

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

Program / Department: Master of Arts in Counseling (MAC) Program, School of Behavioral Health and Social Sciences

Submitted by: Dr. Sabrina Durand, Director and Assistant Professor

### ASSESSMENT OF PROGRAM STUDENT LEARNING GOALS and OUTCOMES

**I. List the Program Goals in the first column and indicate in which year those goals will be assessed.**

Program Goals = what the program aims to achieve and what it should offer students who take it.

*[Each goal should be assessed at least once over a 3-year cycle – indicate by X]*

Goals for the _____ Major/Dept.	Year	2024-2025	2025-2026	2026-2027
Goal 1. Understand and articulate the professional orientation and legal and ethical practices in the counseling professional and marriage, couple and family counseling.				
Goal 2. Develop integrative approaches of biblical/theological counseling and spiritual formation as self-care strategies and the basic for helping relationships.				
Goal 3.				

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

Demonstrate mastery of individual counseling, group dynamic skills and techniques and marriage, couple and family counseling interventions utilized in counseling settings.			
<b>Goal 4.</b> Demonstrate mastery of the use of human development and growth stages of life, maladaptive behavior patterns, and appropriate use of the Diagnostic Statistical Manual of Mental Disorders (DSM-5-TR) to provide culturally responsive initial orientation, testing, assessments, treatment, advocacy and relevant referrals for culturally diverse client populations.	<b>X</b>		
<b>Goal 5</b> Prepare students to demonstrate the use of social and cultural considerations and skills and multicultural trends as the basis for helping relationships in counseling and marriage, couple and family counseling.			
<b>Goal 6</b> Equip students to research and develop a wide array of appropriate tools and resources beneficial in the delivery and acquisition of support and services for individual clients, families, couples or organizations based on their unique situations and cultural backgrounds.	<b>X</b>		
<b>Goal 7</b> Acquaint and prepare students to assist clients and relational units for lifestyle and career development and growth opportunities.			
<b>Goal 8</b>			

**ACADEMIC DEPARTMENTAL END OF YEAR REPORT**

Submit by June 30, 2025 to the Director of Academic Assessment.

Equip students with supervised counseling field experiences as the basic for training and demonstrating on the basic helping relationships in the counseling profession and marriage, couple and family counseling.			
---	--	--	--

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

### II. Program Goals and Specific Student Learning Outcomes for assessment in 2024-2025

1. *In column 1, identify which goal(s) will be assessed this year. In column 2, list the corresponding specific learning outcomes.*

Specific Learning Outcomes = component parts of program goals which identify in more detail what you want students to know or be able to do by the end of the program.

2. *Attach syllabi of courses where learning outcomes will be assessed and any other relevant assessment tools.*

*[The table below should enable you to provide the relevant information succinctly. This section can be done as a narrative if preferred, but please ensure you include all the information required to complete the table.]*

Program Goal to be assessed this year	Specific Student Learning Outcomes to be assessed (Typically taken from course syllabus)  Aligned with 2024 CACREP Standards, Section 3	Which course will these be assessed?	How assessed? (eg. Rubric, survey, focus group)	Does assessment tool already exist? Y / N?	If NO, who will create it?	By when?	When will data be collected & analyzed?
<b>Goal 4.</b> Demonstrate mastery of the use of human development and growth stages of life, maladaptive behavior patterns, and appropriate	<ul style="list-style-type: none"> <li>Explain theories of individual and family development across the lifespan (C.1)</li> <li>Analyze theories of personality and psychological development (C.4)</li> </ul>	COUN 570 – Human Growth and Development  COUN 610 – Psychological Testing and Assessment  COUN 660 –	Quizzes, discussion questions, Rubrics	Y			By the end of the terms/semesters

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

use of the Diagnostic Statistical Manual of Mental Disorders (DSM-5-TR) to provide culturally responsive initial orientation, testing, assessments, treatment, advocacy and relevant referrals for culturally diverse client populations	<ul style="list-style-type: none"> <li>Describe the effects of crises, disasters, stress, grief, and trauma across the lifespan (C.13)</li> <li>Apply diagnostic processes, including differential diagnosis and use of the DSM-5-TR (G.11)</li> <li>Interpret structured interviews, symptom checklists, and psychological tests (G.10)</li> <li>Select <b>and</b> utilize culturally sustaining and developmentally appropriate assessments (G.5, G.7)</li> <li><b>Assess</b> clients'</li> </ul>	Clinical Diagnosis and Treatment Planning					
--	---	---	--	--	--	--	--

