0.53			
Confrontation CCS-R - Counselor challenges clients to recognize & evalua	58	64	9	0	0	4.37	4	0.61			
Goal Setting CCS-R - Counselor collaborates with clients to establish r	84	45	4	0	0	4.60	5	0.55			
Focus of Counseling CCS-R - Counselor focuses (or refocuses) clients on their	82	47	4	1	0	4.57	5	0.59			
Facilitate Therapeutic Environment (a) CCS-R - Empathy & Caring	112	24	1	0	0	4.81	5	0.41			
Facilitate Therapeutic Environment (b) CCS-R - Respect & Compassion	118	17	2	0	0	4.85	5	0.40			

Faculty ratings for Internship II included the following trends:

- Most Scores are “Meets-4” and “Exceeds-5”
- All SKILLS M=4.45 or Higher
- Lowest SKILLS
 - Advanced Reflection (M=4.45)
 - Confrontation (M=4.45)

Site-supervisor trends for Internship II included:

- Most Scores are “Meets-4” or “Exceeds-5”
- All SKILLS M=4.37 or Higher
- Lowest SKILLS
 - Confrontation (M=4.37)
 - Advanced Reflection (M=4.47)

Faculty and Staff Observations-Knowledge and Skills Assessment:

In a review of signature assignment and CCS-R Skills data, Counseling Department Advisory Committee members, faculty and staff noted that once we have the new assessment system, Watermark, fully integrated with our curriculum, we will have the capability to more effectively measure signature assignments linked to PSLOs in the program. The roll out of full Watermark integration will be complete by the end of the 2023-2024 academic year, and outcomes reporting of PSLO’s will be included in the next Annual Data Reporting cycle.

It was also noted that the CCS-R as an instrument to measure skill development might want to be revisited for its utility in Practicum and Internship. While the instrument showed expected skill development over the course of the field experience sequence, it was noted by faculty and staff that the CCS-R may not accurately reflect the expectations of skill and disposition development in Practicum and Internship, and may not be culturally appropriate in evaluating students from diverse backgrounds.

Actions for 2023-2024-Knowledge and Skills Assessment:

- Fully integrate PSLO assessments into the Watermark system to generate reports showing PSLO and Course Learning Outcome (CLO) assessment.
- Consider replacing the CCS-R with another measure for use in Practicum and Internship. The Field Experience Team can investigate and propose a new assessment.

Dispositions

The CCS-R includes measures of professional dispositions, and this portion of the instrument is used across the curriculum to measure student dispositions. Additionally, the Student Concern Note/Referral is used to refer any student for review by the Student Evaluation Committee where dispositions concerns are identified. Professional Dispositions are assessed for all students at the following points in the program:

- CLIN 601-Multicultural Counseling (**PSLO 2**)
- CLIN 615-Counseling Skills (**PSLO 5**)
- PRAC 615/616-Practicum (**PSLO 1, 2, 5, 6, 9, 10**)
- INTR 600/601-Internship I (**PSLO 1, 2, 5, 6, 9, 10**)
- INTR 602/603-Internship II (**PSLO 1, 2, 5, 6, 9, 10**)

During their second term in the program, students take **CLIN 601-Multicultural Counseling Skills** and are again assessed by their faculty members on professional dispositions. Faculty ratings on student dispositions during Multicultural Counseling were as follows:

Fall 2022-CLIN 601-Multicultural Counseling Dispositions Ratings (N=87)

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	18	71	0	0	0	4.20	4	0.40
Professional Behavior CCS-R - Behaves in a professional manner	19	70	0	0	0	4.21	4	0.41
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	17	71	1	0	0	4.18	4	0.41
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	19	54	16	0	0	4.03	4	0.63
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	14	41	8	0	0	4.10	4	0.58
Multicultural Competence CCS-R - Demonstrates respect for culture	4	72	13	0	0	3.90	4	0.43
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	10	78	1	0	0	4.10	4	0.34
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	22	61	6	0	0	4.18	4	0.53
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	16	72	1	0	0	4.17	4	0.40
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	16	72	1	0	0	4.17	4	0.40
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	16	73	0	0	0	4.18	4	0.38

Evaluations during the Fall 2022 term included the following trends:

- Most scores were “Meets-4” and “Exceeds-5”
- No scores were “Below-2” or “Harmful-1”
- Highest Dispositions:
 - Motivated to Learn & Grow (M=4.18)
 - Professional & Personal Boundaries (M=4.18)
 - Professional Behavior & Professional Ethics (M=4.21)
- Lowest Dispositions:
 - Multicultural Competence (M=3.90)

In addition, all CCS-R evaluations completed by faculty and site supervisors for Practicum, Internship I, and Internship II included assessment of professional dispositions. The table below identifies aggregate scores of dispositions assessments during field work.

Table 8: Dispositions Assessments (Practicum, Internship I, Internship II)

PRAC 615/616, INTR 600/601, INTR 602, 603 Dispositions Aggregate Mean Scores

TERM/ CLASS/ RATER	Ethics	Behavi or	Bound aries	Policies	Record - keepin g	Multicu ltural	Stabilit y	Motiva ted	Openn ess	Flexibili ty	Congru ence
F2022/ PRAC/ FACULT Y	4.25	4.38	4.29	4.33	4.11	4.17	4.31	4.48	4.50	4.27	4.40

F2022/ PRAC/S UPER	4.22	3.85	4.37	4.43	4.21	4.21	4.43	4.54	4.59	4.36	4.49
W2023 /INTR I/FACU LTY	4.62	4.77	4.74	4.71	4.41	4.41	4.73	4.81	4.84	4.67	4.86
W2023 /INTR I/SUPE R	4.42	3.94	4.59	4.62	4.45	4.41	4.58	4.64	4.73	4.53	4.63
SP2023 /INTR II/FACU LTY	4.67	4.85	4.86	4.80	4.57	4.57	4.85	4.89	4.91	4.69	4.85
SP2023 /INTR II/SUPE R	4.60	4.00	4.69	4.72	4.65	4.54	4.74	4.79	4.80	4.66	4.75

Student Evaluation Committee (SEC): Faculty and staff in the Counseling Department can refer

students for additional support and remediation using the Student Concern Note or by making an SEC referral. Student Concern Notes are used to identify emerging concerns about student dispositions or academic performance. These concerns are typically handled through intervention by the student’s advisor to discuss the concern and determine a plan of action.

Table 9: SEC Referrals and Actions

Type	Number Received	21-22 Data
Student Concern Notes	18	7 (157% ↑)
SEC	9	6 (50%↑)
Academic Warning	1	-
Academic Probation	1	-
Academic Dismissal	1	-
Other	1 – identify based incident report (sent to OSS) 1 – pre-student concern request	-

There were **eighteen** student concern notes submitted in 2022-2023, which represented a significance increase in referrals from the year before. There were **nine** SEC referrals, also representing an increase. Resulting actions included academic warning (**one**), academic probation (**one**), and academic dismissal (**one**). Other referrals were successfully managed through remediation and support.

Faculty and Staff Observations-Dispositions and SEC:

In a review of dispositions and SEC referral data, Counseling Department faculty and staff noted that the increase in referrals could indicate that we are more successful identifying and addressing student concerns. The general consensus was that the current SEC process is working well.

Actions for 2023-2024-Dispositions and SEC:

- Re-examine the identified dispositions and consider revising these to be more culturally responsive and program specific.
- Discuss other ways to support students in demonstrating expected dispositions.
- Consider academic warning and dispositional matters as separate.
- Consider additional layer of faculty support prior to submission of Student Concern Note.

Constituent Surveys

In addition to the Climate Survey and Needs Assessment already discussed earlier in this report, two additional surveys were deployed during the 2022-2023 academic year.

Alumni Survey

In the Spring 2023 quarter, an alumni survey was deployed to all PAU alumni. 29 Counseling alumni completed the survey. Alumni were asked about licensure exam pass rates, employment rates, and whether the program could contact their employers for additional data. In addition, alumni were asked to evaluate how well the program prepared them for the field using the PSLOs as measures.

Table 10: Results on Alumni Survey: PSLOs

#	Question	Very well	Somewhat	Not very well	Not well at all	Neutral	Total
1	Professional identity and ethical practice	75.86%	13.79%	3.45%	0.00%	6.90%	29
2	Social justice and cultural diversity	65.52%	27.59%	0.00%	0.00%	6.90%	29
3	Human growth and development	72.41%	27.59%	0.00%	0.00%	0.00%	29
4	Career development	37.93%	34.48%	17.24%	0.00%	10.34%	29
5	Counseling and systemic practice	79.31%	17.24%	0.00%	0.00%	3.45%	29
6	Group counseling and effective leadership	41.38%	48.28%	3.45%	3.45%	3.45%	29
7	Assessment and testing	41.38%	34.48%	10.34%	3.45%	10.34%	29
8	Research and program evaluation	34.48%	44.83%	6.90%	0.00%	13.79%	29
9	Professional practice (marriage, family, child counselor)	62.07%	31.03%	0.00%	0.00%	6.90%	29
10	Professional practice (clinical mental health counselor)	57.14%	28.57%	3.57%	0.00%	10.71%	28

Site Supervisor Survey

In the Spring of 2023, a survey was sent to all site supervisors for Internship II students. 27 site supervisors completed a survey that included questions about how well prepared students were based on the PSLOs, how well students demonstrated professional behaviors/dispositions, and how competent they were on different aspects of counseling. Results of these areas are summarized below:

PSLO Outcomes: How well did the MA in Counseling Program Prepare your Supervisee in the following areas?

Responses of “very well prepared” on PSLOs:

Professional Practice: 70.4%

Social Justice/Cultural Diversity: 63%

Human Growth & Development: 59.3%*

Career Development: 48.1%*

Counseling & Systemic Practice: 63%

Group Counseling & Effective Leadership: 48.1%*

Assessment & Testing: 40.7%*
Research & Program Evaluation: 37%*
MFCC Professional Practice: 40.7%*
CMHC Professional Practice: 55.6%

*These responses also had missing cases which could account for lower scores.

Please rate PAU MA Counseling students in each of the following areas:

Dispositions and behaviors “far above average” results:

Professional behavior: 70.4%
Positive attitude: 85.2%
Self awareness: 66.7%
Communication skills: 66.7%
Ethical behavior: 70.4%

Please rate PAU MA Counseling students’ level of competence in each of the following areas:

Overall levels of “extremely competent”:

Ethical Practice: 63%*
Counseling w/diverse clients: 63%*
Development across the lifespan: 51.9%
Essential counseling skills: 59.3%
Group counseling skills: 48.1%
Assessment skills: 48.1%
Using research in counseling: 33.3%*

*These responses also had missing cases which could account for lower scores.

Advisory Council, Faculty and Staff Observations-Surveys:

In a review of provided survey data, Advisory Council and Counseling Department faculty and staff noted that small response sizes continue to make it difficult to use survey results in meaningful ways. Currently, the Office of Institutional Research (IR), in collaboration with the PAU Assessment Committee is attempting to standardize survey timing and deployment across departments and divisions.

