

# Assessment: Program Four Column



## Program (RGC) - Counseling MEd

**College or Division:** Rio Grande College

**Department:** Education

**Assessment Coordinator:** Dr. Monica Gutierrez

**Statement of Purpose:** The Master of Education in Counseling Program at Rio Grande College is focused on cultivating culturally competent counselors ready to accept the challenges of serving a complex and ever-evolving society. Theory and pedagogy at the onset of the program prepare the students for intern experiences involving real life clients and experiences with a diverse population. Ultimately, a reflective and mindful professional counselor, whether in school or mental health fields, is the expected outcome. The school counselor is prepared for certification by passing the School Counselor State TExES exam; while community professional counselors are readied to pass the Texas Licensed Professional Counselor Exam (LPC).

## Annual Updates

### 2017 - 2018

**Evidence of Improvement from Previous Assessment Cycle:** SLO 1b. notes that 100% of the students scored a 90 or above on their presentation related to counseling theories. The previous year, 78% of the students scored 85 or higher. Thus even though the cutoff was higher at a 90, the students were able to achieve and surpass the percentage rate from the 2016-17 cycle.

**Review History: Reviewer #1 Name, Date, and Comments:** Dr. Sally Roche, August 2, 2018

**Review History: Reviewer #2 Name, Date, and Comments:** Dr. Ken Laviers, August 2, 2018

### 2017 - 2018

**Review History: Reviewer #1 Name, Date, and Comments:** Jeanne Qvarnstrom, Ed.D.  
May 31, 2018

### 2016 - 2017

**Evidence of Improvement from Previous Assessment Cycle:** The results for final exam scores in EDUC 5314, Personality and Counseling Theories has remained consistent over the past three years. This comprehensive exam is a 100 item multiple choice test. The students find it challenging to retain the key information covered over the semester. Weekly quizzes over each theory have been added and are aggregated with the final exam grade. These weekly quizzes have aided the students as they cover each theory. Pertinent terminology associated with each theory will be added to the weekly quizzes. This should further assist the students with distinguishing each theory and related terminology.

**Review History: Reviewer #1 Name, Date, and Comments:** Barbara Tucker, June 14, 2017

**Review History: Reviewer #2 Name, Date, and Comments:** Maria Gear, June 14, 2017

**Review History: Reviewer #3 Name, Date, and Comments:** Dr. Veronica Mendez Maqueo, June 26, 2017.

### 2015 - 2016

**Evidence of Improvement from Previous Assessment Cycle:** Results for SLO 1b show an improvement with 100% of students scoring 85% or more on their Power Point presentations on a particular counseling theory in 2015-2016, compared with 78% of students scoring 85% or more in 2014-2015. This makes a 22% improvement in the PowerPoint presentation over the previous year. In addition, student performance for SLO 3a on the final exam shows an increase from a mean average of 81% scoring 85% or higher in 2014-2015, compared with 87.5% in 2015-2016.

Instructors anticipate great evidence of improvement, too, as the result of their curriculum work to design a new counseling program that requires 60 credit hours for the master's program, with emphasis on specialized counselor training. The emphasis of counseling bilingual and bi-cultural students will be a major impetus resulting in authentic counseling sessions. Instructors will implement the new program during the 2016-2017 academic year, following approval by the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools Commission on Colleges.

**Review History: Reviewer #1 Name, Date, and Comments:** Dr. Joey Velasco, August 9, 2016

**Review History: Reviewer #2 Name, Date, and Comments:** Dr. Barbara Tucker, August 9, 2016

**Review History: Reviewer #3 Name, Date, and Comments:** Dr. Jeanne Qvarnstrom, December 29, 2016

**Review History: Reviewer #4 Name, Date, and Comments:** Dr. Veronica Mendez, August 26, 2016

## 2014 - 2015

**Evidence of Improvement from Previous Assessment Cycle:** Results for SLO 3a show almost the same results for the midterm at 44% passing with an 85% or higher as compared to last year, 45% passing with an 85% or higher. Meanwhile, for the final exam, there was an increase whereby 81% of the students passed it with an 85% or higher. This was an 11% increase from last year's 70% passing with an 85% or higher. In addition, with new upcoming program changes, the counseling faculty are focusing on enhanced emphasis on specialized counselor training for mindful approaches to counseling with bilingual and bicultural clients. This approach will lead to improved performances in the video recorded counseling sessions resulting in higher ratings/scores on the Practicum Skill Evaluations completed by the practicum faculty.

