

Annual Assessment Report for 2020-2021 AY

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: MS in Clinical Rehabilitation and Mental Health Counseling, and MS in Marriage, Family and Child Counseling Degree Master of Science (MS)

Assessment Coordinator: Drs. Mandy Greaves & Yuleinys Castillo

1. Please list the learning outcomes you assessed this year.

The CRMHC and MFCC programs assessed one goal across one objective encompassing effective practice among counseling students in collaborative and interdisciplinary environments. According to the Student Outcomes Assessment Plan (SOAP) listed on the university website, the goal and objective were as follows:

(2) PLO (MFCC Goal): Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

SLO 2.3 Apply knowledge to conduct effective counseling

(2) PLO (CRMHC Goal): Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

SLO 2.6 Demonstrate essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

The CRMHC and MFCC programs used a variety of instruments including data from

- (a) CRMHC rubrics (i.e., Rehab 239)
- (b) MFCC Rubrics (i.e. COUN 239)
- (c) Employer Survey
- (d) Comprehensive Examination

For reference, all rubrics and surveys are attached below in Section 6 under additional guidelines.

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

MFCC COURSE DATA

COUN 239- Counselor Disposition Evaluation

The following data was analyzed for students (N= 85) who completed COUN 239- Field Placement in Counseling During Fall 2020 and Spring 2021. As agreed upon by program faculty in Fall 2020, specific items (i.e. 2 and 7) were assessed from the Counselor Disposition Evaluation form for COUN 239 Field Placement. The Counselor Disposition Evaluation form is completed by the counseling trainee's (student) course supervisor/instructor.

On item 2, “**Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients**”, the average score was 2.83 on a 3-point Likert-Type scale, which is between *exceeds expectations* and *meets expectations* performance required of a competent student and counselor. Approximately 85% of students scored a rating of 3 (exceeds expectations) and approximately 25% of students scored a rating of 2 (meets expectations) with a total of 100% of students receiving a passing score.

On item 7, “**Utilizes assessment data to adjust counseling approaches, consultation practices or program implementation**”, the average score was 2.55 on a 3-point Likert-Type scale, which is between *exceeds expectations* and *meets expectations* performance required of a competent student and counselor. Approximately 65% of students scored a rating of 3 (exceeds expectations) and approximately 27% of students scored a rating of 2 (meets expectations) with a total of 92% of students receiving a passing score.

Students in COUN 239: Field Placement, Counselor Disposition Evaluation, seem to be performing at a level that exceeds expectations or meets expectations across the two items and addresses the SLO 2.3 Apply knowledge to conduct effective counseling.

COUN 239- Final Evaluation of Counseling Trainee

The following data was analyzed for students (N= 71) who completed COUN 239- Field Placement in Counseling During Fall 2020 and Spring 2021. As agreed upon by program faculty in Fall 2020, specific items (i.e. 4 and 7) were assessed from the Final Evaluation for Counseling Trainees form for COUN 239 Field Placement. The Counseling Trainee Final Evaluation form is completed by the counseling trainee's (student) site supervisor regarding their counseling performance in the field.

On item 4, “**Ability to formulate and implement a treatment plan**”, the average score was 3.44 on a 4-point Likert-Type scale, which is between *above performing at expected level* and *performing at expected level* which is required of a competent student or counselor.

Approximately 47% of students scored a rating of 4 (performing above expected level) and approximately 46% of students scored a rating of 3 (performing at expected level) with a total of 93% of students receiving a passing score.

On item 7, “**Diagnoses accurately, shows understanding of personal/family dynamics**”, the average score was 3.6 on a 4-point Likert-Type scale, which is between *above performing at expected level* and *performing at expected level* which is required of a competent student or counselor. Approximately 58% of students scored a rating of 4 (performing above expected level) and approximately 41% of the students scored a rating of 3 (performing at expected level) with a total of 99% of students receiving a passing score.

Students in COUN 239: Field Placement, Counseling Trainee Final Evaluation, seem to be performing at a level that exceeds expectations or meets expectations across the two items and addresses the SLO 2.3 Apply knowledge to conduct effective counseling.

MFCC Course (Data) Summary

Based on the following data collected from various assessment tools, it is evident that the MFCC program continues to provide students with intensive, high-quality, clinical supervision and training to practice effectively in collaborative and interdisciplinary environments in clinical counseling and systemic theory/practice. Specifically, students appear to have demonstrated application of knowledge to conduct effective counseling.

