Learning Outcomes Data for the Senate Committee on Instructional Program Priorities

Program: M.S. in Counseling: School Counseling Specialization

Department: EDC / Counselor Education

Number of students enrolled in the School Program in Fall, 2011: 88

Faculty member completing template: Dr. Susan Wycoff (Date January 20, 2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The 60 unit School Counseling Program is accredited by the California Commission on Teacher Credentialing (CCTC) and meets the academic requirements for the K–12 California Pupil Personnel Services (PPS) Credential. Our School Program is also nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and therefore, is curriculum standards and learning-outcomes based. Upon successful program completion, students are license eligible for the Licensed Professional Clinical Counselor (LPCC) which is regulated by the California Board of Behavioral Science (BBS). This license serves as evidence of significant training and clinical competence and enables individuals to operate a private practice in California. Students are also eligible to become National Certified Counselors (NCC), and may sit for the National Counselor Examination (NCE) in the last semester of their program of study. Our curriculum and practica experiences are linked to identified learning outcomes and each of these learning outcomes is assessed by student performance. For specific information regarding these changes the reader is referred to the CACREP and BBS approval documents available from the author of this report upon request.

[Please limit your response to 200 words or less]

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The School Program has 15 stated learning outcomes (see Appendix A). These outcomes are tied to critical knowledge, attitudes/awareness, and skills for school counselors. Meeting these learning outcomes leads directly to both the M.S. degree and the awarding of PPS credential, and if desired, the LPCC and NCC. Following are three of those goals that encapsulate the 15 learning outcomes:
a) School Counseling graduates will possess knowledge, theory, and skills to work as effective school counselors to work in elementary, middle or secondary schools while meeting the academic requirements for the K–12 California Pupil Personnel Services (PPS) Credential for school counseling.

b) School Counseling graduates will function as key member of an educational team seeking to optimize children's academic, socio-emotional, and career development.

c) School Counseling graduates will possess the expertise necessary to lead an educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals and community representatives to identify, develop, implement and evaluate comprehensive guidance and counseling programs that provide key services to both the individual child.

[Please limit your response per outcome to 300 words or less]

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University's Baccalaureate Learning Goals? Please be as specific as possible.

The University's Baccalaureate Learning Goals are not applicable. The M.S. degree in School Counseling is a 60 unit graduate level program.

[Please limit your response to 400 words or less]

4. For each desired outcome indicated in item 2 above, please: a) Describe the method(s) by which its ongoing pursuit is monitored and measured. b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected. c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program. Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

a) Describe the method(s) by which the Career program is monitored and measured:

School Counseling graduates will possess knowledge, theory, and skills to work as effective school counselors to work in elementary, middle or secondary schools while meeting the academic requirements for the K–12 California Pupil Personnel Services (PPS) Credential for school counseling.

1) Papers, discussions, assessment and presentations in counseling seminars (EDC 210; 212; 214; 216/280; 233; 250; 260)
2) Assessment and evaluation (EDC 219; 231; 272)
3) Counseling practicum & field study evaluations (EDC 475; 480)
4) Culminating Experience: Counselor Preparation Comprehensive Examination (EDC 290)
5) Culminating Career client case study (EDC 480; 290).

School Counseling graduates will function as key member of an educational team seeking to optimize children's academic, socio-emotional, and career development.

1) Counseling practicum & field study evaluations (EDC 475; 480)
2) Assessment via papers, discussions, examinations and presentations in counseling seminars (EDC 242; 270; 272; 210; 212; 214; 219; 233; 234; 250)
3) Culminating Experience: Counselor Preparation Comprehensive Examination (EDC 290)
4) Culminating Career client case study (EDC 480; 290).

School Counseling graduates will possess the expertise necessary to lead an educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals and community representatives to identify, develop, implement and evaluate comprehensive guidance and counseling programs that provide key services to both the individual child.

