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| **MS in Counseling: option in Student Affairs and College Counseling**  **Department of Counselor Education and Rehabilitation/Kremen School of Education and**  **Human Development** |
| **Student Outcomes Assessment Plan (SOAP)** |
| **Mission Statement** |
| The Option in Student Affairs and College Counseling is a 48 unit program that prepares student services professionals to work effectively in a higher education setting as student services professionals. Preparation for a career in student services requires knowledge of individual and group dynamics, advising practices in specialized settings and an understanding of the developmental issues associated with students’ maturation process. It requires an appreciation of organizational dynamics and a firm foundation in the principles of counseling skills that are appropriate for the use with students from diverse populations and backgrounds. The program is committed to helping graduate students gain competency in both theory and practice of counseling and advising. |
| **Goals and Student Learning Outcomes** | |
| **Goal 1: Prepare student services counselors to meet the counseling and advising needs of an increasingly diverse and changing student population.**  **Learning Objectives and Assessment:** The MS degree program in Counseling with an Option in Student Affairs and Counseling will prepare students to:  **Objective 1.1** Articulate orally and in written form a theoretical base and rationale for counseling and student services.  **Objective 1.2** Conduct effective individual and group advising and psychoeducational counseling  **Objective 1.3** Identify the needs of people in a changing society related to human development over the life span.  **Objective 1.4** Apply professional counseling and advising expertise under direct supervision  **Objective 1.5** Accurately conduct assessment and apply measurement and evaluation in the field of student services counseling  **Objective 1.6** Articulate orally and in written form a theoretical base and rationale | |

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| for career development and describe the importance of career choice in a changing society  **Objective 1.7** Demonstrate awareness of the meaning of cultural diversity, demonstrate sensitivity to people with differences, demonstrate responsiveness to differences through counseling and advising interventions with individuals and groups.  **Objective 1.8** Recognize the need for and become directly involved with research in  the field of counseling and student services that is consistent in style and format with that of the American Psychological Association Publication Manual.  **Goal 2: Prepare qualified student services professionals who are proficient in written and verbal communications.**  **Learning Objectives and Assessment:** The MS degree program in Counseling with an Option in Counseling and Student Services will prepare students to:  **Objective 2.1** Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, 6th Edition.  **Objective 2.2** Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate counseling and student services terminology and consultative practices  **Goal 3: Prepare student services counselors to practice effectively in collaborative and interdisciplinary organizations**.  **Learning Objectives and Assessment:**  The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:  **Objective 3.1** Develop and participate in cooperative and collaborative ventures with members of our higher education community.  **Objective 3.2** Maintain effective working relationships with members of  the college/university community.  **Goal 4: Promote the development of the student services professional identity and an**  **understanding of the ethical standards of the American Counseling Association and** |

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| **the legal statues of the State of California.**  **Learning Objectives and Assessment:** The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:  **Objective 4.1** Identify counseling and student services, legal, and ethical concerns related to the needs of students who are living and developing in a pluralistic society.  **Objective 4.2** Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.  **Goal 5: Maintain awareness of best practices and counseling and student services delivery by maintaining academic and practical experiences that comply with the standards set by Accreditation of Counseling and Related Educational Programs (CACREP)**  **Learning Objectives and Assessment:** Graduates of the MS Degree in Counseling with an Option in Student Affairs and College Counseling will be able to:  **Objective 5.1** Become proficient consumers of current literature, theory, and research pertaining to best practices in the field.  **Objective 5.2** Integrate components of best practices in counseling and student services into practice. | | | | | | |
| **Curriculum Map (Matrix of Courses X Learning Outcomes)** | | |  |  | |
| **MS in Counseling Option in**  **Student Affairs and College Counseling**  (Core Curriculum) | | |  |  | |
|  | Course No. | Course Title |  | Units |  |
| COUN 200 | Counseling Techniques | 3 |  |
| COUN 201 | Multicultural Counseling | 3 |  |