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

	<p>experience of trauma, abuse, mental disorders, and risk of harm (G.14–G.16)</p> <ul style="list-style-type: none"> <li>• Use assessment results to make appropriate referrals and consult with other professionals (G.17)</li> </ul>						
<b>Goal 6</b> Equip students to research and develop a wide array of appropriate tools and resources beneficial in the delivery and acquisition of support and	<ul style="list-style-type: none"> <li>• Explain the value of research in professional counseling (H.1)</li> <li>• Evaluate evidence-based practices and intervention outcomes (H.2)</li> <li>• Design and conduct qualitative, quantitative, and mixed methods</li> </ul>	COUN 530 – Research and Program Evaluation	Rubrics	Y			By the end of the terms/semesters

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

services for individual clients, families, couples or organizations based on their unique situations and cultural backgrounds.	<div>studies (H.3–H.4)</div> <ul style="list-style-type: none"><li>• Use statistical tools (e.g., SPSS) to analyze data and inform practice (H.5–H.6)</li><li>• Apply culturally responsive strategies in interpreting and reporting findings (H.9, H.11)</li></ul>						
--	---	--	--	--	--	--	--

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

### III. Rationale for decisions

*[Include a brief explanation of the rationale for your decision to assess outcomes for these program goals and specific learning outcomes in the way(s) indicated. Why is this course/essay the best place to assess this goal/outcome? Why is this method (eg. survey, rubric) the best way to assess the goal/outcome?]*

COUN 530, COUN 570, COUN 610, and COUN 660 were selected to assess MAC Program Goals 4 and 6 during the AY24–25 academic year. These courses were intentionally chosen based on their strong alignment with the 2024 CACREP Section 3 core standards and the inclusion of course-embedded assessments that enable direct measurement of key student learning outcomes. All assessment methods are consistent with those outlined in the course syllabi and are designed to evaluate both foundational knowledge and the application of critical skills essential to professional counseling practice.

#### MAC Program Goal 4

Demonstrate mastery of human development and growth stages of life, maladaptive behavior patterns, and appropriate use of the DSM-5-TR to provide culturally responsive assessment, treatment, advocacy, and referrals.

#### COUN 570 – Human Growth and Development

- Assessment Methods: Quizzes, Weekly Discussion Boards, Midterm Exam, Final Exam (both 50 multiple-choice questions)
- Rationale: These assessments evaluate the student’s knowledge of developmental theories and ability to analyze human development across the lifespan, aligned with CACREP Standard C.1. The structure of both objective and discussion-based assessments supports comprehension and reflective application.

#### COUN 610 – Psychological Testing and Assessment

- Assessment Methods: Quizzes, Midterm Exam (50 multiple-choice questions), Final Exam – Comprehensive Case Study Report (graded with rubric)



## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

- **Rationale:** These assessments measure students' understanding of psychometric tools, interpretation of testing data, and application of assessment procedures in culturally responsive ways. This aligns with CACREP Standards G.5, G.10, and G.17.

### **COUN 660 – Clinical Diagnosis and Treatment Planning**

- **Assessment Methods:** Quizzes, Midterm Exam (20 short essay questions with rubric), Case Study: Client Map (with rubric), Final Exam (50 multiple-choice questions)
- **Rationale:** This comprehensive set of assessments evaluates students' ability to use the DSM-5-TR, conduct clinical case conceptualizations, and develop appropriate treatment plans. These methods align with CACREP Standards G.11 and G.13–G.16 and support integration of diagnostic reasoning with cultural sensitivity.

### **MAC Program Goal 6**

Equip students to research and develop appropriate tools and resources for individuals, families, couples, or organizations based on their unique situations and cultural backgrounds.