1) Assessment and evaluation in (EDC 218; 231; 252)
2) Counseling practicum & field study evaluations (EDC 475; 480)
3) Papers, discussions, assessment and presentations in counseling seminars (EDC 250; 270; 272; 274; 296L)
4) Field study site supervisor evaluations (EDC 480)
5) Culminating Experience: Counselor Preparation Comprehensive Examination (EDC 290)
6) Culminating Career client case study (EDC 480; 290).

b) Include a description of the sample of students from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

EDC 280 and EDC 475 instructors evaluate School Program students using the Basic Counseling Skills Evaluation (BCSE), which was developed by the Department of Counselor Education faculty. This tool uses a 5-point Likert scale to measure students’ performance on 32 items. Although this scale provides an overall assessment of students’ counseling skills, the 32 items are also divided into 5 subcategories (i.e., Session Management, Attending and Facilitation Skills, Goal Setting and Achievement, Theoretical and Professional Knowledge, Personal Skills, and Outside of Counseling Sessions) that allow instructors to clearly identify students’ strengths and areas for growth. EDC 480 site supervisors hold the PPS credential and evaluate School Program students using a 5-point Likert-type scale that assesses counseling skills and techniques; professional conduct, responsibility, and ethics; motivation and independent initiative; ability to work with others; administrative and procedural skills; attendance, punctuality, and time management; case management; and overall performance.

Case Study: EDC 480 instructors evaluate School Program students on their written clinical case study. The case study includes the following client, school, and counselor information: client/child background information and presenting problem, assessment, treatment goals and interventions, counselor’s cultural and legal/ethical responsiveness, counselor’s critique of school site, and counselor’s self-reflection.

Counselor Preparation Comprehensive Examination (CPCE): Students complete the CPCE (a standardized national counselor exam) in EDC 290. The CPCE measures students’ knowledge and understanding of the CACREP 8 core content areas: C1: Human Growth & Development, C2: Social & Cultural Foundations, C3: Helping Relationships, C4: Group Work, C5: Career &

c) Describe and append a sample of the “instrument,” “artifact” or other device used to assess the status of the learning outcomes desired by the program.

A sample evaluation templates used by the Career Counseling Program are in the Appendices.

d) Explain how the program faculty analyzed and evaluated the data to reach conclusions about each desired student learning outcome.

Our department utilizes two key assessments to make critical decisions about student competence prior to being recommended for program completion, including: Basic Skills Evaluation and the Comprehensive Professional Counselor Examination (CPCE) which addresses the field related categories of Human Growth and Development (C1), Social & Cultural Foundations (C2), Helping Relationships (C3) Group Work (C4), Career & Lifestyle Development (C5), Appraisal (C6), Research & Program Evaluation (C7) and Professional Orientation and Ethics (C8). As faculty, we selected assessment instruments that would provide a wide measure of candidates’ performance in a number of counseling domains. Our ultimate goal is to ensure that our students develop the necessary counseling skill sets as well as create a productive learning environment for our students. Both of the assessment instruments have items that adequately measure candidates’ performance as related to 1) skill assessment and 2) field related knowledge base.

The school counseling program has made key changes as a result of ongoing program evaluation such as adopting the Board of Behavioral Sciences (BBS) Licensed Professional Counselor curriculum (LPCC) that will allow students completing a Master’s in Counseling to be eligible for the LPCC; revising the clinical practice course in which school program students receive focused micro-skills training for work with children and youth prior to their field practicum course; and requiring school program students to complete a law and ethics course w/ a focus on relevant school laws. Our Department uses the results of the assessment instruments to directly inform our curriculum review process. The faculty uses the information from these sources to inform program changes and how we will address problem areas that seem to repeatedly surface. Our Curriculum Review and Program Development Committee has revised and developed a new curriculum that is consistent with the requirements of the LPCC. The qualitative feedback we received during the last academic year indicated a need for school counseling candidates to have proficiency in psychopathology and substance addiction. As a result, these two courses are also required for school counseling student as a part of their core program.