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| In  an | COUN 202 | Group Counseling | 3 | |  | |
| COUN 203 | Assessment | 3 | |
| COUN 206 | Counseling Through the Lifespan | 3 | |
| COUN 208 | Counseling Practicum | 4 | |
| COUN 220\* | Career Counseling | 3 | |
| ERA 220 | Research | 3 | |
| Writing requirement. In addition to the writing requirement, students must pass the Coun 208 Clinical Review to qualify for Advancement to Candidacy.  addition to the core curriculum, students will choose specialized courses in Student Affairs  d College Counseling area.  **Specialization in Student Affairs and College Counseling Setting** | | | |
| Course No. | Course Title | | Units | |  |
| COUN 214 | Student Development Theory | | 3 | |
| COUN 215 | Foundations of Student Services in Higher Education | | 3 | |
| EAD 261 | Managing Educational Organizations | | 3 | |
| ERA 285  OR  ERA 288 | Seminar in Advanced Educ. Psych Educ. Measurement & Prog. Eval. | | 3 | |
| COUN 219 | Field Placement in Higher Education | | 4 | |
| Culminating  Experience | Comprehensive Examination + 7 units  OR  Master’s Project + 4 units electives  OR | | 7  OR  3 + 4  OR | |

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| **Counseling.**  **Goal 1:**  1.1  1.2  1.3  1.4 |  | Thesis + 4 units electives | 3 + 4 |  |
| **Curriculum Map: MS Degree in Counseling: Option in Student Affairs and College**  The Option in Student Affairs and College Counseling course curriculum matrix presents the aforementioned goals and objectives; the courses designated to meet those goals with the designated competency levels for the 48-unit program curriculum.  I = Introductory level of understanding required  R = Reinforced level of understanding  A = Advanced level of understanding required  Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society. Upon successful completion of the MS Degree in Counseling:  Option in Student Affairs and College Counseling, students will be expected to be able to:   |  |  |  | | --- | --- | --- | | **Objectives** | **Course** | **Competency**  **Level** | | Articulate orally and in written form a theoretical base and rationale for counseling  . | COUN 174 COUN 176 COUN 202 COUN 200 COUN 208 COUN 214  COUN 280T | I I I I  R  I  A | | Conduct effective individual and group advising and psycho-educational counseling. | COUN 200 COUN 202 COUN 208 COUN 214 | I I  R  I | | Identify the needs of people in a changing society related to human development over the lifespan | COUN 206 COUN 214 | I I | | Apply professional counseling and advising | COUN 200 | I | | | |

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|  |  | expertise under direct supervision | COUN 202 COUN 208 | | I  R |  |
| 1.5 | Accurately conduct assessment and apply measurement and evaluation in the field of student services counseling | COUN 203 COUN 208 COUN 214 | | I  R  I |
| 1.6 | Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society. | COUN 220 COUN 214 | | I I |
| 1.7 | Demonstrate awareness to the existence of cultural diversity, demonstrate sensitivity to people with differences, demonstrating responsiveness to differences through counseling and advising interventions with individuals and groups. | COUN 200 COUN 201 COUN 202 COUN 208 COUN 214 | | I I I  R  I |
| 1.8 | Recognize the need for and become directly involved with research in the field of counseling and student services that is consistent in style and format with that of the American  Psychological Association Publication Manual, 4th Edition | ERA 220  COUN 215 | | I  R |
| **Goal 2:** Prepare professional counselors who are proficient in written and verbal communications | | | | |
|  | **Objectives** | | **Course Number** | **Competency Level** |
| 2.1 | Use writing skills to communicate in a style and format consistent with the current American Psychological Association Publication Manual, 4TH Edition. | | ERA 220  COUN 215 | I  R |
| 2.2 | Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate counseling and student services | | COUN 200 COUN 202 | I I |

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|  |  | terminology and consultative practices. | COUN 208 COUN 214 COUN 215  EAD 261  ERA 285 ERA 288 | R  I I  A A A |  |
| **Goal 3:** Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments   |  |  |  |  | | --- | --- | --- | --- | |  | **Objectives** | **Course Number** | **Competency Level** | | 3.1 | Develop and participate in cooperative and collaborative ventures with members of our higher education community. | COUN 215 | I | | 3.2 | Maintain effective working relationships with members of the college/university community. | COUN 200 COUN 202 COUN 208 COUN 215  EAD 261 | I I  R  I  A |   **Goal 4:** Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California. | | | |
|  | **Objectives** | **Course Number** | **Competency Level** |
| 4.1 | Identify counseling and student services, legal, and ethical concerns related to the needs of | COUN 200 | I |