Actions for 2023-2024-Surveys:

- Continue to collaborate with the Office of Institutional Research (IR) on strategies to increase response rates on deployed surveys.
- Develop and deploy a survey of advising experiences among students (Winter, 2023)
- Develop and deploy a survey of student experiences in Field Experience (Winter, 2023).

PSLO #2-Focus of PAU Annual Report

Each Summer term, academic programs must identify one PSLO to evaluate and summarize key findings and actions. During the 2023 Summer term, the MA in Clinical Mental Health Counseling Program identified PSLO #2-Social and Cultural Diversity. This report was reviewed and approved by the PAU Assessment Committee, Provost's Office, and the PAU Board of Trustees. Actions stemming from this report include a renewed focus on infusing DEIB curriculum, supports, and discussions across the program. [The entire DASA report is linked here.](#)

Program Changes and Modifications

In reviewing all program evaluation data, the faculty made the following program modifications:

Implemented Changes:

- Starting in Fall 2023, all new admits to the counseling program are for the MA in Clinical Mental Health Counseling degree. (Substantive change request and teach-out plan for MFCC emphasis approved by CACREP in Summer, 2023).
- Updated the admissions group interview process and questions. Added more faculty to the group interview committee.
- Updated all signature assignment rubrics to serve as assessment rubrics in Watermark.
- Added a 1.5 unit Residency I course to the curriculum for all students starting in Fall of 2022.
- Added a 1.5 unit Residency II course to the curriculum for all students starting in Fall of 2022.
- Added DEIB discussions, trainings, curriculum modifications, and ongoing supports.
- Continue to roll out Watermark for all PSLO signature assignment assessments.

Other actions as identified in the different sections of this report will be in progress for the remainder of the 2023-2024 academic year.

PALO ALTO UNIVERSITY
Comprehensive Assessment Plan (5-year cycle for traditional programs or accreditation cycle)

DEPARTMENT: Counseling-MA in CMHC Program (Last updated: 2-19-2024)

<i>a</i>	<i>b</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PSLOs & corresponding specialty accreditor standards or competencies (i.e.: APA, CACREP, WASC)</i>	<i>Courses where PSLOs are assessed</i>	<i>Direct Assessments used to measure outcome success</i>	<i>Indirect Assessments used to measure outcome success</i>	<i>Assessment schedule – how often PSLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
7	PSLO 1 3.A.3. 3.A.4. 3.A.10. WCC 1	COUN 601- Professional Orientation CLIN 610-Legal and Ethical Foundations PRAC 616- Practicum INTR 601/603- Internship I & II INTR 603- Internship II	Professional Identity Paper; Dispositions Assessment Case Analysis Project CCS-R-Skills and Dispositions CCS-R-Skills and Dispositions Comprehensive Case Study	Site-Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R Spring term: Internship II CCS-R Site-Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP-specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.

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4	PSLO 2 3.B.6. 3.B.9. WCC 1, 2	CLIN 601- Multicultural Counseling PRACT 616- Practicum INTR 601/603- Internship I & II INTR 603- Internship II	ABC Paper; Dispositions Assessment CCS-R-Skills and Dispositions CCS-R-Skills and Dispositions Comprehen sive Case Study	Site- Supervisor Survey Alumni Survey Employer Survey Student Climate Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS- R Spring term: Internship II CCS-R Site-Supervisor survey: only for Internship II students Alumni Survey: every Spring Climate Survey: every year	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP- specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
1, 5	PSLO 3 3.C.1. 3.C.11. WCC 1	COUN 612- Lifespan Development INTR 603- Internship II	Case Study Application Project Comprehen sive Case Study	Site- Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP- specific annual data reports will be	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA,	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked

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					<p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p> <p>Alumni Survey: every 2 years</p>	<p>completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.</p>		<p>throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.</p>
1	<p>PSLO 4 3.D.1. 3.D.11. WCC 1,4</p>	<p>COUN 661- Career Development</p> <p>INTR 603- Internship II</p>	<p>Special Population Presentation</p> <p>Comprehensive Case Study</p>	<p>Site-Supervisor Survey</p> <p>Alumni Survey</p> <p>Employer Survey</p>	<p>Signature Assignments will be assessed every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p>	<p>Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate</p>	<p>Department Annual Report: August 1.</p> <p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop</p>

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					Alumni Survey: every 2 years		assessment efforts.		MOU's for program improvements.
2, 4, 5	PSLO 5 3.B.1. 3.E.2. 3.E.3. 3.E.13. 3.G.13. WCC 1	COUN 600- Counseling Theory CLIN 615- Counseling Skills COUN 630- Crisis & Trauma PRAC 615/616- Practicum INTR 601/603- Internship I and II INTR 603- Internship II	World View Paper Final Video and Transcriptio n Final Video Project CCS-R-Skills & Dispositions CCS-R-Skills & Dispositions Comprehens ive Case Study	Site- Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS- R Spring term: Internship II CCS-R Site-Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP- specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
2, 4, 5	PSLO 6 3.F.1. 3.F.2. 3.E.5. 3.F.8. WCC 1	CLIN 621-Group Counseling PRAC 615/616- Practicum	Group Curriculum Proposal CCS-R-Skills & Dispositions	Site- Supervisor Survey Alumni Survey	Signature Assignments will be assessed every quarter that the respective course is taught.	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders	Department Annual Report: August 1. CACREP Annual Report: December 30th.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic

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		INTR 600/601/602/603-Internship I and II	CCS-R-Skills & Dispositions	Employer Survey	<p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p> <p>Alumni Survey: every 2 years</p>	<p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>(i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.</p>	<p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.</p>
1, 2	PSLO 7 3.G.5. 3.G.11. WCC 1, 2	<p>COUN 603-Appraisal & Assessment</p> <p>COUN 634-Diagnosis</p> <p>CLIN 604-Addiction Counseling</p>	<p>Assessment Report</p> <p>Group Diagnostic Category Presentation</p> <p>Treatment Plan Project</p>	<p>Site-Supervisor Survey</p> <p>Alumni Survey</p> <p>Employer Survey</p>	<p>Signature Assignments will be assessed every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for</p>	<p>Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed</p>	<p>The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a</p>	<p>Department Annual Report: August 1.</p> <p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each</p>

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					Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	by the end of the Fall term.	role in helping to coordinate assessment efforts.		summer, and findings are used to develop MOU's for program improvements.
3	PSLO 8 3.H.1. 3.H.2. 3.H.9. WCC 1, 3	COUN 641- Research & Program Evaluation CLIN 651- Community Mental Health	Program Evaluation Poster Project Outreach Service Plan Project	Site-Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R Spring term: Internship II CCS-R Site-Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP-specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
1, 2, 6, 8	PSLO 9 5.C.1. 5.C.3. 5.C.4. 5.C.5.	RES 600- Residency I	CCS-R Assessment Report	Site-Supervisor Survey	Signature Assignments will be assessed every quarter that the	Institutional annual reports will include an evaluation of one PSLO and	The Faculty Director of Student Learning Outcomes in	Department Annual Report: August 1.	Faculty review data during the Fall term and include strategic

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	WCC 1, 2, 4	COUN 603-Appraisal and Assessment COUN 634-Diagnosis PRAC 616-Practicum INTR 601/603-Internship I and II	Group Diagnostic Category Presentation CCS-R Skills & Dispositions CCS-R Skills & Dispositions	Alumni Survey Employer Survey	respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R Spring term: Internship II CCS-R Site-Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	will be submitted by August 1st. CACREP-specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
1, 2, 6, 8	PSLO 10* 5.F.7 5.F.8. 5.C.5. WCC 1, 2, 4 *This outcome is required only for those students	RES 600-Residency I CLIN 618-Family Systems Theory CLIN 619-Couples Counseling PRAC 615-Practicum	CCS-R Video Response Paper Role Play Video & Treatment Plan for Couples CCS-R Skills & Dispositions	Site-Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R Spring term: Internship II CCS-R	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP-specific annual data reports will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department

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	who select the MFCC emphasis under the CMHC degree	INTR 600/602-Internship	CCS-R Skills & Dispositions		Site-Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	CACREP Vital Statistics reporting will be completed by the end of the Fall term.	and Academic Effectiveness will play a role in helping to coordinate assessment efforts.		Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
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Key:

A. Institutional Learning Goals:

1. Disciplinary Knowledge and Skill
2. Critical Thinking
3. Scientific and Quantitative Reasoning
4. Cultural Competence in a Diverse World
5. Communication
6. Literacy
7. Moral and Ethical Responsibility
8. Community Engagement and Service

B. WASC Core Competencies:

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1. Written and Oral Communication
2. Critical Thinking
3. Quantitative Reasoning
4. Information Literacy

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C. Program/Student Learning Outcomes: Your department / program outcomes

<p>OUTCOME 1-Professional counseling orientation and ethical practice. Graduates will have internalized and integrated roles, responsibilities, and relationships of a professional counselor in alignment with ethical and legal standards of practice with a focus on serving as an advocate on behalf of clients to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success.</p>
<p>OUTCOME 2-Social justice and cultural diversity. Graduates will have developed an understanding of the effects of various socio historical and cultural factors on mental and physical health and wellbeing as well as strategies for identifying and eliminating barriers created by discrimination, oppression, implicit bias, and prejudices.</p>
<p>OUTCOME 3-Lifespan development. Graduates will have integrated an understanding of the theories of individual and family development across the lifespan including systemic, social justice, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.</p>
<p>OUTCOME 4-Career development. Graduates will have demonstrated the ability to apply theories and models of career development, counseling, and decision making to employ strategies for improving access to educational and occupational opportunities for people from marginalized groups.</p>
<p>OUTCOME 5-Counseling practice and relationships. Graduates will have applied theories and models of counseling through essential interviewing, counseling, and case conceptualization skills and will have integrated a critical thinking approach to conceptualizing client development, presenting issues, and culturally relevant counseling strategies and approaches.</p>
<p>OUTCOME 6-Group counseling and effective leadership. Graduates will have incorporated theoretical foundations of group work to become a group process facilitator and a positive force in achieving high levels of participation, cooperation and cohesion in group work across diverse counseling settings and with diverse client populations.</p>
<p>OUTCOME 7-Assessment and diagnosis. Graduates will have acquired, refined, and demonstrated appropriate ability to assess diverse client issues for diagnosis and treatment planning using culturally informed approaches and assessments.</p>
<p>OUTCOME 8-Research and program evaluation. Graduates will have demonstrated the ability to critique research and evaluate client (and/or program) outcomes in order to incorporate evidence-based, culturally responsive, counseling practices in a variety of settings.</p>
<p>OUTCOME 9 (CMHC Specialty)-Professional Practice. Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings as well as advocate for equitable care for the communities they serve.</p>
<p>OUTCOME 10 (MFCC Emphasis Only*)-Professional Practice. Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively work with couples, families, and other systems in a variety of settings. *This outcome is required only for those students who select the MFCC emphasis under the CMHC degree</p>