### **COUN 530 – Research and Program Evaluation**

- **Assessment Methods:** Weekly Quizzes, Class Activities/Peer Engagement (graded with rubric), Midterm Exam (50 multiple-choice questions), Final Exam – Literature Review Paper (graded with rubric)
- **Rationale:** These assessments support the development of research literacy, critical evaluation of existing literature, and the ability to translate evidence into culturally responsive practices. The literature review paper specifically allows students to demonstrate competency in identifying relevant resources and designing context-specific interventions. This aligns with CACREP Standards H.1–H.4, H.9, and H.11.

These course-based assessments are authentic, structured, and aligned with the curriculum's core learning outcomes. They provide robust evidence of student performance and competency in developmental, diagnostic, and research-informed counseling practices, supporting the program's ongoing commitment to excellence and CACREP-aligned quality assurance.

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

### IV. What conclusions can be drawn based on your assessment results?

The assessment results for AY24–25 suggest that students are generally meeting expectations for both MAC Program Goal 4 (mastery of human development, diagnosis, and culturally responsive treatment planning) and MAC Program Goal 6 (application of research and development of tools for diverse populations).

#### 1. Strengths Identified:

- **COUN 570:** Students demonstrated solid conceptual understanding of developmental stages across the lifespan, as evidenced by high performance on objective assessments (quizzes, midterm, and final exam). Weekly discussion boards also reflected strong engagement and application of theoretical models.
- **COUN 610:** Most students showed competency in test interpretation and psychometric knowledge. The final case study report demonstrated students' ability to apply assessment findings within culturally responsive frameworks.
- **COUN 660:** Students showed proficiency in diagnostic formulation and treatment planning using the DSM-5-TR. The rubric-based grading of the Client Map and essay midterm indicated strong clinical reasoning and awareness of cultural considerations.
- **COUN 530:** Students effectively demonstrated the ability to synthesize research literature and apply culturally relevant frameworks in their literature review papers. Peer engagement and quizzes also showed consistent foundational knowledge of research methodology.

#### 2. Areas for Improvement:

- Some students demonstrated surface-level understanding in research methodology and literature integration in COUN 530, suggesting a need for more scaffolding in formulating research questions and connecting findings to counseling practice.
- In COUN 610 and COUN 660, while most students met expectations, a minority showed difficulty integrating cultural context into assessment interpretation and diagnostic decision-making, indicating a need for strengthened instruction in cultural case conceptualization.

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

### 3. Overall Conclusion:

The results confirm that the program is effectively supporting students in achieving MAC Program Goals 4 and 6. Students are gaining essential developmental, diagnostic, and research skills and are able to demonstrate culturally competent application of these competencies. Continued emphasis on culturally responsive frameworks, formative feedback, and scaffolding of complex assignments will further enhance student learning outcomes.

### V. Based on your analysis of the assessment results, what curricular or instructional changes will be made to improve student learning outcomes?

The assessment results for AY24–25 suggest that students are generally meeting expectations for both MAC Program Goal 4 (mastery of human development, diagnosis, and culturally responsive treatment planning) and MAC Program Goal 6 (application of research and development of tools for diverse populations). While notable strengths were demonstrated across all four assessed courses, targeted improvements are necessary to address specific learning gaps and further elevate student outcomes.

#### Strengths Identified:

- **COUN 570:** Students showed a strong understanding of developmental stages across the lifespan, as evidenced by high performance on quizzes and exams. Weekly discussion board participation reflected thoughtful application of theory.
- **COUN 610:** Students demonstrated competency in test interpretation and psychometric principles. The final case study report showed thoughtful integration of culturally responsive practices.
- **COUN 660:** Students performed well in diagnostic reasoning and treatment planning. Rubric-based evaluations of the Client Map and midterm essays indicated strong clinical thinking and cultural awareness.
- **COUN 530:** Students effectively synthesized scholarly literature and applied culturally informed frameworks in their literature review papers. Quiz and peer engagement scores reflected foundational research competency.

## **ACADEMIC DEPARTMENTAL END OF YEAR REPORT**

Submit by June 30, 2025 to the Director of Academic Assessment.