[Please limit your response to 200 words or less per learning outcome]

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)
5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

   a) The department faculty engage in a curriculum review every 2 years, with course modifications reflecting professional trends and identified needs. The department actively attempts to ensure that the characteristics of student applicants reflect the characteristics of the community and communities of need. Instruction and experiential learning components are provided to ensure that School counseling students develop a thorough knowledge of their particular specialization and their professional roles as school counselors.

   b) The School Program continues to maintain partnerships with the San Juan Unified School District, the Elk Grove Unified School District and Sacramento City Unified District. The schools and communities involved in these partnerships serve as designated field study sites, designated centers, where a university-community scholarship strategy is implemented. This strategy seeks to combine education, community service and research. Most students completing the requirements for the Pupil Personnel Services Credential perform all of their field hours at one or more of these designated centers. Additionally, the CSUS program maintains its ongoing commitment to assisting local and regional school districts via recommendation of the Pupil Personnel Services Internship Credential. Persons who obtain the Internship Credential through the program at CSUS are permitted to work under the credential for a maximum of two years. As early as the third semester of our program, School students begin to receive direct training and serve clients in practicum and in field study for a total of 600-PPS credentialed supervised hours by gaining professional experience prior to completion of the program. Students within the school counseling program reported serving child and adolescent clients at various elementary, middle and high school settings such as: Howe Elementary, Oak Ridge Elementary, Jackman Middle School, El Camino High School, and Valley High School. Those further reported that the theories most applied were drawn from: Person Centered Theory (i.e., Gestalt, Existential), Adlerian Theory, Brief Solution Focused, Cognitive Behavioral, Rational-Emotive and Behavior Theory. Additional theories, assessments and techniques were drawn from play and art therapies & Choice Theory.

   c) Field Study school site supervisors evaluate our graduate students using a 5-point Likert-type scale that assesses counseling skills and techniques; professional conduct, responsibility, and ethics; motivation and independent initiative; ability to work with others; administrative and procedural skills; attendance, punctuality, and time management; case management; and overall performance.

   d) Our department utilizes two key assessments to make critical decisions about student competence of learning outcomes prior to being recommended for program completion. We selected assessment instruments that would provide a wide measure of School students’ performance in a number of counseling domains. Our ultimate goal is to ensure that our students develop the necessary counseling skill sets as well as create a productive learning environment for them. Both of the assessment instruments have items that adequately measure students’ performance as relates to 1) skill assessment and 2) field related knowledge base. Our data from the CPCE results reveal that our School Program students’ performance is above the national average. The basic counseling skills checklists allows faculty to evaluate candidates twice during the semester which informs us on how
well candidates develop and practice the fundamental counseling skills. This provides an opportunity for School Program students to receive constructive feedback throughout the semester, thus, giving them opportunities to practice and improve in their deficit areas. An additional evaluation, the field site supervisor feedback which takes place half way through the semester and at semester end, provides direct feedback related to the students’ performance in the field of school counseling and their capacity to demonstrate satisfactory application of knowledge related to the counseling domains in real world settings.

[Please limit your response to 200 words or less per item]

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

The Department of Counselor Education conducts a survey of recent School Program graduates (alumni) one, three, and five years following graduation. The survey is mailed to selected School Program alumni and the results are available in the Counselor Education office and on the Departmental website: http://edweb.csus.edu/edc/evaluations/ However, due to faculty numbers being unexpectedly and significantly reduced in recent semesters, we are overburdened with workload issues and have been unable to take the needed steps to enter the most recent alumni survey data. Given this reality, we would like to set up a system that is more pragmatic and conducive to analyzing and using the data to improve curriculum standards and learning outcomes.