D. Specialty Standards Used for PSLO's (APA, CACREP):

<p>PSLO 1-Professional Counseling Orientation and Ethical Practice 3.A.3-Counselor's roles, responsibilities, and relationship as members of specialized practice and interprofessional teams 3.A.4-The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services 3.A.10-Ethical standards of professional counseling organizations and credentialing bodies</p>
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<p>PSLO 2-Social Justice and Cultural Diversity 3.B.6-The effects of various soci-cultural influences on mental and physical health and wellness 3.B.9-Strategies for identifying and eliminating barriers, prejudices, and intentional and unintentional oppression and discrimination</p>
<p>PSLO 3-Lifespan Development 3.C.1-Theories of individual and family development across the lifespan 3.C.11-Systemic, cultural, and environmental factors that affect lifespan development</p>
<p>PSLO 4-Career Development 3.D.1-Theories and models of career development, counseling, and decision making 3.D.11-Strategies for improving access to educational and occupational opportunities for people from marginalized groups</p>
<p>PSLO 5-Counseling Practice and Relationships 3.B.1-Theories and models of counseling, including relevance to clients from diverse cultural backgrounds 3.E.2-Principles of critical thinking and reasoning in the counseling process 3.E.3-Case conceptualization skills using a variety of models and approaches 3.E.13-Developmentally relevant and culturally sustaining counseling treatment or intervention plans 3.G.13-Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide</p>
<p>PSLO 6-Group Counseling and Effective Leadership 3.F.1-Theoretical foundations of group counseling and group work 3.F.2-Dynamics associated with group process and development 3.E.5-Application of technology related to group counseling and group work 3.F.8-Culturally sustaining and developmentally responsive strategies for designing and facilitating groups</p>
<p>PSLO 7-Assessment and Diagnosis 3.G.5-Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments 3.G.11-Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems</p>
<p>PSLO 8-Research and Program Evaluation 3.H.1-The importance of research in advancing the counseling profession 3.H.2 - Identification and evaluation of the evidence base for counseling theories, interventions, and practices 3.H.9-Culturally sustaining and developmentally relevant outcomes measures for counseling services</p>
<p>PSLO 9-CMHC Professional Practice 5.C.1-Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, or neurodevelopmental disorders 5.C.3-Legislation, government policy, and regulatory processes relevant to clinical mental health counseling 5.C.4-Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for prevention and treatment 5.C.5-Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>

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PSLO 10-MFCC Professional Practice

5.F.7-Theories and models of marriage, couple, and family counseling
5.F.8-Principles and models of assessment and case conceptualization
5.C.5-Techniques and interventions of marriage, couple, and family counseling

D. Course Learning Outcomes: Representative outcomes from the syllabus of a course or courses that will be assessed (usually begin with one where students demonstrate degree-level mastery of the outcome)

E. Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

F. Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

G. Assessment Schedule: This schedule should be realistic. In general, a program should try to assess one program outcome at least twice during its program review cycle.

H. Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

I. Designated Personnel: Who in your program is responsible for organizing and conducting the assessment? Responses may include: assessment committee, assessment coordinator, all faculty, or chair.

J & K When will findings be reported and what closing-the-loop strategies are being used: When will you report these findings to the rest of your program's faculty and discuss the closing-the-loop strategies? Strategies may include revising program curriculum, reviewing curriculum map to determine course order, more training on inter-rater reliability, etc.

Annual Assessment Report (for Undergraduate & Graduate Programs)

For 2022-2023, all programs' annual reporting of their PSLOs is due by **July 14, 2023**, to the Director of Academic and Strategic Effectiveness. Please remember that any activity addressing MOU recommendations should be included in annual assessment reporting, in addition to at least one direct measure of a PSLO. In addition, if you have not already submitted an assessment plan, please do so by **December 15, 2023**, to the Director of Academic and Strategic Effectiveness. These plans will be used to monitor PLO assessment on an annual basis in preparation for your program review.

Academic Year:	2022-2023
Degree Program Name:	MA in Counseling
Department Name:	Counseling
Department Chair:	Will Snow
Report Completed By:	Kelly Coker

1a. Please identify your Program/Student Learning Outcomes (PSLOs) for this degree program. Link to your map of PSLO's to Institutional Learning Goals (ILO's), WASC Competencies, and Specialty Standards. Your map should also include identified direct and indirect measures used to assess outcomes.

<p>OUTCOME 1-Professional identity and Ethical Practice. Graduates will have developed a professional identity as a counselor in alignment with ethical and legal standards of practice as well as the dispositions related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence. (CACREP Standards 2.F.1.i, 2.F.1.K, WASC CC 1, ILO 7)</p>
<p>OUTCOME 2-Social justice and cultural diversity. Graduates will have developed an understanding of various cultures and the implications of diversity for social justice and advocacy. Graduates will have demonstrated insights into the social and psychological implications of socioeconomic position and how power, privilege, and oppression can affect an individual's mental health and recovery. (CACREP Standards 2.f.2.c., 2.F.2.e., 2.F.2.h., WASC CC 1,2, ILO 4)</p>
<p>OUTCOME 3-Human growth and development. Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan. (CACREP Standards 2.F.3.a., 2.F.3.i, WASC CC 1, ILO 1, 5.)</p>
<p>OUTCOME 4-Career development. Graduates will have demonstrated the ability to advocate for clients' diverse career needs and educational development using theories and models of career development. (CACREP Standards 2.F.4.a., 2.F.4.g., WASC CC 1, 4, ILO 1)</p>
<p>OUTCOME 5-Counseling and systemic practice. Graduates will have applied theories and models of counseling through essential interviewing, counseling, and case conceptualization skills and will have integrated a systems approach to conceptualizing client development, presenting issues, and counseling strategies and approaches. (CACREP Standards 2.F.5.a., 2.F.5.b., 2.F.5.g., WASC CC 1, ILO 2, 4, 5)</p>
<p>OUTCOME 6-Group counseling and effective leadership. Graduates will have incorporated theoretical foundations of group work to become a group process facilitator and a positive force in achieving high levels of participation, cooperation and cohesion in group counseling settings. (CACREP Standards 2.F.6.a., 2.F.6.b., WASC CC 1, ILO 2, 4, 5)</p>
<p>OUTCOME 7-Assessment and testing. Graduates will have acquired, refined, and demonstrated appropriate ability to assess client issues for diagnosis and treatment planning. (CACREP Standards 2.F.7.b., 2.F.7.e., WASC CC 1, 2, ILO 1, 2)</p>
<p>OUTCOME 8-Research and program evaluation. Graduates will have demonstrated the ability to critique research in order to incorporate evidence-based counseling practices in a variety of settings. (CACREP Standards 2.F.8.a., 2.F.8.b. WASC CC 1, 3, ILO 1, 3)</p>

<p>OUTCOME 9 (MFC Track Only)-Professional Practice. Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively work with couples, families, and other systems in a variety of settings. (CACREP Standards 5.F.1.f., 5.F.2.a., 5.F.3.c., WASC CC 1, 2, 4, ILO 1, 2, 6, 8)</p>		
<p>OUTCOME 10 (CMHC Track Only)-Professional Practice. Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings. (CACREP Standards 5.C.1.e., 5.C.2.d., 5.C.3.b. WASC CC 1, 2, 4, ILO 1, 2, 6, 8)</p>		
<p><i>PSLOs & corresponding specialty accreditor standards or competencies</i></p>	<p><i>Courses where PSLOs are assessed</i></p>	<p><i>Direct Assessments used to measure outcome success</i></p>
<p>PSLO 1 2.F.1.i. 2.F.1.k. WCC 1 ILO 7</p>	<p>COUN 601-Professional Orientation</p> <p>CLIN 610-Legal and Ethical Foundations</p> <p>PRAC 616-Practicum</p> <p>INTR 600/601/602/603-Internship I & II</p>	<p>Professional Identity Paper; Dispositions Assessment</p> <p>Ethical Case Poster</p> <p>CCS-R-Skills and Dispositions</p> <p>CCS-R-Skills and Dispositions</p>
<p>PSLO 2 2.F.2.c. 2.F.2.e. 2.F.2.h. WCC 1, 2 ILO 4</p>	<p>CLIN 601-Multicultural Counseling</p> <p>PRACT 616-Practicum</p> <p>INTR 600/601/602/603-Internship I & II INTR 602/603-Internship II</p>	<p>ABC Final Paper; Dispositions Assessment</p> <p>CCS-R-Skills and Dispositions</p> <p>CCS-R-Skills and Dispositions; Comprehensive Case Study</p>
<p>PSLO 3 2.F.3.a. 2.F.3.i. WCC 1 ILO 1, 5</p>	<p>COUN 612-Lifespan Development</p> <p>INTR 602/603-Internship II</p>	<p>Developmental Theory to Practice Presentation</p> <p>Comprehensive Case Study</p>
<p>PSLO 4 2.F.4.a. 2.F.4.g. WCC 1,4 ILO 1</p>	<p>COUN 661-Career Development</p> <p>INTR 602/603-Internship II</p>	<p>Special Population Presentation</p> <p>Comprehensive Case Study</p>
<p>PSLO 5 2.F.5.a. 2.F.5.b. 2.F.5.g. WCC 1 ILO 2, 4, 5</p>	<p>COUN 600-Counseling Theory</p> <p>RES 600-Residency 1</p> <p>RES 601-Residency 2</p>	<p>Theory Presentation</p> <p>Final Video Project & CCS-R</p> <p>Final Video Project & CCS-R</p>

	PRAC 615/616-Practicum INTR 600/601/602/603- Internship I and II	CCS-R-Skills & Dispositions CCS-R-Skills & Dispositions
PSLO 6 2.F.6.a. 2.F.6.b. WCC 1 ILO 2, 4, 5	CLIN 621-Group Counseling RES 601-Residency 2 PRAC 615/616-Practicum INTR 600/601/602/603- Internship I and II	Group Curriculum Proposal Group Skills Demonstration CCS-R-Skills & Dispositions CCS-R-Skills & Dispositions
PSLO 7 2.F.7.b. 2.F.7.e. WCC 1, 2 ILO 1, 2	COUN 603-Appraisal & Assessment COUN 634-Diagnosis CLIN 604-Addiction Counseling	Mental Measurements Yearbook Review Group Diagnostic Category Presentation Treatment Plan Project
PSLO 8 2.F.8.a. 2.F.8.b. WCC 1, 3 ILO 3	COUN 641-Research & Program Evaluation CLIN 651-Community Mental Health	Program Evaluation Poster Project NEW ASSIGNMENT
PSLO 9* 5.F.1.f. 5.F.2.a. 5.F.3.c. WCC 1, 2, 4 ILO 1, 2, 6, 8	RES 600-Residency I CLIN 618-Family Systems Theory CLIN 619-Couples Counseling PRAC 615-Practicum INTR I & II 600/602-Internship	Final Video-CCS-R Video Response Paper Role Play Video & Treatment Plan for Couples CCS-R Skills & Dispositions

		CCS-R Skills & Dispositions
<p>PSLO 10+ 5.C.1.e. 5.C.2.d. 5.C.3.b. WCC 1, 2, 4 ILO 1, 2, 6, 8</p>	<p>RES 600-Residency I</p> <p>COUN 603-Appraisal and Assessment</p> <p>COUN 634-Diagnosis</p> <p>PRAC 616-Practicum</p> <p>INTR 601/603-Internship I and II</p>	<p>Final Video-CCS-R</p> <p>Mental Measurements Yearbook Review</p> <p>Group Diagnostic Category Presentation</p> <p>CCS-R Skills & Dispositions</p> <p>CCS-R Skills & Dispositions</p>

1. Which PSLOs for this degree program were specifically assessed over the past year? (should be at least 1 and no more than 3). Briefly describe how these outcomes are linked to PAU’s ILO’s.