CRMHC COURSE DATA

REHAB 239- Counselor Disposition Evaluation

For this section, data collected for 43 intern students enrolled in REHAB 239, Internship, during fall 2020 and Spring 2021. Program faculty agreed to utilize specific items to assess the performance of students related to counselor work and collaboration ability in multidisciplinary settings. The Counselor Disposition Evaluation form is completed by the intern’s (student) course supervisor/instructor.

On item B2, **Counselor work** (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions. Students were rated using a three point likert scale (1 = inadequate 2 = meet expectations 3 =exceeds expectation). The average score 2.58 among all students. All students scored at the meet expectations or exceeds expectation levels.

On item F1, **Demonstrates** the ability to work creatively and collaboratively with colleagues, clients, families, and the community. Students were rated using a three point likert scale (1 = inadequate 2 = meet expectations 3 =exceeds expectation). The average score was 2.49 among all students. Approximately 93% of students scored at a rating of *meet expectations or exceeds expectations*; the rest did not display the behavior. A remediation plan was develop for interns with no demonstration of this behavior to increase their performance.

Considering the scores on these two items, CRMHC interns seem to demonstrating behaviors that support their ability to utilize counseling skills and knowledge to effectively in collaborative and interdisciplinary environments.

REHAB 239 Qualitative Evaluation of CRMHC Interns

Site supervisors provided qualitative feedback on the performance and contributions of CRMHC interns. Program faculty identified themes related to collaboration and contribution to agencies to demonstrate interns' ability to navigate multidisciplinary environments. In the academic year, Fall 2020- Spring 2021, 43 interns completed their internship experience successfully. There were 43 data points included in the analysis to evaluate interns' performance. Based on the data analysis, three themes were identified: professionalism, positive contribution, and counseling skills.

Professionalism: multiple site supervisors emphasized professional behavior among interns. Interns demonstrated professionalism by clearly communicating expectations with supervisors, embracing a professional behavior, and showing respect towards others. Furthermore, interns displayed positive ethical behavior and interest in learning about the counseling profession.

Positive contribution: multiple site supervisors described that interns quickly became team members. Interns asked questions and found ways to contribute to the success of the agency. In addition, three site supervisors explained how interns collaborated with staff members effectively to identify ways to work with clients.

Counseling skills: Multiple site supervisors explained that CRMHC interns demonstrated effective counseling skills and utilization of interventions. Interns brought ideas to supervision that were evaluated for fit with treatment as well as asked for suggestion/guidance for their service delivery.

However, site supervisors also shared areas for improvement for CRMHC internship experience. First, interns can work on their confidence in their counseling skills, improve their communication skills with clients/supervisors, and enhance their case management skills. Our program aims to focus in these areas to continue improving the experience of future interns working with our community partners.

EMPLOYER SURVEY

MFCC

Using data from the Employer Survey tool to assess SLO 2.3 (MFCC)- Apply knowledge to conduct effective counseling the following items were assessed:

From Fall 2020 to Spring 2021, all enrolled students in the COUN 239: Field Placement site supervisors were asked to evaluate the effectiveness of the MFCC program in the training of counseling trainees (N=68). A total of 9 field placement sites responded to the MFCC program evaluation in regards to preparedness and effectiveness of our counseling trainees. Information from the Field Site Employer Survey is used to evaluate how our students are applying knowledge from the program to the application of counseling in the field.

The Employer Survey is based on a 6-point Likert-Type scale (0- Unsatisfied to 6- Very Satisfied. On item 21, “In general, I feel that the graduate(s) I hired/supervised was/were all prepared by the MFCC program”, with an average score of 5.62 which is considered *very satisfactory*. On the whole, students appear to be prepared and ready for the expectations of field placement. The most common response to what Employers/Supervisors like most about the way the MFCC program prepares the counselor trainee was the amount of hands-on experience the student receives prior to their field placement and the student’s ability to work independently at the site. The most common recommendation for improvement for the MFCC program would be more training on clinical note writing.

CRMHC

The site Supervisor Survey data was used to assess CRMHC students ability to effectively provide services to clients using counseling skills and collaborate with others.