[Please limit your response to 300 words or less]

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The Department of Counselor Education Department has been engaged since the early 2000’s in establishing assessment processes that measure our student learning outcomes. This was in response to our departmental efforts and success in demonstrating a commitment to meeting the national accreditation standards with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The mission of CACREP is to promote the professional competence of counseling practitioners through 1) the development of preparation standards; 2) the encouragement of excellence in program development; and 3) the accreditation of professional preparation programs. As a result, our department has instituted several processes which provide qualitative and quantitative data relevant to our graduate students’ skill development and theoretical knowledge as identified by CACREP specific to eight domains: 1: Human Growth & Development; 2: Social & Cultural Foundations; 3: Helping Relationships; 4: Group Work; 5: Career & Lifestyle Development; 6: Appraisal; 7: Research & Program Evaluation; and 8: Professional Orientation & Ethics. Some data is internally generated and provides an analysis of student progress during their development in the program. A mid-point self-study audit was successfully submitted to CACREP Fall 2011. The Department of Counselor Education will be reviewed for reaccreditation in 2014.
A formal review of the Department’s program goals and learning outcomes also occurs in tandem with external accreditation reviews by the Western Association for Colleges and Schools, the National Accreditation of Teacher Education, and the California Commission on Teacher Credentialing.

[Please limit your response to 300 words or less]

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

Beginning in Fall 2010, the Department of Counselor Education started admitting students using a cohort structure. Our motto is “Three Programs, One Degree.” The cohort system is structured in such a way that all counseling courses are organized in a progressive sequence that allow students to develop and demonstrate acquired knowledge, awareness, and skills. All cohort students are required to follow the specific sequence of courses scheduled for their particular cohort and specialized counseling program.

The School Counseling program is accredited by the California Commission for Teacher Credentialing (CCTC). Students admitted to this 60 units program may obtain the University-recommended Pupil Personnel Services Internship (PPS-I) Credential for a maximum of two years. Following the completion of all requirements, interns are then eligible to apply for the Pupil Personnel Services (PPS) Credential. Following its review for re-accreditation, in November 2011, the CCTC Committee on Accreditation found that the School Counseling Program passed all Standards.

On October 11, 2009, California became the 50th state in the nation to create a general practitioner’s license for professional counselors, the Licensed Professional Clinical Counselor (LPCC). Regulated by the California Board of Behavioral Science (BBS), the counseling license serves as evidence of significant training and clinical competence and enables individuals to operate a private psychotherapy practice if they wish. The Counselor Education program at CSUS has aligned its educational and clinical requirements so that all of our graduates will have an opportunity to be licensed to practice in California.

The College of Education has been engaged in an extensive program of restructuring over the last 2.5 years. At the center of this is the streamlining of many of our administrative functions including our approach to assessment. In 2008, we began exploring opportunities to centralize our college efforts and collecting data for assessment of learning goals around a central vision of TEACHing for change, which includes Transformation, Equity and Social Justice, Advocacy, Collaboration, Civic and Community Engagement and Human Capital and Diversity. This overarching vision of students and credential candidates in the College of Education is adopted by all programs. As many of our programs also must adhere to strict regulations of accrediting bodies, these standards are also aimed to integrate within the central assessment system. The college a College of Education has begun work toward hiring a director of assessment within the college to oversee the collection, analysis, and synthesis of assessment data for all programs, integrating with CMS and CTQ data.

[Please limit your response to 200 words or less]
School Program Appendices
Appendix A

The School Program has 15 stated learning outcomes. These outcomes are tied to critical knowledge, attitudes/awareness, and skills for school counselors. Meeting these learning outcomes leads directly to both the M.S. degree and the awarding of PPS credential, and if desired, the LPCC and NCC.