PSLO 2-Social justice and cultural diversity. Graduates will have developed an understanding of various cultures and the implications of diversity for social justice and advocacy. Graduates will have demonstrated insights into the social and psychological implications of socioeconomic position and how power, privilege, and oppression can affect an individual's mental health and recovery.

2a. Briefly describe the **direct assessments** used to measure the identified PSLOs. Examples of direct assessments consist of the assessment of products, or Key Performance Indicators (KPIs) produced by students and/or evaluated by faculty/supervisors for the purposes of learning and to demonstrate learning. (e.g., demonstration of clinical skills, measurement of professional dispositions, papers, projects, presentations, performances, posters, tests, theses, dissertations, etc.)

CLIN 601-Multicultural Counseling (Fall 2022, Spring 2023)

- 1) Awareness of Bias & Culture (ABC) Final Paper-Canvas
- 2) Dispositions Assessment-Tevera

PRAC 615/616-Practicum (Fall 2022)

- 3) CCS-R-Tevera (faculty and site-supervisor)

INTR 600/601-Internship I (Winter 2023)

- 4) CCS-R-Tevera (faculty and site-supervisor)

INTR 602/603-Internship II (Spring 2023)

- 5) Comprehensive Case Study-Canvas*
- 6) CCS-R-Tevera (faculty and site-supervisor)

*When requesting data for the Comprehensive Case Study, I learned that this assignment, while completed, has only ever been graded on a “Pass/Fail” scale during Internship II. The field experience team will work to revise this assignment and the corresponding rubric to be more reflective of a signature assignment used to assess student/learning program outcomes.

2b. Please describe any **indirect assessment used** to complement your direct assessments for the measurement of the identified PSLOs. Briefly explain what you used and how you employed it. Indirect Assessments focus on perceptions of student learning. These perceptions can be obtained from key stakeholders (students, faculty, alumni) and often take the form of surveys, focus groups, or self-reflections. Other indirect assessments can include relevant demographic data, analysis of curriculum and syllabi, and external review feedback.

Admissions: Demographic data on admitted applicants

Enrollment: Demographic data on currently enrolled students

Climate Survey: Student Responses

Site Supervisor Survey*

*At the time of this report, this instrument, while created, had not yet been deployed.

3. What were the results of the assessment of the identified PSLOs? Please include a narrative about what the results suggest about the skills, knowledge, and dispositions students possess when they graduate from your program.

Direct Assessments:

CLIN 601 Signature Assignment: Students in the MA in Counseling program take Multicultural Counseling their second or third quarter in the program. The signature assignment linked to PSLO # 2 comes from this class. Throughout the quarter, students complete a comprehensive project designed to foster an awareness of their own biases and culture. This culminates in a final paper that is graded as the signature assignment for this course (see project description and rubric in the appendices). Below are the aggregate results for this project from five sections of the course taught in the 2022-2023 academic year. [Results by section and term can be found in the appendices of this report.](#) Results indicate that second or third term students perform at or above expected levels on this outcome.

Benchmark	Percentage	Frequency
Level 4	90-100%	103
Level 3	80-89%	14
Under 3	0-79%	2

Action-Even though results indicated outcomes were met for this signature assignment, pulling the data from Canvas identified another opportunity for us to address potential shortcomings with our outcomes rubric and ability to measure benchmark assessment and student grades. Across the five sections, 3 used an 80 point rubric, one used a 100 point rubric, and one used a 120 point rubric. I was able to identify the benchmark levels by anchoring each level to a range of percentages (i.e., 90-100%), but it was clear that this signature assignment rubric needed to be reworked for clarity, consistency, and to more accurately reflect outcomes. The [description of the assignment and current 80 point rubric](#) can be found in the appendices.

Working with the Associate chair of the MA in Counseling Program and Course Lead for the Multicultural class, Dr. Darlene Chen, we propose edits to the structure of our outcomes assessment rubric to do the following:

- 1) Included updated 2024 CACREP standards and Course Learning Outcomes (CLO's).
- 2) Include the specific grading criteria faculty will measure within the rubric.
- 3) Restructure the Benchmark Levels to align with percentages reflective of the graduate-level grading scale in the MA in CMHC program.
- 4) Identify how the same rubric can be used BOTH for outcomes assessment and Points/Percentage grading.
- 5) Create a rubric that can be used for signature assignments as we begin to roll out Watermark.

The [newly proposed rubric is presented in the appendices](#). This rubric will need to be reviewed and approved by the Department Curriculum Committee (DCC) prior to adoption,

but we hope it will serve as a model for outcomes rubrics that we will integrate with Watermark and use to assess signature assignments under the 2024 CACREP standards.

CLIN 601 Dispositions Assessment-While enrolled in Multicultural Counseling, students are also evaluated at the end of the term by their faculty using a dispositions measure. This measure is made up of the last 11 questions on the Counselor Competency Scale-Revised (CCS-R). Faculty complete this measure and are asked to rate students on a scale from 1 (Harmful) to 5 (Exceeds) on several expected dispositions. A score of 3 or higher is expected. If students received a 2 or lower, they are referred to their academic advisor for additional support. [Tables showing the aggregate scores can be found in the appendices](#) for Fall 2022 (2 Sections) and Spring 2023 (3 Sections).

Overall, students met expectations for professional dispositions, including the one factor, Multicultural Competence, during this class. Below are the mean scores for all Dispositions measured in Multicultural Counseling for the Fall 2022 term (2 sections) and the Spring 2023 term (3 sections). The mean score for Multicultural Competence is highlighted.

CLIN 601-Dispositions Aggregate Mean Scores

TERM	Ethics	Behavi or	Bound aries	Policies	Record - keepin g	Multicu ltural	Stabilit y	Motiva ted	Openn ess	Flexibili ty	Congru ence
Fall 2022	4.20	4.21	4.18	4.03	4.10	3.90	4.10	4.18	4.17	4.17	4.18
Sp. 2023	4.00	4.00	3.97	4.00	3.97	4.00	3.97	4.00	4.00	4.00	4.00

Field Experience Dispositions Assessments (Practicum, Internship I, Internship II)-As students move through the program, they are also assessed using the CCS-R during their field experience sequence. This measure is used to assess clinical skills as well as dispositions. For the purposes of this report, the disposition scores on the CCS-R are reported in the table below. [The tables for each term, course, and rater can be found in the appendices](#) of this report.

PRAC 615/616, INTR 600/601, INTR 602, 603 Dispositions Aggregate Mean Scores

TERM/ CLASS/ RATER	Ethics	Behavi or	Bound aries	Policies	Record - keepin g	Multicu ltural	Stabilit y	Motiva ted	Openn ess	Flexibili ty	Congru ence
F2022/ PRAC/ FACULT Y	4.25	4.38	4.29	4.33	4.11	4.17	4.31	4.48	4.50	4.27	4.40

F2022/ PRAC/S UPER	4.22	3.85	4.37	4.43	4.21	4.21	4.43	4.54	4.59	4.36	4.49
W2023 /INTR I/FACU LTY	4.62	4.77	4.74	4.71	4.41	4.41	4.73	4.81	4.84	4.67	4.86
W2023 /INTR I/SUPE R	4.42	3.94	4.59	4.62	4.45	4.41	4.58	4.64	4.73	4.53	4.63
SP2023 /INTR II/FACU LTY	4.67	4.85	4.86	4.80	4.57	4.57	4.85	4.89	4.91	4.69	4.85
SP2023 /INTR II/SUPE R	4.60	4.00	4.69	4.72	4.65	4.54	4.74	4.79	4.80	4.66	4.75

Over time, students achieve higher dispositions scores on the CCS-R which is to be expected as they move through their field experience sequence. In addition, students generally continued to score higher on the factor of multicultural competence as measured by the CCS-R by both faculty and site-supervisors as they progressed through their field experience.

While it seems that our students are performing as expected on this direct measure, it is noteworthy that across dispositions for students in the Fall of 2022 for both Multicultural Counseling and Practicum, the multicultural competence score was either lowest (3.90) or near-lowest (4.17). The Counseling Department would like to explore other measures of social justice, advocacy, as well as specific measures of clinical skills related to cultural competence/humility (i.e., broaching) to include across the curriculum.

Action- The CCS-R is used at multiple points in the counseling program to measure both developing clinical skills and professional dispositions. A key limitation of this instrument is that social justice/advocacy/cultural competence and humility are not identified on the instrument as pertinent clinical skills. In addition, specific skills like broaching and disclosure of intersecting identities are also not captured on this instrument. Further, multicultural competence is only one assessment point for professional behavior and dispositions on this instrument.

Indirect Assessments:**2022-2023 Admissions Data**

The table below shows the demographic data of admitted students by ethnicity/race/gender identity for the Fall 2022 and Spring 2023 enrollment cycles.

Admitted Students by Race - IPEDS

Self-Reported and Unduplicated

	MAFA 2022	MASP 2023
Hispanic	36	10
American Indian	0	0
Asian	33	6
Black	4	1
Pacific Islander	0	0
White	85	22
Two or More	8	0
Decline to State	8	1

Admitted Students by Gender Identity

Self-Reported and Unduplicated

	MAFA 2022	MASP 2023
Male	27	6
Female	141	33
Gender Non-Conforming	4	0
Transgender	1	0
Decline to State	1	1

2022-2023 Enrollment Demographic Data

The table below shows the demographic data of currently enrolled students for both the 2021-2022 and the 2022-2023 academic year.

Cultural Background/Ethnicity	Percentage of Total Enrolled (2021-2022)	Percentage of Total Enrolled (2022-2023)
Asian/Pacific Islander	12%	15.4%
Black/African American	4%	2.2%
Hispanic	18.7%	20.8%
2 or More	9.7%	5.2%
Unknown	5%	6.0%
White	50.6%	50.4%

While the data shows that the Counseling Department has made some strides in diversifying our student body, it also shows that we still have more work to do.