### **Areas for Improvement:**

- In **COUN 530**, some students struggled with research methodology and integrating literature meaningfully, indicating a need for more structured support.
- In **COUN 610** and **COUN 660**, a small number of students had difficulty applying cultural considerations in assessment interpretation and diagnosis, suggesting a need to reinforce cultural case conceptualization.

### **Planned Curricular and Instructional Changes:**

#### **COUN 530 – Research and Program Evaluation**

- Introduce a scaffolded structure for the literature review assignment with interim checkpoints (e.g., help students break the project into manageable components to reduce cognitive overload and improve time management, draft submission).
- Increase in-class modeling and peer review to improve students' research literacy and synthesis skills.

#### **COUN 570 – Human Growth and Development**

- Integrate case-based learning into weekly discussion boards to deepen application of developmental theories.
- Update discussion board rubrics to explicitly assess cultural and developmental integration.

#### **COUN 610 – Psychological Testing and Assessment**

- Add supplemental modules and exercises focused on culturally responsive assessment and ethical considerations.
- Assign a video tutorial and reading mid-semester to support interpretation of results across diverse populations.

#### **COUN 660 – Clinical Diagnosis and Treatment Planning**

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

- Incorporate a diagnostic decision-making workshop prior to the midterm exam to reinforce DSM-5-TR criteria, differential diagnosis, and case formulation.
- Revise Client Map rubric to emphasize cultural responsiveness and referral planning.

### Summary:

These curricular and instructional changes aim to reinforce student learning in key competency areas including cultural responsiveness, research integration, diagnostic reasoning, and applied developmental theory. All adjustments have been designed to fit the structure of the 8-week course format and will be monitored in the next assessment cycle to determine their effectiveness and inform continuous program improvement.

### **VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When, and by whom will these steps be implemented?**

Faculty teaching COUN 530, COUN 570, COUN 610, and COUN 660 are strongly encouraged to critically evaluate the quality and effectiveness of program-level assessment practices within their courses. These faculty members play a vital role in ensuring that the data collected through course-embedded assessments meaningfully contributes to evaluating student progress toward MAC Program Goals 4 and 6.

### Current Strengths:

- Key assignments (e.g., literature reviews, case studies, exams, and client maps) are already aligned with program goals and CACREP 2024 standards.
- Faculty use a variety of assessment tools (rubrics, quizzes, discussion boards, essays) that target both theoretical understanding and applied skills.
- Assessment results have demonstrated that students are generally meeting learning expectations in the areas of human development, diagnosis, and research-informed practice.

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

### Areas for Faculty Focus and Improvement:

- Evaluate the **clarity, consistency, and alignment** of rubrics used for major assignments with student learning outcomes and program goals.
- Reflect on whether current assessments are capturing **higher-order skills**, such as cultural responsiveness and clinical decision-making.
- Collaborate with the program director and colleagues to **document and discuss trends** observed in student performance.
- Ensure that **formative feedback mechanisms** (e.g., scaffolding, checkpoints, peer reviews) are effectively supporting student growth.

### Planned Steps and Implementation Timeline:

Improvement Step	Responsible Party	Timeline
Faculty review and revise course rubrics to ensure alignment with program goals	Faculty teaching COUN 530, 570, 610, 660	By the end of the semester in which the course is taught
Submit a brief written reflection on the effectiveness of assessments used	Faculty teaching designated courses	By the end of the semester in which the course is taught
Participate in a collaborative rubric calibration and best practices session	All MAC Faculty (led by Program Director)	By the end of the semester in which the course is taught
Enter assessment results into centralized data repository	Course Faculty (with support from Assessment Coordinator)	By the end of the semester in which the course is taught
Review aggregated data and identify needed curricular adjustments	Program Director + Assessment Committee	By the end of the semester in which the course is taught

## **ACADEMIC DEPARTMENTAL END OF YEAR REPORT**

Submit by June 30, 2025 to the Director of Academic Assessment.

These steps will promote greater assessment consistency across faculty, improve the reliability of program-level data, and foster a culture of continuous improvement within the MAC program. Faculty collaboration and timely reflection are essential to maintaining high-quality instruction and preparing students to meet professional counseling standards.