1. To prepare counselors to work effectively with teachers, administrators, school staff, parents and community members
2. To prepare counselors to work in collaboration with community agencies that serve children, youth, and families.
3. To provide counselors with skills to work within the political realities of the school system.
4. To qualify persons to be certified to counsel in K-12 public schools.
5. To train counselors to act as consultants in schools.
6. To provide counselors with understanding and skills related to the developmental counseling needs at the elementary, middle, and secondary school levels.
7. To facilitate the development of counselors with a high degree of self-understanding.
8. To facilitate the development of effective communication skills for counselors.
9. To develop counselors’ assessment skills.
10. To foster an awareness of the responsibilities of professional school counselors and thereby assist school personnel in the development and maintenance of quality instruction.
11. To promote ethical and legal practice among school counselors.
12. To prepare counselors to develop and implement comprehensive school counseling programs which incorporate the national standards for school counseling programs.
13. To prepare counselors to be student advocates.
14. To prepare school counselors to work effectively with, and demonstrate sensitivity toward, persons from diverse populations (i.e. ethnic, cultural, socio-economic class, gender, sexual orientation, age, disability) and spiritual/religious beliefs.
15. To distinguish between adaptive and maladaptive behavior, and make appropriate referrals.
Students in the School Counseling program pursuing their Master’s Degree must complete a common counseling core that includes all courses listed in the table below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required Counseling Core Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 210</td>
<td>Multicultural/Ethnic Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 212</td>
<td>Gender Roles &amp; Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>EDC 214</td>
<td>Dynamics of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 216/EDC 280</td>
<td>Counseling Theory/Practicum in Communication</td>
<td>3</td>
</tr>
<tr>
<td>EDC 218</td>
<td>Appraisal in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 219</td>
<td>Group Processes in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 231</td>
<td>Diagnosis and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDC 233</td>
<td>Substance Abuse and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>EDC 250</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDC 252</td>
<td>Law and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 260</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 475</td>
<td>Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 480</td>
<td>Field Study in Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

In addition to the required core courses, School program students must take unique courses related to their specialization. These courses are listed in the table below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required School Counseling Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 234</td>
<td>Seminar: Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 242</td>
<td>Play and Art Therapy with Children</td>
<td>3</td>
</tr>
<tr>
<td>EDC 270</td>
<td>Organization and Administration of School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 272</td>
<td>Seminar in Counseling Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>EDC 274</td>
<td>Implementation of Guidance Curricula in School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix B

SCHOOL PROGRAM CASE STUDY FORMAT
Counseling Biopsychosocial Assessment and Treatment Plan Report

Client Name: Client Date of Birth:
Address: Telephone (#1)
Date of Intake:
Ethnicity/Culture:

Date of Report: Vocation/Education:
Note: Client information is recoded for confidentiality
Note: Ethnic/Cultural/Spiritual/Religious factors should be integrated throughout each section

Reason for referral
Note: Reason for Referral gives concise overview of primary concern and current symptoms

History of presenting problem
Note: History of presenting problem gives timeline and progression of symptom development and severity

Mental Status Exam and Safety Assessment
Note: Mental Status Exam and Safety Assessment in narrative form. Safety assessment includes supporting evidence for assessed level of safety including specific statements and signs

Developmental Assessment and History (Child Client or Adult DD Client)
Note: Developmental history covers all major life domains (if child/DD client)

Psychosocial History

Family Assessment and History
Note: Family assessment and history includes systemic assessment, family history of symptoms and disorders related to RFR, and any relevant family contextual information
Social System Assessment
Note: Social systems assessment includes social supports- identified and assessed re: quality, quantity and impact of symptoms on social functioning, social functioning in primary work setting, faith setting (if applicable), and any other major social setting

Vocational/Educational Assessment and History
Note: Vocational/Educational assessment includes current and previous functioning and impact of current presenting concern on vocational/educational functioning

Legal History
Note: Legal history includes current and previous involvement with legal system and role of involvement in current presenting concerns

Medical and Mental Health and Substance Assessment and History
Note: Medical and Mental Health and Substance assessment and history includes client, client family history current and past problems/diagnoses and substance use/abuse. Includes information relevant to current presenting concern

Strengths and Resources
Note: Strengths and resources are identified in terms on individual, family, community, and other systemic resources/strengths

Case Conceptualization
Note: Case conceptualization includes appropriate theoretical conceptualization within which the writer summarizes client presentation by including relevant information that is used in diagnosis. Major symptoms, length, severity, and context are all present. Irrelevant factual information is absent.

Diagnostic Summary
Note: Diagnostic summary includes major rule outs-why they were ruled out- and explanation of how the current diagnosis is the accurate one- why ruled in.

Treatment Plan
Note: Treatment plan has clearly articulated goals, Treatment plan has concrete objectives, Treatment plan has specific, clinically appropriate interventions, Treatment plan has concrete, measurable outcomes