2022 Climate Survey

In addition to the provided demographics of admitted students and enrolled students, we examined survey results from the Climate Survey deployed by the Office of Institutional Research in 2022. While only 11 MA in Counseling students completed the survey, some of the results are still worthy of examination to explore other ways we could improve our efforts to create an inclusive learning environment for students from diverse backgrounds.

The entire [responses of MA in Counseling students on the Climate Survey](#) are provided in the appendices of this report, and below are some noteworthy responses as we consider our PSLO of inquiry.

#	I believe that PAU is taking concrete action on its stated values on equity, inclusion, and social justice.	Percentage
1	Strongly disagree	0%
2	Disagree	38%
3	Neither agree nor disagree	13%
4	Somewhat agree	0%
5	Strongly agree	50%
	Total	8
#	There is too much emphasis on equity, inclusion and social justice at PAU.	Percentage
1	Strongly disagree	25%
2	Disagree	63%
3	Neither agree nor disagree	0%
4	Somewhat agree	0%
5	Strongly agree	13%
	Total	8
#	PAU has sufficient programs and resources to foster the success of a diverse student body.	Percentage
1	Strongly disagree	17%
2	Disagree	17%
3	Neither agree nor disagree	33%
4	Somewhat agree	17%
5	Strongly agree	17%
	Total	6

Responses to specific questions about diversity, equity, and inclusion identified that half of those who responded felt the university and department are taking concrete action on stated values of DEIB, but 38% of those who responded to the same question disagreed with that statement. Most respondents felt that there is an appropriate amount of emphasis on DEIB at PAU, but an alarming 13% felt that there was “too much” of this emphasis. Finally, the responses to the question about programs and resources to foster success of a diverse student body were mixed, suggesting that more concerted efforts should be taken in this area.

Action-In addition to continued work with the Admissions office on increasing recruitment of diverse students, the Counseling Department will explore specific activities and opportunities

to engage and support students from diverse backgrounds. In addition to encouraging involvement in PAU-sponsored [student organizations](#), the faculty and staff in the Counseling Department will identify department-sponsored activities, meetings, and events designed to enhance belonging, support, and retention of students from diverse backgrounds. It should be noted that the PAU Diaspora, Latinx Task Force, and AANAPI Task Force are all already chaired by counseling faculty.

4. How will you use the results used for improving student learning (how are you "closing the loop")? Please also provide information on any curricular or instructional changes that were made during the past cycle as a result of past assessments.

- 1) We will compare results on the CLIN 601 signature assignment in 2023-2024 with this past year's scores using the newly developed rubric.
- 2) We will work to institute new measures of skills development specific to social justice, advocacy and cultural competence/humility and measure students' performance on these instruments.
- 3) We will implement a comprehensive case study assignment in Internship II that captures PSLO 2 as well as other outcomes aligned with this project and will measure the results.
- 4) We will institute department-led opportunities to engage students in meaningful dialogues related to belonging, inclusion, support and training with the goal of improving the student experience and ensuring graduates are prepared to work with a diverse client population. We will survey students who are involved in these activities for their observations and experiences.

5. Please provide an update on actions regarding your most recent MOU if appropriate and attach the update to this report if necessary.

*Please send the completed report, your current [multi-year assessment plan](#) as well as your program's most recent **curriculum map** to your Department Chair and the Director of Academic and Strategic Effectiveness, Tiana Kraus-Kozioł. Please save a copy for your files. If you have any questions, please contact, tkraus-koziol@palloatou.edu.*

Appendices-DATA

CLIN 601-Signature Assignment-Awareness of Culture and Bias (ABC) Final Paper

Fall 2022 (Sections 01 and 02)

Benchmark	Percentage	Frequency
Level 4	90-100%	38
Level 3	80-89%	7
Under 3	0-79%	0

Spring 2023 (Sections 01, 02, 03)

Benchmark	Percentage	Frequency
Level 4	90-100%	65
Level 3	80-89%	7
Under 3	0-79%	2

Description of Signature Assignment and CURRENT Rubric

- a. Final project paper – 80 points
 - Write an 8-10 page paper that documents your process with this project over the course of the semester. The paper should specifically include the following:
 - INTRODUCTION
 - An introduction that includes a brief review of how you initially identified your group or belief system.

- **DEVELOPMENT AND MAINTENANCE OF BIAS. An expounded description of how your thoughts and ideas developed and have been maintained.**
- o **For these first two bullets, simply expand on your previous paper. Please do NOT regurgitate the text from your original paper. It is assumed that your experiences with the selected resources have allowed for greater reflection and insight into how your experience/exposure to this particular group developed and maintained.**
- EXPECTATIONS.
 - o **What were your expectations for this project? Discuss in detail.**
- PRINT AND MEDIA RESOURCES.
 - o **A discussion about your exposure to the print and media sources related to your selected group, and how you've personally interacted with them.**
- IN PERSON EXPOSURES.
 - o **A detailed discussion about your experiences with people belonging to the group you chose. Describe not only the setting but also YOUR personal reactions to it. This will be one-on-one meeting AND a group meeting with the people belonging to your selected group.**
- COUNSELING APPLICATION.
 - o **A discussion of how you can apply what you have learned from this experience to your work as a counselor.**
- o **THIS IS A KEY PART OF THIS ASSIGNMENT!**
- REFERENCES.
 - o **Be sure to include information gleaned from class discussions, course materials, and any relevant scholarly references related to your particular cultural group. Include a reference page with works cited using APA format.**

AWARENESS OF BIAS & CULTURE- Final Project Paper

Criteria	Ratings		Pts
An introduction that includes a brief review of how you initially identified your group or belief system. Simply expand on your previous paper. Points will be deducted if you regurgitate the text from your original paper. It is assumed that your experiences with the selected resources have allowed for greater reflection and insight into how your experience/exposure to this particular group developed and maintained.	8 pts Full Marks	0 pts No Mark	8 pts
An expounded description of how your thoughts and ideas developed and have been maintained. Simply expand on your previous paper. Points will be deducted if you regurgitate the text from your original paper. It is assumed that your experiences with the selected resources have allowed for greater reflection and insight into how your experience/exposure to this particular group developed and maintained.	8 pts Full Marks	0 pts No Mark	8 pts
Discuss in detail your expectations for this project.	4 pts Full Marks	0 pts No Mark	4 pts
A discussion about your exposure to the print and media sources and how you've personally interacted with them.	12 pts Full Marks	0 pts No Mark	12 pts
A detailed discussion about your experiences with people belonging to the group you chose. Describe not only the setting but also YOUR personal reactions to it.	20 pts Full Marks	0 pts No Mark	20 pts
A discussion of how you can apply what you have learned from this experience to your work as a counselor. THIS IS A KEY PART OF THIS ASSIGNMENT!	22 pts Full Marks	0 pts No Mark	22 pts

AWARENESS OF BIAS & CULTURE- Final Project Paper

Criteria	Ratings		Pts
Submit the grade you feel you've earned and a 1-2 paragraph description of why you feel you've earned that. You will be evaluating yourself based on: a) overall process and effort as demonstrated in your final paper; and b) the extent to which your paper addressed the required components as outlined on the assignment rubric.	3 pts Full Marks	0 pts No Mark	3 pts
Include a reference page with works cited using APA format.	3 pts Full Marks	0 pts No Mark	3 pts
Total Points: 80			

CLIN 601 Signature Assignment Rubric (Proposed)

	Outcomes	Criteria	Level 4 90%- 100% 90 to 100 points	Level 3 83%- 89% 83 to 89 points	Level 2 80%- 82% 80 to 82 points	Level 1 1%- 79% 1 to 79 points	Level 0 0% 0 points	Points Possibl e 100 total
1	Student demonstrates understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. 3.2.a.	An introduction that includes a review of how you initially identified your group or belief system.	Exceeds Expectations. Performance at this level includes a demonstration of superior capacity.	Meets Expectations. Performance at this level is considered to be at a satisfactory level.	Approaches Expectations. Performance at this level is average to below average. Students at this level may show deficits in key areas.	Lacks Meeting Expectations. Performance at this level does not meet expectations.	Did not complete.	10 Points
2	Student demonstrates	An expounded description of	Performance at this	Performance at this	Performance at this	Performance at this	Did not complete.	10 Points

	awareness of the effects of power and privilege for counselors and clients. 3.2.3.	how your thoughts and ideas about your identified group or belief system have developed and/or have been maintained.	level includes a demonstration of superior capacity.	level is considered to be at a satisfactory level.	level is average to below average. Students at this level may show deficits in key areas.	level does not meet expectations.		
3	Student demonstrates awareness of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. 3.2.d.	Discuss in detail your expectations for this project.	Performance at this level includes a demonstration of superior capacity.	Performance at this level is considered to be at a satisfactory level.	Performance at this level is average to below average. Students at this level may show deficits in key areas.	Performance at this level does not meet expectations.		10 Points
4	Student recognizes strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. 3.2.h.	A detailed discussion about your experiences with people belonging to the group you chose. Describe not only the setting but also YOUR personal reactions to it and how these reactions inform your understanding of potential barriers and prejudices faced by your group.	Performance at this level includes a demonstration of superior capacity.	Performance at this level is considered to be at a satisfactory level.	Performance at this level is average to below average. Students at this level may show deficits in key areas.	Performance at this level does not meet expectations.	Did not complete.	15 Points

5	Student integrates multicultural counseling competencies (3.2.c.) as well as cultural factors relevant to clinical mental health counseling (5.j.)	A discussion of how you can apply what you have learned from this experience to your work as a counselor. THIS IS A key part of this assignment!	Performance at this level includes a demonstration of superior capacity.	Performance at this level is considered to be at a satisfactory level.	Performance at this level is average to below average. Students at this level may show deficits in key areas.	Performance at this level does not meet expectations.	Did not complete.	25 Points
6	Student demonstrates graduate-level written and oral communication including APA style and formatting. WASC CC 1	Overall, your final paper should demonstrate the ability to write at the graduate level and should include a reference page with works cited using APA format.	Performance at this level includes a demonstration of superior capacity.	Performance at this level is considered to be at a satisfactory level.	Performance at this level is average to below average. Students at this level may show deficits in key areas.	Performance at this level does not meet expectations.	Did not complete.	5 Points
TOTAL POSSIBLE POINTS								100
MUST ACHIEVE AT LEAST A BENCHMARK LEVEL 2 TO PASS THE ASSIGNMENT								

**CLIN 601-Multicultural Counseling
Dispositions Assessment**

Fall 2022

Group Rubric Analysis

CRITERIA LEVEL COUNTS								
Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	18	71	0	0	0	4.20	4	0.40
Professional Behavior CCS-R - Behaves in a professional manner	19	70	0	0	0	4.21	4	0.41
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	17	71	1	0	0	4.18	4	0.41
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	19	54	16	0	0	4.03	4	0.63
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	14	41	8	0	0	4.10	4	0.58
Multicultural Competence CCS-R - Demonstrates respect for culture	4	72	13	0	0	3.90	4	0.43
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	10	78	1	0	0	4.10	4	0.34
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	22	61	6	0	0	4.18	4	0.53
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	16	72	1	0	0	4.17	4	0.40
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	16	72	1	0	0	4.17	4	0.40
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	16	73	0	0	0	4.18	4	0.38

