



Programmatic Assessment Plan

Program Name: Counseling Created By: Daneen Deptula Date: May 2021

Division of Arts and Sciences

Mission

The School of Arts and Sciences merges scholarship and professional practice in a wide range of innovative programs. Our faculty inspire students to think and communicate clearly, to recognize and value diverse perspectives, and to act creatively when addressing complex problems in their communities and beyond. We prepare students to navigate a world of rapid change, while developing a foundation for a meaningful life.

Vision

Department of Behavioral Sciences

Mission

The Behavioral Sciences Department prepares leaders for the 21st Century. To that end, our programs seek to foster students' ability to:

- understand the internal and external forces that govern their own behavior and that of other individuals, families, small and large groups, and larger societies
- appreciate the diversity of human beings and understand the implications of societal change
- gather, evaluate, summarize and interpret qualitative and quantitative data
- identify and diagnose important societal issues and problems
- apply their knowledge to issues in the core areas of criminal justice, human services, psychology and sociology, as well as to such diverse
- areas as education, nursing, law, business, and other endeavors
- recognize ethical and legal issues and to act appropriately to resolve them
- demonstrate ethical attitudes and behaviors that enhance the wellbeing of others.

Vision

**Counseling Program
Mission**

The mission of the Fitchburg State University Graduate Counseling Program is to meet the needs of an educated citizenry in the Commonwealth of Massachusetts in the areas of: Licensed Mental Health Counselor (Board of Allied Mental Health and Human Service Professionals) and School Counselor (PreK-8) (5-12) Provisional Certification with Advanced Standing and Standard Certification (Department of Elementary and Secondary Education, Commonwealth of MA).

Vision

PART I: STUDENT LEARNING OUTCOMES

University Level

ILP Code	Institutional Learning Priorities (ILPs)
ILP 1	<p>Graduates have a deep understanding of the world. <i>Accomplished through:</i></p> <p>ILP 1A. Foundational Skills and Disciplinary Breadth – Students will demonstrate attainment of the Learning Outcomes of the Liberal Arts and Sciences program.</p> <p>ILP 1B. Mastery in a Defined Body of Knowledge – Students will attain the specialized academic objectives of their major or program.</p> <p>ILP 1C. Engagement with Campus and Community – Students will develop personal and professional skills, goals, and ethical standards of behavior through co-curricular experiences.</p>
ILP 2	<p>Graduates know how to learn and how to apply their knowledge. <i>Accomplished through:</i></p> <p>ILP 2A. Creative and Critical Thinking – Students will use evidence and context to increase knowledge, reason ethically, assess the quality of information, solve problems, and innovate in imaginative ways.</p> <p>ILP 2B. Effective Communication – Students will carefully consider and clearly articulate ideas for a range of audiences and purposes in written, spoken, technology-mediated, visual, or other forms of communication.</p> <p>ILP 2C. Integrative Learning – Students will apply their breadth and depth of knowledge, skills, and experience to address complex issues.</p>
ILP 3	<p>Graduates are engaged citizens who demonstrate integrity and continuous personal growth. <i>Accomplished through:</i></p> <p>ILP 3A. Respect for People and Cultures – Students will appreciate the contributions and needs of diverse individuals and groups and understand themselves in solidarity with others locally, nationally, and globally.</p> <p>ILP 3B. Civic Participation in Wider Communities – Students will demonstrate their ability to work within and across communities, to apply their knowledge in the service of others, and to promote social justice.</p>

	ILP 3C. Continuous Learning and Personal Growth – Students will approach the world with confidence and curiosity, appreciate the complex identities of themselves and others, and reflect critically on their experiences throughout life to make informed choices that advance their own well-being and that of the larger community.
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**Liberal Arts & Science Learning Outcomes (LA&S LOs)
General Education Curriculum**

LO Code	LA&S Learning Outcomes (LA&S LOs)	Alignment to ELOs
LA&S 1	LA&S LO1: Not applicable because Counseling, as a graduate program, does not utilize the general education curriculum. Objective 1.1	

Division Learning Outcomes (DLOs)

LO Code	Division Student Learning Outcomes	Alignment to LA&S LOs or ELOs
DIV 1	DIV LO1: TBA Objective 1.1	

Department Learning Outcomes

LO Code	Behavioral Sciences Learning Outcomes (LOs)	Alignment to Division/LA&S LOs or ELOs
	TBA	

Program Learning Outcomes (PLOs)

LO Code	(Program Name) Learning Outcomes (LOs)	Alignment to Department/Division/LA&S LOs or ELOs

COUN 1	Students will demonstrate effective counseling skills	ILP 1B
COUN 2	Students will engage in professional behavior	ILP 1C
COUN 3	Students will display caring for others	ILP 3A
COUN 4	Students will demonstrate effective written and oral communication skills	ILP 2B

Concentration Learning Outcome (LO)

LO Code	(Concentration Name) Learning Outcomes (LOs)	Alignment to Program/Department/Division/LA&S LOs or ELOs
LO1	There are no different learning outcomes for our concentrations (school counseling and clinical mental health counseling)	

A more intensive listing would include the Course Learning Outcomes (CLOs) for each of the CORE required courses and link them to the Program and Concentration Los.

PART II: CURRICULUM MAPPING

Instructions

- Add the “required” courses in the left column starting with First Level to Upper Level.
- Add Program Learning Outcomes as a header for each column
- Add one number per cell to indicate the level at which the outcome is addressed in the course (see key below).
- Add an “A” in cells to indicate an assessment activity from the course will be used in Program Assessment.
- Focus should be only the required courses for all majors in the field of study. An additional table should be created for concentrations to map the additional learning outcomes, if necessary.