For the academic year, Fall 2020- Spring 2021, site supervisors were asked to provide their satisfaction with CRMHC students’ ability to work as counselors. A total of 23 supervisors responded to the survey. In order to evaluate CRMHC students ability to demonstrate counseling abilities and teamwork skills, the program faculty decided to focus on two items: knowledge and educational preparation. The majority of respondents were satisfied or very satisfied with students’ knowledge and educational preparation. The survey uses a 5 point scale measuring respondent’s satisfaction with CRMHC student as a counselor.

COMPREHENSIVE EXAM

Using data from the comprehensive examination, during Fall 2020 and Spring 2021, 40 students in CRMHC took the examination. In Fall 2020, two students did not pass the Essay section and two students did not pass the Multiple Choice out of 25 students resulting in a 92% passing rate for each section. In Spring 2021, 15 CRMHC students took and successfully passed both sections of the comprehensive exam resulting in a 100% passing rate. Thirty-nine students in MFCC took the examination during Fall 2020 and Spring 2021, and 56 passed resulting in an 81% pass rate. While those who passed the exam did well in the most important issues (crisis, legal and ethical issues), a notable weakness was the student’s responses in appropriate treatment methods.

During the Fall and Spring examination, students in the CRMHC were presented with five vignettes in which students are required to write on three out of the five. Vignettes include case conceptualization relative to rehabilitation counseling, diagnosis and assessment measures, and theories and techniques overview. Additionally, ethical dilemmas that involved diversity issues including but not limited to race, sexuality, religion/spirituality, age, personal/professional values, and education in which they were responsible for writing about the cultural, legal, ethical, and clinical factors associated with the case. Students enrolled in MFCC also responded to a clinical vignette and responded in essay form to address the following: family’s strengths, diversity issues, ability to properly diagnose, crisis issues, legal issues, ethical issues, systemic assessment and treatment planning.

For any failed attempt, students must meet with program faculty prior to re-registering for the examination. Students are also provided with a packet of material including scholarly resources, sample questions, and student responses- all identifying information is removed (questions from previous years are not in rotation to appear on the examination; prior student responses are offered, so that student obtain an idea for the type of depth and citing of resources needed to in the allotted amount of time). Students are strongly encouraged to attend a review session in order to gain familiarity with the structure of the examination and knowledge domains, which aligns with the national accreditation through the Council of Accreditation for Counseling and Related Educational Programs (CACREP). The knowledge domains/core content areas for national accreditation can be accessed via the CACREP website <https://www.cacrep.org/>.

Suggested improvements include greater emphasis on clinical note writing and implementation of theory in counseling sessions. The results from the Employer Survey and the Comprehensive Examination indicate students were able to demonstrate a firm grasp of theoretical knowledge associated with counseling and counseling skills but could benefit from integrating this knowledge in a practical setting in their field practice.

4. What changes, if any, do you recommend based on the assessment data?

Based on feedback from the various assessment tools, the MFCC program recommends that learning and implementing clinical note taking skills be integrated into the COUN 238- Advanced Practicum and COUN 239- Field Placement courses. Similarly, the CRMHC program aims to incorporate a strong case conceptualization and case management into its field experience courses.

The Counselor Education and Rehabilitation Department plans to reevaluate the effectiveness of the assessment tool Counselor Disposition. Many assessment tools are going to be evaluated by faculty regarding the reliability and validity of the instruments. The department faculty has discussed that the current Counselor Disposition may have some questions that can be inferred in multiple meanings, which disrupts the accurate collection of data.

5. If you recommended any changes in your response to Question 4 in last year's assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year's report please write N/A as your answer to this question.

Since the previous Annual Report from 2018-2019, the following has been implemented and improved in the Counselor Education and Rehabilitation Department. The assessment of student learning of Key Performance Indicators (KPIs) have been identified and aligned with program objectives. The KPIs development aided in the ability to assess multiple areas in multiple points in time. KPIs are assessed by faculty and stakeholders (e.g. site supervisors) at multiple points during the student's academic program, measuring in both content knowledge and applied knowledge/skill. Data has been collected since 2019 using the Qualtrics software system.

In 2019 the Student Outcomes Assessment Plan (SOAP) was updated to reflect and align better with CACREP standards. Due to the efforts of faculty in creating a more aligned SOAP, the assessment measures, course standards and assessment schedule have been clearly defined and

laid out to improve future assessments. In an effort to improve data points of students' educational programs, all evaluations for the MFCC Program were digitized. This allows faculty to see progress of students across time, identify areas for improvement in the program, and work with students who need additional support. Digitizing the evaluation forms has also improved the rate of completion of the evaluations from all stakeholders (e.g. faculty, students, site supervisors, field site employers). The data is being stored to aid with CACREP accreditation processes in addition to improved analysis of student and program data.