CLIN 601-Multicultural Counseling Dispositions Assessment

Spring 2023

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	0	35	0	0	0	4.00	4	0.00
Professional Behavior CCS-R - Behaves in a professional manner	0	35	0	0	0	4.00	4	0.00
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	0	34	1	0	0	3.97	4	0.17
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	0	35	0	0	0	4.00	4	0.00
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	0	34	1	0	0	3.97	4	0.17
Multicultural Competence CCS-R - Demonstrates respect for culture	0	35	0	0	0	4.00	4	0.00
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	0	34	1	0	0	3.97	4	0.17
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	0	35	0	0	0	4.00	4	0.00
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	0	35	0	0	0	4.00	4	0.00
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	0	35	0	0	0	4.00	4	0.00
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	0	35	0	0	0	4.00	4	0.00

**PRAC 615/616-Practicum
Dispositions Assessment**

Fall 2022-Faculty

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	41	66	11	0	0	4.25	4	0.61
Professional Behavior CCS-R - Behaves in a professional manner	60	56	12	0	0	4.38	5	0.65
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	49	65	12	0	0	4.29	4	0.63
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	52	50	14	0	0	4.33	5	0.68
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	46	46	25	1	2	4.11	4	0.87
Multicultural Competence CCS-R - Demonstrates respect for culture	28	70	10	0	0	4.17	4	0.57
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	43	54	10	0	0	4.31	4	0.63
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	70	39	12	0	0	4.48	5	0.67
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	71	38	11	0	0	4.50	5	0.66
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	41	61	11	0	0	4.27	4	0.62

Fall 2022-Supervisors

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	59	83	23	0	0	4.22	4	0.67
Professional Behavior CCS-R - Behaves in a professional manner	0	71	10	1	0	3.85	4	0.39
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	74	84	11	0	0	4.37	4	0.60
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	79	83	7	0	0	4.43	4	0.57
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	63	74	26	1	0	4.21	4	0.72
Multicultural Competence CCS-R - Demonstrates respect for culture	51	87	18	0	0	4.21	4	0.63
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	77	83	6	0	0	4.43	4	0.56
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	93	74	2	0	0	4.54	5	0.52
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	104	61	4	0	0	4.59	5	0.54
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	68	93	7	0	0	4.36	4	0.56

**INTR 600/601-Internship I
Dispositions Assessment**

Winter 2023-Faculty

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	59	36	0	0	0	4.62	5	0.49
Professional Behavior CCS-R - Behaves in a professional manner	83	22	1	0	0	4.77	5	0.44
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	78	27	0	0	0	4.74	5	0.44
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	72	24	2	0	0	4.71	5	0.49
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	57	35	12	1	0	4.41	5	0.73
Multicultural Competence CCS-R - Demonstrates respect for culture	39	57	0	0	0	4.41	4	0.49
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	74	27	0	0	0	4.73	5	0.44
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	86	20	0	0	0	4.81	5	0.39
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	89	17	0	0	0	4.84	5	0.37
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	69	34	0	0	0	4.67	5	0.47
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	91	15	0	0	0	4.86	5	0.35

Winter 2023-Supervisors

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	67	67	8	0	0	4.42	4	0.60
Professional Behavior CCS-R - Behaves in a professional manner	0	47	3	0	0	3.94	4	0.24
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	88	52	3	0	0	4.59	5	0.53
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	90	51	2	0	0	4.62	5	0.51
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	74	53	10	1	0	4.45	5	0.66
Multicultural Competence CCS-R - Demonstrates respect for culture	59	73	3	0	0	4.41	4	0.54
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	84	56	2	0	0	4.58	5	0.52
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	96	43	3	1	0	4.64	5	0.56
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	109	31	2	1	0	4.73	5	0.51
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	79	59	4	0	0	4.53	5	0.55
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	93	47	3	0	0	4.63	5	0.52

INTR 602/603-Internship II Dispositions Assessment

Spring 2023-Faculty

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	62	31	0	0	0	4.67	5	0.47
Professional Behavior CCS-R - Behaves in a professional manner	80	12	1	0	0	4.85	5	0.39
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	80	13	0	0	0	4.86	5	0.35
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	74	18	0	0	0	4.80	5	0.40
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	60	25	6	1	0	4.57	5	0.66
Multicultural Competence CCS-R - Demonstrates respect for culture	50	37	0	0	0	4.57	5	0.49
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	66	12	0	0	0	4.85	5	0.36
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	83	10	0	0	0	4.89	5	0.31
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	85	8	0	0	0	4.91	5	0.28
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	64	29	0	0	0	4.69	5	0.46
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	79	14	0	0	0	4.85	5	0.36

Spring 2023-Supervisors

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	87	45	3	1	0	4.60	5	0.57
Professional Behavior CCS-R - Behaves in a professional manner	2	30	0	1	0	4.00	4	0.43
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	99	36	2	1	0	4.69	5	0.54
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	102	33	3	0	0	4.72	5	0.50
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	92	37	3	1	0	4.65	5	0.56
Multicultural Competence CCS-R - Demonstrates respect for culture	73	59	1	0	0	4.54	5	0.51
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	102	34	1	0	0	4.74	5	0.46
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	109	29	0	0	0	4.79	5	0.41
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	113	23	1	1	0	4.80	5	0.47
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	92	43	2	0	0	4.66	5	0.50
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	104	33	1	0	0	4.75	5	0.45

All Responses on 2022 Climate Survey by MA in Counseling Students*PAU Community Climate Survey 2022 (MA students)*

June 21st 2023, 5:20 pm MDT

Program--Student - My PAU degree program:

#	My PAU degree program:	Percentage
1	MA Counseling	100%
	Total	11

ALL 1-2 - Please indicate your level of agreement with the following statements.

ALL 1-2_1 - I feel valued as an individual at PAU.

#	I feel valued as an individual at PAU.	Percentage
1	Strongly disagree	0%
2	Disagree	13%
3	Neither agree nor disagree	13%
4	Somewhat agree	38%
5	Strongly agree	38%
	Total	8

ALL 1-2_2 - I feel I belong at PAU.

#	I feel I belong at PAU.	Percentage
1	Strongly disagree	13%
2	Disagree	0%
3	Neither agree nor disagree	13%
4	Somewhat agree	38%

5	Strongly agree	38%
	Total	8

ALL 1-2_3 - I believe that PAU is taking concrete action on its stated values on equity...

#	I believe that PAU is taking concrete action on its stated values on equity, inclusion, and social justice.	Percentage
1	Strongly disagree	0%
2	Disagree	38%
3	Neither agree nor disagree	13%
4	Somewhat agree	0%
5	Strongly agree	50%
	Total	8

ALL 1-2_4 - I have considered leaving PAU because I felt isolated or unwelcomed.

#	I have considered leaving PAU because I felt isolated or unwelcomed.	Percentage
1	Strongly disagree	25%
2	Disagree	38%
3	Neither agree nor disagree	13%
4	Somewhat agree	13%
5	Strongly agree	13%
	Total	8

ALL 1-2_5 - I am treated with respect at PAU.

#	I am treated with respect at PAU.	Percentage
1	Strongly disagree	0%
2	Disagree	0%
3	Neither agree nor disagree	25%
4	Somewhat agree	25%
5	Strongly agree	50%
	Total	8

ALL 1-2_6 - I feel that others value my opinions at PAU.

#	I feel that others value my opinions at PAU.	Percentage
1	Strongly disagree	0%
2	Disagree	13%
3	Neither agree nor disagree	13%
4	Somewhat agree	25%
5	Strongly agree	50%
	Total	8

ALL 1-2_7 - PAU is a place where I am able to perform up to my full potential.

#	PAU is a place where I am able to perform up to my full potential.	Percentage
1	Strongly disagree	13%
2	Disagree	13%
3	Neither agree nor disagree	13%
4	Somewhat agree	13%
5	Strongly agree	50%
	Total	8

ALL 1-2_8 - I feel welcomed at PAU.

#	I feel welcomed at PAU.	Percentage
1	Strongly disagree	13%
2	Disagree	25%
3	Neither agree nor disagree	0%
4	Somewhat agree	25%
5	Strongly agree	38%
	Total	8

ALL 1-2_9 - I have found one or more communities or groups where I feel I belong at PAU...

#	I have found one or more communities or groups where I feel I belong at PAU.	Percentage
1	Strongly disagree	33%
2	Disagree	0%
3	Neither agree nor disagree	17%
4	Somewhat agree	50%
5	Strongly agree	0%
	Total	6

ALL 1-2_10 - There is too much emphasis on equity, inclusion and social justice at PAU.

#	There is too much emphasis on equity, inclusion and social justice at PAU.	Percentage
1	Strongly disagree	25%

2	Disagree	63%
3	Neither agree nor disagree	0%
4	Somewhat agree	0%
5	Strongly agree	13%
	Total	8

ALL 1-2_11 - PAU has sufficient programs and resources to foster the success of a divers...

#	PAU has sufficient programs and resources to foster the success of a diverse student body.	Percentage
1	Strongly disagree	17%
2	Disagree	17%
3	Neither agree nor disagree	33%
4	Somewhat agree	17%
5	Strongly agree	17%
	Total	6

ALL 1-2_14 - PAU has sufficient programs and resources to foster the success of a divers...

#	PAU has sufficient programs and resources to foster the success of a diverse staff.	Percentage
1	Strongly disagree	NaN%
2	Disagree	NaN%
3	Neither agree nor disagree	NaN%
4	Somewhat agree	NaN%
5	Strongly agree	NaN%
	Total	0

ALL 1-2_12 - I have to work harder than others to be valued equally at PAU.

#	I have to work harder than others to be valued equally at PAU.	Percentage
1	Strongly disagree	43%
2	Disagree	43%
3	Neither agree nor disagree	14%
4	Somewhat agree	0%
5	Strongly agree	0%
	Total	7

ALL 1-2_13 - I feel treated fairly and equitably on campus in general.

#	I feel treated fairly and equitably on campus in general.	Percentage
1	Strongly disagree	0%
2	Disagree	0%
3	Neither agree nor disagree	17%
4	Somewhat agree	17%
5	Strongly agree	67%
	Total	6

ALL 1-3 - How satisfied are you with the overall campus climate that you have experienced at PAU in the last 12 months?

#	How satisfied are you with the overall campus climate that you have experienced at PAU in the last 12 months?	Percentage
2	Very dissatisfied	0%
3	Dissatisfied	14%
4	Neither satisfied or dissatisfied	14%
5	Satisfied	57%
6	Very satisfied	14%
	Total	7

STUDENT - 1 - Please indicate your level of agreement with the following statements.