COMMON COUNSELING CORE

	PLO 1 Counseling Skills	PLO 2 Professional Behavior	PLO 3 Caring	PLO 4 Communication
COUN 7010	1 - A	2 - A	2 - A	2 - A

COUN 7030	1 – A	2 – A	2 – A	2 – A
COUN 8900/8901	2 – A	3 – A	3 – A	2 – A
COUN 9085/9090	3 - A	3 - A	3 - A	3 - A

(Concentration Name) CONCENTRATION

	LO1	LO 2	LO 3	LO4	LO5
Courses					

0	1	2	3	A
Not Addressed	Introducing	Broadening	Fulfilling	Assessed for Program

Key

- PLO = Program Learning Outcome
- Not Addressed = PLO is not addressed within the specific course
- Introducing = PLO is covered at an introductory level within the specific course
- Broadening = PLO is covered in the course so as to reinforce the students’ learning of it within the specific course
- Fulfilling = Demonstration of proficiency of the PLO occurs within the specific course
- Assessed for Program = There will be a Direct Assessment activity to be used in Program Level Assessment in all sections of this course.

PART III: ASSESSMENT MEASURES, TIMELINES AND TARGETS

Direct Assessment

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (written project, oral presentation with rubric, etc.)	Timing of Assessment (annual, semester, bi-annual, etc.)	When assessment is to be administered in student program (internship, 4 th year, 1 st year, etc.)	To which students will assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)
1	Internship/Practicum Evaluation (S) Clinical Skills Evaluation (S) Disposition Assessment (A)	1x during internship 1x during internship	Internship	ALL	80% of students meeting criteria
2	Internship Evaluation (S/A) Disposition Assessment (A)	1x during internship	Internship	ALL	80% of students meeting criteria
3	Disposition Assessment (A)	1x during internship 1x during COUN 7010, 7030, 8900/8901, 9085/9090	Stage 1 (introduction), semester before internship, internship	ALL	80% of students meeting criteria at internship level; 70% at earlier levels

4	Disposition Assessment (A)	1x during internship 1x during COUN 7010, 7030, 8900/8901, 9085/9090	Stage 1 (introduction), semester before internship, internship	ALL	80% of students meeting criteria at internship level; 70% at earlier levels
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Indirect Assessment

Using the table below, list and briefly describe the **indirect method(s)** used to supplement direct measures above.

- Indirect measures include, but are not limited to: student surveys, focus groups, meetings with advisory boards, employer feedback, internship feedback, alumni surveys, etc.

PLO #	Assessment description (survey, focus group, interviews, etc.)	When assessment is to be administered	Who will give indirect feedback	Criteria for Success or Goal to be Achieved
PLO 1	Exit survey	After practicum	School counseling students	80% of students reporting they at least moderately agree

PART IV: ASSESSMENT CYCLE TIMELINE

Explanation:

- Programmatic student learning outcomes are assessed on a five-year cycle, which means each one is to be FULLY analyzed at least once in a five-year period.

Five-Year Assessment Plan

Program Learning Outcome	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Year 4 (2024)	Year 5 (2025)
PLO 1	Internship	COUN 7010/7030	Internship	COUN 7010/7030	Internship
PLO 2	Internship	COUN 7010/7030	Internship	COUN 7010/7030	Internship

PLO 3	Internship	COUN 7010/7030	Internship	COUN 9085/9090	Internship
PLO 4	Internship	COUN 7010/7030	Internship	COUN 9085/9090	Internship

PART V: INTENDED ANALYSIS, RESPONSIBILITY, AND COMMUNICATION

Explanation:

- Implementation of the assessment plan should be a shared responsibility--identify who was involved in developing the assessment plan

Only the counseling chair was involved in writing the current plan, but it will be shared with the counseling faculty in Fall 2021 for feedback and revision. A new version is planned to be submitted by Spring 2022.

- Identify who will be involved in the analysis and evaluation of the subsequent evidence

Data from the past year’s mental health internship cohort are presented to the counseling faculty in the fall for analysis. Data for the school counseling program is presented as part of the Education Unit meetings, and analyzed by the counseling committee members attending Education Unit meetings. In the past, data from the pre-internship classes have not been formally presented to the committee but overall trends have been discussed when identified as part of student stage reviews (e.g., increase in site supervisors rating students as needing development in understanding of ethical guidelines).

- Identify who will be responsible for communicating results and creating an action plan

The counseling chair is responsible for communicating the results and creating an action plan.

Glossary of Terms

Assessment Method: The assessment instrument(s) used to assess student learning.

- **Direct:** Linked to actual student work – i.e. written assignments, oral presentations, projects, etc.

- **Indirect:** Not actual student work – i.e. surveys, focus groups, employer feedback, etc.

Department/Program Goals and Objectives: Usually a combination of learning outcomes and strategic outcomes, that may or may not be based on student-centered work.

Essential Learning Outcome (ELO): The University-level Learning Outcomes - should be very broad. These are the specific characteristics a student should have upon graduation from the institution. Assessment from the Course, Program, Department and Divisional levels will link upward to show achievement.

Learning Outcome (LO): Measurable statements that indicate the specific characteristics students should exhibit in order to demonstrate achievement. The levels of Learning Outcomes are LA&S, Divisional, Department, Program and Course.

Mission Statement: A concise statement that explains the purpose of the division, department, or program based on the primary functions.

Source of Assessment: The course and student work that will provide data.

Vision Statement: A very concise (usually one sentence or partial sentence) statement that is “forward” thinking and describes what the Division, Department or Program strives to be.