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|  |  | students who are living and developing in a pluralistic society. | COUN 201 COUN 203 COUN 208 COUN 214  COUN 215  EAD 261 | I I  R  I I I |  |
| 4.2 | Adhere to the legal statutes of the State of  California and ethical standards of the American  Counseling Association (CACREP) | COUN 200 COUN 208 COUN 215 | I  R  I |
| **Goal 5: Maintain awareness of best practices and counseling and student services delivery by maintaining academic and practical experiences that comply with the standards set by**  **Accreditation of Counseling and Related Educational Programs (CACREP)** | | | |
|  | **Objectives** | **Course Number** | **Competency Level** |
| 5.1 | Become proficient consumers of current literature, theory, and research pertaining to best practices in the field Student Affairs and College counseling | COUN 200 COUN 201 COUN 202 COUN 203 COUN 206 COUN 208 COUN 214  COUN 215  EAD 261 | I I I I I  R  I I  A  I I |

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5.2

Integrate components of best practices in

counseling and student services into practice.

COUN 200

COUN 201

COUN 202

COUN 203

COUN 206

COUN 208

COUN 220

ERA 220

COUN 214

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EAD 261

ERA 285

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*Summary Matrix of Objectives and Courses*

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**Course**

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|  | COUN 200 | I | I |  | I |  |  | I |  |  | I |  | I | I | I | I |
| COUN 201 |  |  |  |  |  |  | I |  |  |  |  |  | I |  | I |
| COUN 202 | I | I |  | I |  |  | I |  |  | I |  | I |  |  | I |
| COUN 203 |  |  |  |  | I |  |  |  |  |  |  |  | I |  | I |
| COUN 206 |  |  | I |  |  |  |  |  |  |  |  |  |  |  | I |
| COUN 208 | R | R |  | R | R |  | R |  |  | R |  | R | R | R | R |
| ERA 220 |  |  |  |  |  |  |  | I | I |  |  |  |  |  | I |
| COUN 220 |  |  |  |  |  | I |  |  |  |  |  |  |  |  | I |
| COUN 214 | I | I | I |  | I | I | I |  |  | I |  |  | I |  | I |
| COUN 215 |  |  |  |  |  |  |  | R | I | I | I | I | I | I | I |
| COUN 241 | I |  | I |  |  |  |  |  |  |  |  |  |  |  | I |
| COUN 242 |  | I |  |  |  |  | I |  |  |  |  |  |  |  | I |
| EAD 261 |  |  |  |  |  |  |  |  |  | A |  | A | A |  | A |
| ERA 285 |  |  |  |  |  |  |  |  |  | A |  |  |  |  | A |
| ERA 288 |  |  | I |  |  |  |  |  |  | A |  |  |  |  | A |

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| **Assessment Methods** | | | | | | | | | |
| 1. **Direct Measures (at least three)**  |  |  | | --- | --- | | 1. | Clinical Review Conducted in Counseling Practicum | | 2. | Graduate Writing Requirement on Writing Competency conducted before Advancement to Candidacy | | 3. | Field Site Evaluation on Counseling Competencies and Professional Dispositions | | 4. | Comprehensive Examination or Master Project/Thesis | | 5. | Client Evaluation |  1. **Indirect Measures** *(Alumni Survey is required)*    1. Advisory Board    2. Exit Survey    3. NCATE Review    4. Alumni Survey | | | | | | | | | |
| **Student Learning Outcomes X Assessment Methods Matrix** | | | | | | | | | |
|  |  |  | Assessment Tools | | | | | |  |
| Goal | **Objectives** | C  l  i  n  i  c  a  l    r  e  v  i  e  w | G  r  a  d  u  a  t  e    W  r  i  t  i  n  g    R  e  q | F  i  e  l  d    P  l  a  c  e  m  e  n  t    E  v  a  l  u  a  t  i  o  n | E  m  p  l  o  y  e  r    S  u  r  v  e  y | C  o  m  p  r  e  h  e  n  s  i  v  e      E  x  a  m | C  l  i  e  n  t    E  v  a  l  u  a  t  i  o  n |
| 1.1 | Articulate orally and in written form a theoretical base and rationale for counseling. | X |  | X | X | X | X |
| 1.2 | Conduct effective individual and group advising and psychoeducational counseling. | X |  | X | X |  | X |
| 1.3 | Identify the needs of people in a changing society related to human development over the lifespan. | X |  | X | X | X | X |
| 1.4 | Apply professional counseling and advising expertise under direct supervision. | X |  | X | X |  | X |
| 1.5 | Accurately conduct assessment and apply measurement and evaluation | X |  | X | X | X | X |