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	In classroom settings, I feel treated fairly and equitably.	0%	11%	0%	19%	11%
2	When I am not in class but participating in PAU activities, I feel treated fairly and equitably.	0%	11%	17%	0%	0%
3	Faculty are generally concerned about my welfare.	20%	11%	17%	10%	11%
4	I have faculty who I perceive as role models.	20%	22%	0%	10%	11%
5	I have opportunities for academic success that are similar to those of my classmates.	0%	22%	0%	10%	11%
6	Students of my sexual orientation feel a sense of belonging at this university.	20%	0%	0%	14%	11%
7	Students of my religious identity feel a sense of belonging at PAU.	0%	22%	17%	5%	11%
8	Students of my racial/ethnic group feel a sense of belonging at PAU.	0%	0%	0%	19%	16%
9	Students of my gender identity or expression feel a sense of belonging at PAU.	20%	0%	17%	10%	11%

10	Students of my socioeconomic status feel a sense of belonging at PAU.	20%	0%	33%	5%	11%
	Total	5	9	6	21	19

STUDENT- 2 - How well has the university responded when issues of identity-based harms, bias, or harassment related to the following factors are reported?

#	Question	Totally ineffective	Mostly ineffective	Mostly effective	Totally effective	N/A or I don't know	Total
1	Sexual orientation	0%	0%	14%	0%	86%	7
2	Gender identity and expression	0%	0%	14%	0%	86%	7
3	Race/ethnicity	14%	14%	0%	14%	57%	7
4	Religious identity	0%	0%	14%	0%	86%	7
5	Disability status/campus accessibility	0%	0%	14%	0%	86%	7
6	Particular political viewpoints	0%	0%	14%	0%	86%	7
7	Socioeconomic status	0%	0%	14%	0%	86%	7

ALL 2-2 - What additional resources are needed to improve campus climate?

Support for students with disabilities and neurodiversity. A way to for poor students to not get in such crazy debt, free mental health support, teachers applying themselves to engage us..

A clear escalation path or advisory board path where students can bring issues of inequity and intolerance to peers. Something like peer counselors/mentors like you would find in corporations - they listen with empathy and compassion, they pretend to have the expertise of trained counselor, even if they are training to be a counselor. Instructor ability to navigate and mitigate classroom bias such as microaggressions, White identity sensitivity to race, gaslighting of minority identities.

ALL 2-3 - What can be done to make PAU more inclusive?

Treat student as adults - don't just say you do, something many instructors say but don't do. They build canvas structures as if they expect students to cheat thereby limiting graduate level collaboration and learning from mistakes. Start every first class with expectations around cultural identity which sets the tone for intolerance of microaggressions. Best example of this I saw in my 2.5 years in PAU was the way Dr. Bradley McKibben open the first day of class for Psychopharmacology with a location of self / identification of privilege exercise. Really normalizes multicultural viewpoint with the instruction offering location of self/privilege first. Dr. Roller, Dr. Lamar, and Dr. Baima are also exemplary in doing this throughout their courses which sets a tone and expectation of mutual respect while encouraging collegial graduate level discourse. More professors should have this view of integrated multicultural viewpoint rather than as an afterthought to a discussion or treatment plan, or box to check.

DEMO - Race - What is your race/ethnicity? (Please select all that apply)

#	What is your race/ethnicity? (Please select all that apply) - Selected Choice	Percentage
1	Black or African American	0%
2	Latinx, Latino, or Hispanic	17%
3	Asian or Asian American/Pacific Islander	17%
4	Native American, First Nation, Alaska Native, or Native Hawaiian	0%
5	White or European American	50%
6	Arab, North African, or Middle Eastern	0%
7	Identity not listed above (please describe):	0%
8	I prefer not to say	17%
	Total	6

DEMO - Gender - What is your gender?

#	1
Field	What is your gender? - Selected Choice
Minimum	1
Maximum	9
Mean	3
Std Deviation	3

Variance		8
Count		7

DEMO - Gender_8_TEXT - Identity no listed above (please describe):

Identity not listed above (please describe): - Text

#	What is your gender? - Selected Choice	Percentage
1	Woman	71%
2	Trans woman	0%
3	Transgender	0%
4	Gender nonbinary	0%
5	Genderqueer	14%
6	Trans man	0%
7	Man	0%
8	Identity not listed above (please describe):	0%
9	I prefer not to say	14%
	Total	7

DEMO - Sexual Orient - What is your sexual orientation?

#		1
Field	What is your sexual orientation? - Selected Choice	
Minimum		3
Maximum		8
Mean		6
Std Deviation		1
Variance		2
Count		7

DEMO - Sexual Orient_7_TEXT - Identity no listed above (please describe):
Identity not listed above (please describe): - Text

#	What is your sexual orientation? - Selected Choice	Percentage
1	Gay or lesbian	0%
2	Bisexual	0%
3	Queer	14%
4	Pansexual	0%
5	Asexual	0%
6	Heterosexual	71%
7	Identity not listed above (please describe):	0%
8	I prefer not to say	14%
	Total	7

DEMO - Disability - Do you identify as a person with a disability?

#	1
Field	Do you identify as a person with a disability?
Minimum	1
Maximum	4
Mean	2
Std Deviation	1
Variance	1
Count	7

#	Do you identify as a person with a disability?	Percentage
1	Yes	29%
2	No	57%
3	Unsure	0%
4	I prefer not to say	14%
	Total	7

DEMO - First Gen - What is the highest level of education completed by any of your parents or guardians?

#	1
Field	What is the highest level of education completed by any of your parents or guardians?
Minimum	3
Maximum	9
Mean	5
Std Deviation	2
Variance	4
Count	7

#	What is the highest level of education completed by any of your parents or guardians?	Percentage
1	Elementary school	0%
2	Middle school	0%
3	High school	29%
4	Bachelor's degree	43%
5	Master's degree	14%
6	Professional degree (i.e., MD or JD)	0%

7	Doctoral degree	0%
8	Unsure	0%
9	I prefer not to say	14%
	Total	7

DEMO - Age - What is your age?

#	1
Field	What is your age?
Minimum	2
Maximum	5
Mean	4
Std Deviation	1
Variance	1
Count	6

#	What is your age?	Percentage
1	Under 18	0%
2	18 - 24	17%
3	25 - 34	33%
4	35 - 44	33%
5	45 - 54	17%
6	55 - 64	0%
7	65 - 74	0%
8	75 - 84	0%
9	85 or older	0%
	Total	6

DEMO -- Nativity - What is your nativity?

#	1
Field	What is your nativity?
Minimum	1
Maximum	4
Mean	3
Std Deviation	1
Variance	1
Count	7

#	What is your nativity?	Percentage
1	Born outside of the U.S.	14%
2	Born in the U.S., with one or both parents born outside of the U.S.	14%
3	Born in the U.S., and both parents born in the U.S.	57%
4	I prefer not to say	14%
	Total	7

DEMO - Political - Where do you place yourself on this political spectrum?

#		1
Field	Where do you place yourself on this political spectrum? - Selected Choice	
Minimum		5
Maximum		9
Mean		7
Std Deviation		1
Variance		1
Count		7

DEMO - Political _8_TEXT - Other:

Identity/orientation/ideology not listed above (please describe): - Text

#	Where do you place yourself on this political spectrum? - Selected Choice	Percentage
1	Very conservative	0%
2	Conservative	0%
3	Slightly conservative	0%
4	Moderate, middle of the road	0%
5	Slightly liberal	14%
6	Liberal	43%
7	Very liberal	29%
8	Identity/orientation/ideology not listed above (please describe):	0%
9	I prefer not to say	14%
	Total	7

DEMO - Religion - What is your religion/faith/spiritual tradition? (Please select all that apply)

#	What is your religion/faith/spiritual tradition? (Please select all that apply) - Selected Choice	Percentage
1	Buddhist	29%
2	Hindu	14%
3	Jewish	14%
5	Muslim	0%
8	Identity not listed above (please describe):	14%
9	Atheist	0%
10	I prefer not to say	43%
11	Christian	14%
12	Agnostic	14%
13	No religion	14%
	Total	7

DEMO - Relig Signif - How important is religion/spirituality to you?

#	1
Field	How important is religion/spirituality to you?
Minimum	1
Maximum	5
Mean	3
Std Deviation	1
Variance	2
Count	7

#	How important is religion/spirituality to you?	Percentage
1	Not at all important	14%
2	Slightly important	29%
3	Moderately important	14%
4	Extremely important	14%
5	I prefer not to say	29%
	Total	7

COMPREHENSIVE ASSESSMENT PLAN

DEPARTMENT: Counseling-MA Program (Please note this plan will be revised based on CACREP 2024 Standards)

<i>a</i>	<i>b</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PSLOs & corresponding specialty accreditor standards or competencies (i.e.: APA, CACREP, WASC)</i>	<i>Courses where PSLOs are assessed</i>	<i>Direct Assessments used to measure outcome success</i>	<i>Indirect Assessments used to measure outcome success</i>	<i>Assessment schedule – how often PSLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
7	PSLO 1 2.F.1.i. 2.F.1.k. WCC 1	COUN 601- Professional Orientation CLIN 610- Legal and Ethical Foundations PRAC 616- Practicum INTR 601/603- Internship I & II	Professional Identity Paper; Dispositions Assessment Ethical Case Poster CCS-R- Skills and Dispositions CCS-R- Skills and Dispositions	Site-Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R Spring term: Internship II CCS-R Site-Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP-specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
4	PSLO 2 2.F.2.c. 2.F.2.e. 2.F.2.h.	CLIN 601- Multicultural Counseling	ABC Paper; Dispositions	Site-Supervisor Survey	Signature Assignments will be assessed	Institutional annual reports will include an	The Faculty Director of Student Learning	Department Annual Report: August 1.	Faculty review data during the Fall term and

	WCC 1, 2	<p>PRACT 616- Practicum</p> <p>INTR 601/603- Internship I & II</p> <p>INTR 603- Internship II</p>	<p>Assessment</p> <p>CCS-R- Skills and Dispositions</p> <p>CCS-R- Skills and Dispositions; Comprehensive Case Study</p>	<p>Alumni Survey</p> <p>Employer Survey</p>	<p>every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p> <p>Alumni Survey: every 2 years</p>	<p>evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.</p>	<p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.</p>
1, 5	PSLO 3 2.F.3.a. 2.F.3.i. WCC 1	<p>COUN 612- Lifespan Development</p> <p>INTR 603- Internship II</p>	<p>Developmental Theory to Practice Presentation</p> <p>Comprehensive Case Study</p>	<p>Site-Supervisor Survey</p> <p>Alumni Survey</p> <p>Employer Survey</p>	<p>Signature Assignments will be assessed every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only</p>	<p>Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in</p>	<p>Department Annual Report: August 1.</p> <p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and</p>

					for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years		helping to coordinate assessment efforts.		findings are used to develop MOU's for program improvements.
1	PSLO 4 2.F.4.a. 2.F.4.g. WCC 1,4	COUN 661- Career Development INTR 603- Internship II	Special Population Presentation Comprehensive Case Study	Site-Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R Spring term: Internship II CCS-R Site-Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP-specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
2, 4, 5	PSLO 5 2.F.5.a. 2.F.5.b. 2.F.5.g. WCC 1	COUN 600- Counseling Theory RES 600- Residency 1 RES 601- Residency 2	Theory Presentation Final Video Project & CCS-R Final Video	Site-Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught.	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP-specific	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional	Department Annual Report: August 1. CACREP Annual Report: December 30th.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in

