

# Assessment of Student Learning Plan (ASLP): Counseling Education

2018-19 Academic Year

University of Southern Maine

## A. College, Department, Date

*College* College of Management and Human Services  
*Department* Counselor Education  
*Date* June 17, 2019

## B. Contact Person for the Assessment Plan

*Name and title* Dr. Adele Baruch,  
*Associate Professor Department Chair*

## C. Degree Program

*Name of Degree Program* \_Counselor Education

## D. Assessment of Student Learning: Program Assessment

### Step 1: Identify the Student Learning Outcomes (SLO's)

a. Are your student learning outcomes published on your department's website?

Yes

i. If yes, please provide the url: [\\_https://usm.maine.edu/counselor-education/accreditation-and-program-outcomes](https://usm.maine.edu/counselor-education/accreditation-and-program-outcomes)

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

Please see chart of "Core Areas of Competencies" (attachment 1)

b. Please identify **which of your student learning outcome(s) were assessed this past academic year.**

All of our students are assessed on Key Indicators of the Integration of Core and Specialty Standards" (attachment 2a)

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes (attachment 2a)
- i. If yes, do you have this map published on your website?  
Not currently, we plan to put the Key Indicators up with associated assessments in early fall. Please provide the url or attach a copy of the curriculum map.

### **Step 2: Assessment Methods Selected and Implemented**

- a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

*CPCE scores, The Hanna Rubric (assessed at both Internship and Practicum), the Practicum Candidacy Scale, Portfolio Assessments*

- b. Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.

*As stated above, the Hanna Rubric is assessed during both field experiences, Practicum and Internship (Attachment 3), Assessments during both field experiences are new this year. The Practicum Candidacy Scale (attachment 4) is assessed at the conclusion of HCE 621 (Counseling Skills), Portfolio presentations and assessments occur during Internship. Students typically take their CPCE exams either prior to Practicum or Internship*

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).

*Our program reviews assessment results at our annual review of students, each fall.*

- b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

*-We have added course material on crisis and trauma intervention (in HCE 644 and 645) and consultation (in HCE 621)*

*-We have conferred with faculty, reviewed and amended course delivery approaches in our Career course (HCE 605)*

*-HCE 607 School Counseling Programs and Services has added material on client referral sources and college and career readiness*

*-HCE 500 Orientation to the Counseling Profession has added material on current labor market information*

*-Assessments of several Hanna Rubric Indicators offered by Internship supervisors, and integrated into the overall assessment of Key Indicators (attachment 2b)*

- c. *Date of most recent program review/self-study?*  
*Two addendums to our 2017 self-study, created spring and fall 2018; CACREP review and site visit fall, 2018*

**E. Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

*We include a dispositional review of all students assessed according to our published scale (published in our handbook) assessed by advisors with feedback from all faculty at our annual review of students. For the second review of the Hanna Rubric, at the Internship level, we have identified several core counseling skills to be assessed by Internship Supervisors and shared with students and Internship Instructors. These are entered into the key indicator charts, and they are discussed along with overall progress at each student's annual review (attachment 2b).*

**F. Community Engagement Activities in your departmental curriculum:**

- a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.*

All of the learning outcomes for the syllabi for Practicum and Internship are associated with skill development during community-based field experiences (syllabi in Attachment 6A & 6B). The Hanna Rubric is entirely focused on skill development during field work during both Practicum and Internship (attachment 3).

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<u>R</u>	<u>O</u>
Student-Faculty Community Research Project	<u>R</u>	<u>O</u>
Internship, or a Field Experience	<u>R</u>	<u>O</u>
Independent Study (community-related project)	<u>R</u>	<u>O</u>
Capstone Course (community-related project)	<u>R</u>	<u>O</u>
Service-Learning (course-based)	<u>R</u>	<u>O</u>
Study Abroad, or an International Program	<u>R</u>	<u>O</u>
Interdisciplinary Collaborative Project (community related)	<u>R</u>	<u>O</u>
Student Leadership Activities (related to a team project)	<u>R</u>	<u>O</u>
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	<u>R</u>	<u>O</u>
Other activities (please list):		
Pre-Practice experience in counseling skills *R		
Group Leadership experience in the field *R		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: HCE 612, 609 Mid-level courses: HCE 502, 640, 644, 690, 691\_ Upper-level courses: HCE 686, 627

**Key Indicators of Integration of Core and Specialty Standards Across the Counselor Education Program**

<b>KNOWLEDGE &amp; SKILLS</b>	<b>Practicum Candidacy Scale</b>	<b>Hanna Rubric</b>	<b>CPCE</b>	<b>Portfolio Evaluation</b>	<b>Dispositional Scale</b>
1) Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination		X	X		
2) Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	X	X	X	X	X
3) Demonstrate an integration and application of their knowledge and skills in the concentration areas in counseling (school, clinical mental, and rehabilitation)		X	X	X	X
4) Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment	X	X		X	
5) Apply individual and group counseling skills and techniques	X	X			
6) Evaluation of counseling interventions and programs		X	X		
7) The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation		X		X	
8) Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	X	X	X		
9) Help-seeking behaviors of diverse clients	X	X			X

11/7/2017