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|  |  | in the field of school counseling. |  |  |  |  |  |  |  |
| 1.6 | Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society. |  |  | X | X | X | X |
| 1.7 | Demonstrate awareness to the existence of cultural diversity; sensitivity to people with differences; responsiveness to differences through counseling and advising interventions with individuals and groups. | X |  | X | X | X | X |
| 1.8 | Recognize the need for and become directly involved with research in the field of counseling and student services that is consistent in style and format with that of the  American Psychological Association  Publication Manual, 6th Edition |  | X |  |  |  |  |
| 2.1 | Use writing skills to communicate in a style and format consistent with the current American Psychological Association Publication Manual, 6th Edition. |  | X |  |  |  |  |
| 2.2 | Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate counseling and student services terminology and consultative practices. | X |  | X | X |  |  |
| 3.1 | Develop and participate in cooperative and collaborative ventures with members of our K-12 community. |  |  | X | X |  |  |
| 3.2 | Maintain effective working relationships with members of the K-12 community. |  |  | X | X |  |  |

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|  | 4.1 | Identify counseling and student services, legal, and ethical concerns related to the needs of students who are living and developing in a pluralistic society. | X |  | X | X | X |  |  |
| 4.2 | Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association. | X |  | X | X | X |  |
| 5.1 | Become proficient consumers of current literature, theory, and research pertaining to best practices in the field Counseling and Student Services. | X |  | X | X | X |  |
| 5.2 | Integrate components of best practices in counseling and student services into practice. | X |  | X | X | X | X |
| **Timeline for Implementation of Assessment Methods and Summary Evaluations** | | | | | | | | | |
| Year 2011 to present | | | | | | | | | |
| Clinical Review Conducted in Counseling Practicum | | | | | | | | | |
| Year 2011 to present | | | | | | | | | |
| Graduate Writing Requirement on Writing Competency conducted before Advancement to Candidacy | | | | | | | | | |
| Year 2011 to present | | | | | | | | | |
| Field Site Evaluation on Counseling Competencies and Professional Dispositions; Client Evaluations; Employer Survey | | | | | | | | | |
| **Process for Closing the Loop** | | | | | | | | | |
| **Status of SACC Student Outcome of Student Assessment Plan.**  The program has moved forward with the implementation of the student outcome assessment plan. Currently (Fall 2012), the SACC option has implemented all assessment measures with the exception of the employer survey roughly according to the timeline stated above.  The program has introduced and made major adjustments to the Comprehensive Examination that serves as the students culminating experience in the program. A comprehensive Exam | | | | | | | | | |

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| Committee comprised of faculty has been establishes. Each semester, the program faculty meet to review the exam and to modify test question in response to continued item analyses done on the exam. The faulty have also made major adjustments to the structure and scoring of the Essay portion of the Essay component of the Comprehensive exam. Following each administration, the results of the exam is reviewed and processed with the entire faculty during program meetings and faculty retreat.  The Graduate Writing Requirement (GWR) was modified since the initial assessment plan was developed so that program faculty could better monitor students’ writing ability. Since the initial plan the GWR has been moved from COUN 230: Theories of MFCC to COUN 220: Career  Development Theories. This move was precipitated to assure consistency in evaluation across all students enrolled in the Counselor Education Program. Prior to the change, students enrolled in the MFCC option completed the GWR in COUN 230 and student enrolled in the Student Affairs and College Counseling option satisfied the GWR in ERA 220: Research Methods. The faculty felt that all students enrolled in the program should be evaluated in the same course. Also, faculty were concerned about the consistency and thoroughness of the evaluation of the GWR in ERA 220 as it would done by faculty not part of the Counselor Education Program. |