		<p>PRAC 615/616- Practicum</p> <p>INTR 600/601/602 /603- Internship I and II</p>	<p>Project & CCS-R</p> <p>CCS-R- Skills & Dispositio ns</p> <p>CCS-R- Skills & Dispositio ns</p>		<p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p> <p>Alumni Survey: every 2 years</p>	<p>annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>I Research, Admissions , OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectivene ss will play a role in helping to coordinate assessment efforts.</p>	<p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvement s.</p>
<p>2, 4, 5</p>	<p>PSLO 6</p> <p>2.F.6.a.</p> <p>2.F.6.b.</p> <p>WCC 1</p>	<p>CLIN 621- Group Counseling</p> <p>RES 601- Residency 2</p> <p>PRAC 615/616- Practicum</p> <p>INTR 600/601/602 /603- Internship I and II</p>	<p>Group Curriculum Proposal</p> <p>Group Skills Demonstration</p> <p>CCS-R- Skills & Dispositio ns</p> <p>CCS-R- Skills & Dispositio ns</p>	<p>Site-Supervisor Survey</p> <p>Alumni Survey</p> <p>Employer Survey</p>	<p>Signature Assignments will be assessed every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p>	<p>Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions , OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectivene ss will play a role in helping to coordinate assessment efforts.</p>	<p>Department Annual Report: August 1.</p> <p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program</p>

					Alumni Survey: every 2 years				improvements.
1, 2	PSLO 7 2.F.7.b. 2.F.7.e. WCC 1, 2	COUN 603-Appraisal & Assessment COUN 634-Diagnosis CLIN 604-Addiction Counseling	Mental Measurements Yearbook Review Group Diagnostic Category Presentation Treatment Plan Project	Site-Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R Spring term: Internship II CCS-R Site-Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP-specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.) The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
3	PSLO 8 2.F.8.a. 2.F.8.b. WCC 1, 3	COUN 641-Research & Program Evaluation CLIN 651-Community Mental Health	Program Evaluation Poster Project NEW ASSIGNMENT	Site-Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP-specific annual data reports will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.

					Spring term: Internship II CCS-R Site- Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Director of Strategic and Academic Effectivene ss will play a role in helping to coordinate assessment efforts.		The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU’s for program improvement s.
1, 2, 6, 8	PSLO 9* 5.F.1.f. 5.F.2.a. 5.F.3.c. WCC 1, 2, 4	RES 600- Residency I CLIN 618- Family Systems Theory CLIN 619- Couples Counseling PRAC 615- Practicum INTR 600/602- Internship	Final Video- CCS-R Video Response Paper Role Play Video & Treatment Plan for Couples CCS-R Skills & Dispositio ns CCS-R Skills & Dispositio ns	Site- Supervisor Survey Alumni Survey Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught. Fall term: Practicum CCS-R Winter term: Internship I CCS-R Spring term: Internship II CCS-R Site- Supervisor survey: only for Internship II students Alumni Survey: every 2 years Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st. CACREP- specific annual data reports will be completed by the end of the Fall term. CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaborati on with other stakeholder s (i.e., Institutiona l Research, Admissions , OAA, Librarian, etc.) The Director of Strategic and Academic Effectivene ss will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1. CACREP Annual Report: December 30th. CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year. The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU’s for program improvement s.
1, 2, 6, 8	PSLO 10+ 5.C.1.e. 5.C.2.d. 5.C.3.b.	RES 600- Residency I	Final Video- CCS-R	Site- Supervisor Survey	Signature Assignments will be assessed every quarter	Institutional annual reports will include an evaluation of	The Faculty Director of Student Learning Outcomes	Department Annual Report: August 1.	Faculty review data during the Fall term and include

<p>WCC 1, 2, 4</p>	<p>COUN 603-Appraisal and Assessment</p> <p>COUN 634-Diagnosis</p> <p>PRAC 616-Practicum</p> <p>INTR 601/603-Internship I and II</p>	<p>Mental Measurements Yearbook Review</p> <p>Group Diagnostic Category Presentation</p> <p>CCS-R Skills & Dispositions</p> <p>CCS-R Skills & Dispositions</p>	<p>Alumni Survey</p> <p>Employer Survey</p>	<p>that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p> <p>Alumni Survey: every 2 years</p>	<p>one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.</p>	<p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.</p>
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*MFCC Outcome

+CMHC Outcome

Also note that demographic data of applicants, students, and faculty will be collected and analyzed to inform Program Changes and Improvements.

Key:

A. Institutional Learning Goals:

1. Disciplinary Knowledge and Skill
2. Critical Thinking
3. Scientific and Quantitative Reasoning
4. Cultural Competence in a Diverse World
5. Communication
6. Literacy
7. Moral and Ethical Responsibility
8. Community Engagement and Service

B. WASC Core Competencies:

1. Written and Oral Communication
2. Critical Thinking
3. Quantitative Reasoning
4. Information Literacy

C. Program/Student Learning Outcomes: Your department / program outcomes

<p>OUTCOME 1-Professional identity and Ethical Practice. Graduates will have developed a professional identity as a counselor in alignment with ethical and legal standards of practice as well as the dispositions related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence. (CACREP Standards 2.F.1.i, 2.F.1.K)</p>
<p>OUTCOME 2-Social justice and cultural diversity. Graduates will have developed an understanding of various cultures and the implications of diversity for social justice and advocacy. Graduates will have demonstrated insights into the social and psychological implications of socioeconomic position and how power, privilege, and oppression can affect an individual's mental health and recovery. (CACREP Standards 2.f.2.c., 2.F.2.e., 2.F.2.h.)</p>
<p>OUTCOME 3-Human growth and development. Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan. (CACREP Standards 2.F.3.a., 2.F.3.i.)</p>
<p>OUTCOME 4-Career development. Graduates will have demonstrated the ability to advocate for clients' diverse career needs and educational development using theories and models of career development. (CACREP Standards 2.F.4.a., 2.F.4.g.)</p>
<p>OUTCOME 5-Counseling and systemic practice. Graduates will have applied theories and models of counseling through essential interviewing, counseling, and case conceptualization skills and will have integrated a systems approach to conceptualizing client development, presenting issues, and counseling strategies and approaches. (CACREP Standards 2.F.5.a., 2.F.5.b., 2.F.5.g.)</p>
<p>OUTCOME 6-Group counseling and effective leadership. Graduates will have incorporated theoretical foundations of group work to become a group process facilitator and a positive force in achieving high levels of participation, cooperation and cohesion in group counseling settings. (CACREP Standards 2.F.6.a., 2.F.6.b.)</p>
<p>OUTCOME 7-Assessment and testing. Graduates will have acquired, refined, and demonstrated appropriate ability to assess client issues for diagnosis and treatment planning. (CACREP Standards 2.F.7.b., 2.F.7.e.)</p>
<p>OUTCOME 8-Research and program evaluation. Graduates will have demonstrated the ability to critique research in order to incorporate evidence-based counseling practices in a variety of settings. (CACREP Standards 2.F.8.a., 2.F.8.b.)</p>
<p>OUTCOME 9 (MFC Track Only)-Professional Practice. Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively work with couples, families, and other systems in a variety of settings. (CACREP Standards 5.F.1.f., 5.F.2.a., 5.F.3.c.)</p>
<p>OUTCOME 10 (CMHC Track Only)-Professional Practice. Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings. (CACREP Standards 5.C.1.e., 5.C.2.d., 5.C.3.b.)</p>

D. Specialty Standards Used for PSLO's (APA, CACREP):

<p>PSLO 1-Professional Identity and Ethical Practice 2.F.1.i.-ethical standards and applications of ethical and legal considerations 2.F.1.k.-strategies for personal and professional self-evaluation and implications for practice</p>
<p>PSLO 2-Social Justice and Cultural Diversity 2.F.2.c.-multicultural counseling competencies 2.F.2.e.-effects of power and privilege for counselors and clients 2.F.2.h.-strategies for identifying and eliminating barriers, prejudices, oppression and discrimination</p>
<p>PSLO 3-Human Growth and Development 2.F.3.a.-theories of individual and family development across the lifespan 2.F.3.i.-ethical and culturally relevant strategies for promoting resilience and wellness across the lifespan</p>
<p>PSLO 4-Career Development 2.F.4.a.-theories and models of career development, counseling, and decision making 2.F.4.g.-strategies for advocating for diverse clients' career and educational development</p>
<p>PSLO 5-Counseling and Systemic Practice 2.F.5.a.-theories and models of counseling 2.F.5.b.-systems approach to conceptualizing clients 2.F.5.g.-essential interviewing, counseling, and case conceptualization skills</p>

<p>PSLO 6-Group Counseling and Effective Leadership 2.F.6.a.-theoretical foundations of group counseling and group work 2.F.6.b.-dynamics associated with group process and development</p>
<p>PSLO 7-Assessment and Testing 2.F.7.b.-methods of effectively preparing for and conducting initial assessment meetings 2.F.7.e.-use of assessments for diagnostic and intervention planning purposes</p>
<p>PSLO 8-Research and Program Evaluation 2.F.8.a.-how to critique research to inform counseling practices 2.F.8.b.-identification of evidence-based counseling practices</p>
<p>PSLO 9-MFCC Professional Practice 5.F.1.f.-assessments relevant to MCFC 5.F.2.a.-roles and settings of MCF counselors 5.F.3.c.-techniques and interventions of MCFC</p>
<p>PSLO 10-CMHC Professional Practice 5.C.1.e.-psychological tests and assessments specific to CMHC 5.C.2.d.-diagnostic process, including use of DSM and ICD 5.C.3.b.-techniques and interventions for prevention and treatment of mental health issues</p>

D. Course Learning Outcomes: Representative outcomes from the syllabus of a course or courses that will be assessed (usually begin with one where students demonstrate degree-level mastery of the outcome)

E. Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

F. Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

G. Assessment Schedule: This schedule should be realistic. In general, a program should try to assess one program outcome at least twice during its program review cycle.

H. Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

I. Designated Personnel: Who in your program is responsible for organizing and conducting the assessment? Responses may include: assessment committee, assessment coordinator, all faculty, or chair.

J & K When will findings be reported and what closing-the-loop strategies are being used: When will you report these findings to the rest of your program’s faculty and discuss the closing-the-loop strategies? Strategies may include revising program curriculum, reviewing curriculum map to determine course order, more training on inter-rater reliability, etc.