In the Fall 2020 semester, the CRMHC Program and the MFCC Program underwent a CACREP site visit for evaluation of both programs for re-accreditation. After submitting amendments to CACREP regarding the ratios of our core faculty to students and the change in the name and programs to CRMHC, both programs were awarded with 7 years re-accreditation.

6. What assessment activities will you be conducting during the next academic year?

The programs are scheduled to review/revise the alumni survey, student exit survey and advisory board meetings, specifically to ensure content related to accreditation, university and department expectations are being met. In addition, the MFCC and CRMHC programs will be assessing the following goal from our Joint SOAP plan:

PLO (MFCC Goal): Prepare professional counselors with the knowledge to meet the needs of an increasingly diverse and changing society.

SLO 1.5 Identify counseling, legal and ethical concerns related to the needs of people who are living and developing in a pluralistic society

PLO (CRMHC Goal): Prepare professional counselors with the knowledge to meet the needs of an increasingly diverse and changing society.

SLO Demonstrate awareness to the existence of cultural diversity and develop sensitivity to people of diverse backgrounds.

7. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

The following are major issues that was identified during the last Program Review feedback:

- (1) The Review Team, as a concern for the program's CACREP accreditation, cited faculty workloads.

Action Taken: Since the Program Review, the full-time tenured track faculty has increased from 7.5 to 9 with two full-time adjunct faculty. Due to budgetary constraints, the MFCC program has not been able to hire a new full-time faculty (contracted or tenure track). The additional hires to the department have positively impacted the FTEF to FTES ratio in the MFCC program and we are now in compliance with the CACREP accreditation. The MFCC program has also switched to a Cohort Model in which the number of students enrolled into the

program are limited and reduces the workload on the faculty by limiting how many course sections are being offered.

The CRMHC has hired two full time faculty members increasing the student to faculty ratio. The additional hires have helped the department to meet the CACREP requirements for accreditation. In addition, the CRMHC program only admits students in the fall semester to reduce faculty workload and student ratio.

- (2) Some aspects of the program need to be recognized as a full year commitment for faculty. Unlike most programs on campus, the faculty must respond to the demand for year round course offerings, most notably the clinical training and the related obligations to the community.

Action taken: As was cited in the Program Review recommendations and by the University Graduate Committee, recognition of the programs year round commitment to students and community is vital. Faculty and students enrolled in the Counselor Education Program at the time viewed the support for summer course offerings as the single most critical issue to be addressed as the status of summer course offerings continues to be highly variable. The CSU's summer policy, the rate of faculty summer pay, limits on FTES and the budgetary forecast for the KSOEHD has eliminated the number of summer classes. This has impacted the program's ability to service the community and facilitate our students' completion of their degrees in a timely manner. Although the Kremen School of Education and Human Development (KSOEHD) Dean has consistently funded several sections of Field-Placement during the summer over the years, stable year-round support is needed to maintain field-placements of students who are providing mental health services to the community. Further, our community constituents would not tolerate the program's pulling field placements from their operations during the summer months; mental health and counseling needs are prevalent year round, and the confidence and trust our constituents have placed in us is, in part, due to our ability to service agencies and schools year round.

- (3) Development of an articulated enrollment management policy to establish manageable advising and to project supervision loads on faculty

Action Taken: The program in coordination with the department and the Dean developed a Cohort model to limit the amount of enrollment into the MFCC program. In addition, further development of the program's Comprehensive Examination where approximately 95% of students now choose the exam as an option for their culminating experience has significantly reduced the workload associated with supervising student projects and thesis.

- (4) Establish more consistent class size caps to reduce faculty workloads consistent with CACREP requirements

Action Taken: With the changes in the university budget formula, the program developed a Cohort Model which limits the amount of enrolled students in the

MFCC program. The amount of students admitted is in coordination with the CSU policy of graduate class size caps and university budget restrictions.

*Please see attached rubrics and surveys which provide additional documentation for information provided above.

[Professional Disposition Assessment](#)

[COUN 239 Final Evaluation of Counseling Trainee](#)

[Employer Survey](#)

[MFCC Comprehensive Exam Vignette Rubric](#)

[Employer Satisfactory Survey](#)