

**SJSU Annual Program Assessment Form
Academic Year 2014-2015**

Department: Counseling and Psychological Services

Program:

College: Student Affairs

Website: www.sjsu.edu/counseling

Link to the University Learning Goals: http://www.sjsu.edu/counseling/About_Us/Learning_Outcomes/index.html

Program Accreditation(s) (if any): International Association of Counseling Services--for the center; American Psychological Association--for Predoctoral Internship Program

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Date of Report: 6/16/2015

Part I

1. List of Program Learning Outcomes (PLOs)

< Each outcome should describe how students can demonstrate learning.>

- Students will develop the skills to improve their well-being. (ULG #4: Applied Knowledge)
- Students will develop effective interpersonal skills with diverse populations. (ULG #2: Broad Integrative Knowledge; #3: Intellectual Skills; & 4: Applied Knowledge)
- Students will develop life skills to resolve life crises. (ULG #2: Broad Integrative Knowledge; #3: Intellectual Skills; & #4: Applied Knowledge)
- Students will develop life skills to resolve academic difficulties. (ULG #3: Intellectual Skills & #4: Applied Knowledge)

2. Map of PLOs to University Learning Goals (ULGs)

<Please indicate how your PLOs map to the University Learning Goals. Describe the collaborative process used to create or interpret the map.>

Please see above. These PLOs were identified by the department Outcome Assessment Committee (consisting of department coordinators) with the department leadership. The mapping was done collaboratively by the Chair of the department Outcome Assessment Committee and the Director.

3. Alignment – Matrix of PLOs to CLOs

<Please show in which course, program, activity, event, workshop, etc. the PLOs are addressed and assessed. >

Workshops

One of our Fall 2014 CLOs was “Students will learn skills to manage their stress.” This CLO maps to the PLO of “Students will develop the skills to improve their well-being.”

For Spring 2015, the CLO was “Students will learn skills to better manage their time.” This CLO maps to two PLOs: “Students will develop the skills to improve their well-being” and “Students will develop life skills to resolve academic difficulties.”

Individual Counseling

Individual **personal** counseling addresses two PLOs: “Students will develop life skills to resolve life crises” and “Students will develop life skills to resolve academic difficulties.”

Individual **educational** counseling addresses the PLO of “Students will develop life skills to resolve academic difficulties.”

4. **Planning – Assessment Schedule**

<Please indicate a reasonable, multi-year assessment plan that describes PLO assessment and improvement of achievement, as well as other assessment activities.>

Having now established a core Outcome Assessment Committee within our department and identifying a Chair of the committee this past Spring Semester, we will be able to move ahead with identifying a multi-year assessment plan with further details. For the short term, we have identified a focus area of assessment (individual counseling). The “program” of individual counseling covers a broad array of topics and issues, and our faculty and staff have been grappling with how to refine the assessment instruments and items to map onto our PLOs. It is likely that we will need to identify several CLOs just for the “program” of Individual Counseling. We plan to proceed with identifying CLOs for this program in 2015-16 and start to measure at least one CLO this coming year, with plans to measure additional CLOs in the coming years.

5. **Student Experience**

<Please indicate where your PLOs and the ULGs are communicated to students, e.g. websites, syllabi, promotional material, etc., and whether student feedback is considered in the creation of the PLOs.>

Currently, these are communicated via our website. PLOs were developed based on: Needs assessment data we have gathered from clients coming into CAPS; the CSU Executive Order 1053; and, the SJSU-NCHA data, which is based on survey of SJSU students.

Part II

6. **Closing the Loop/Recommended Actions**

<Please list all ongoing recommended actions for your program. Recommended actions might arise from: the previous program planning cycle, feedback from a previous annual assessment report, or other feedback. Indicate and describe activities undertaken this year designed to improve learning and/or program quality and health.>

Counselors are being more intentional in emphasizing skills learning in our services for measurable outcomes, and not just focused on support, imparting information, or on client satisfaction. This past year is the first year that we’ve incorporated an item in our workshop assessment that asked students to identify specific skills that they learned. The outcome results for these skills identifications are very positive thus far (almost all students are able to identify at least two skills per targeted workshop).

CAPS will continue to define CLOs and create or identify assessment instruments to measure our outcomes.

7. **Assessment Data**

<Please briefly describe the data collected for this report (i.e. how, when and why). The data can address achievement of PLOs and/or recommended actions. The instruments used and actual data should be attached as appendices as appropriate. >

For individual personal and educational counseling, Student Opinion of Counseling Effectiveness (SOCE) are collected at the end of each semester. Please see attached for a sample SOCE.

For workshops, an evaluation is collected at the end of each workshop. See attached (Counseling Services Workshop Evaluation) for sample evaluation.

8. **Analysis**

<Please discuss data and evaluate achievement of PLOs and/or progress on recommended actions. Please

consider the composition of your students in your interpretation, if applicable. >

Workshops

One of our Fall 2014 CLOs was “Students will learn skills to manage their stress.” This CLO maps to the PLO of “Students will develop the skills to improve their well-being.” Of the 19 participants who attended a stress management workshop in Fall 2014, and the 17 who attended one in Spring 2015, all 36 of them were able to identify at least two (2) skills they learned and will use.

For Spring 2015, the CLO was “Students will learn skills to better manage their time.” This CLO maps to two PLOs: “Students will develop the skills to improve their well-being” and “Students will develop life skills to resolve academic difficulties.” In May 2015, a counselor provided a workshop on Overcoming Procrastination. Out of 10 participants who completed an evaluation, all 10 were able to identify at least two skills that they learned to overcome procrastination.

From the self-report survey, most of the participants were able to identify the expected amount of skills from these workshops. The answers were evaluated by the facilitators to ensure that the student participants were identifying the accurate skills. (There were some workshops where facilitators did not “grade” the skills that the students identified, thus limiting our evaluation of workshop effectiveness.)

Individual Counseling

Individual **personal** counseling addresses two PLOs: “Students will develop life skills to resolve life crises” and “Students will develop life skills to resolve academic difficulties.” Below are the average ratings (out of scale of 1 to 5, with “5”=excellent) assessing these PLOs.

	<u>Fall 2014 (N=261)</u>	<u>Spring 2015 (N=308)</u>
“Helped me resolve some of my problems” (to address PLO of “Students will develop life skills to resolve life crises”)	4.56	4.66
“My session(s) have been helping me to be a better student” (to address PLO of “Students will develop life skills to resolve academic difficulties”)	4.52	4.60

Individual **educational** counseling addresses the PLO of “Students will develop life skills to resolve academic difficulties.” Of the two educational counselors, the average ratings are (out of scale of 1 to 5, with “5”=excellent):

	<u>Fall 2014 (N=40)</u>	<u>Spring 2015 (N=42)</u>
“Assisted me with developing reasonable educational goals”	4.79	4.66
“Helped me with making decisions or provided me with more information so I could make the decision later”	4.90	4.83
“Was helpful in explaining University policies and procedures”	4.70	4.71

Overall, the data is very positive for both individual counseling and outreach workshops. However, it is

noticeable that we do not yet have an instrument or item that measures our PLO #2, that students will develop effective interpersonal skills with diverse populations.

9. **Proposed changes and goals (if any)**

<Please list proposed changes and goals for the next academic year and the future, and identify areas to be assessed. >

CAPS Outcome Assessment Committee will be re-examining our assessment instruments to identify items that specifically map to our PLOs, and we will be identifying additional instruments to measure more CLOs.