**Review History: Reviewer #1 Name, Date, and Comments:** Dr. Dorman Moore, 8/23/2015

**Review History: Reviewer #2 Name, Date, and Comments:** Dr. Paul Sorrels, 3/14/2016

**Review History: Reviewer #3 Name, Date, and Comments:** Dr. Christopher Estepp, 1/21/2016

**Review History: Reviewer #4 Name, Date, and Comments:** Dr. Jeanne Qvarnstrom, 3/14/2016

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p><b>SLO 1</b> - The student counselor will demonstrate an understanding of traditional and contemporary counseling theories.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Cycle:</b> 2017 - 2018</p>	<p><b>Exam/Quiz - In Course - 1a.</b></p> <p>Faculty assess student performance using scores on final exam in EDUC 5314 Personality and Counseling Theories.</p> <p><b>Target:</b> The targeted level of performance is for all students to score at least 85% on the final exam.</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Target Not Met</p> <p>1a. Met/Not Met/Exceeded</p> <p>Results: Students did well over the weekly quizzes with 8 out of 9 students scoring at 85% or higher. However, when the weekly quiz average was added with the final exam grade and divided by two, only 3 out of the 9 students or 33.3% ended up with an overall average of 85% or higher. (07/05/2018)</p>	<p><b>Use of Results:</b> Based on the results, the faculty plans to: continue adding weekly quizzes and assignments over each of the counseling theories. There are 13 counseling theories in all that are addressed throughout the semester. This gives enough time for each theory to be highlighted per week. Instead of only including quizzes that incorporate information covered over the week pertaining to the one theory, quizzes will be somewhat cumulative and will include a few</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Target Not Met</p> <p>Students did well over the weekly quizzes with 8 out of the 9 students or 88.9% of the students scoring 90 or above on the weekly quizzes average. However, when the weekly quiz grades were added with their final exam grade and divided by two, 4 out of the 9 students or 44.4% ended up with an average of 85% or higher. (05/24/2017)</p>	<p>questions pertaining to previous theories covered. This will assist the students when they do take their cumulative Final Exam. (07/05/2018)</p> <p><b>Use of Results:</b> For the Spring 2016 semester, weekly quizzes over each personality theory were administered in order to assist the students with reviewing and studying each distinct theory. However at that time, these quiz grades were not included in the course grade. For the Spring 2017 semester, the weekly quiz grades were averaged and this average was added to the final exam grade and divided by 2. Although all but 1 of the students averaged a 90 or higher on their weekly quiz average, while 4 students were able to come up with an overall average of 85% or higher. Performance on the final exam for EDUC 5314 has increased over the last three years. The weekly quizzes over each individual theory have contributed to the students ease of understanding the personality theories and has aided them with differentiating the 13 theories. In order to continue to foster the student's understanding of the theories, a weekly list of key terms will be integrated with their weekly quiz. This will assist students due to the fact that some of the concepts in the theories overlap with each</p>

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			other. However, what distinguishes each is the terminology related to each particular theory. (05/24/2017)
		<p><b>Reporting Period:</b> 2015 - 2016</p> <p><b>Conclusion:</b> Target Not Met</p> <p>-Results for the Spring 2016 semester showed 46%, or 6 out of 13 students met the target of 85% or higher.</p> <p>Discussion of Results: Students continue to find it challenging being able to distinguish between the 13 different counseling theories covered in this course. Results indicate that students did not make any improvement on their final exam grade from the previous Spring Semester. Students took weekly quizzes over each theory, however, results from the quizzes were not aggregated with their overall course grade. The intent of the quizzes were for study and feedback purposes. (06/23/2016)</p>	<p><b>Use of Results:</b> For the Spring 2016 semester, students were given a weekly quiz over each of the different personality theories that are timed. The intent of these quizzes was in effort to better prepare students for their final exam. These weekly quizzes were given online in addition to their weekly assignments. The timed quizzes were set up so that once students completed the quiz, the computer system would grade the quiz and students could view their percentage grade. However, this weekly quiz grade was not included in the student's course grade. Students instead focused on assignments pertaining to their course grade. Therefore, for the next reporting cycle, quiz grades will be averaged in with the total weighted grade for the course. (06/23/2016)</p>
		<p><b>Reporting Period:</b> 2014 - 2015</p> <p><b>Conclusion:</b> Target Not Met</p> <p>--Results for the Spring 2015 semester showed 43%, or 6 out of 14 students met the target of 85% or higher.</p> <p>Discussion of Results: Students are struggling with final exam test questions over the 13 different theories studied in this course. Because some basic concepts pertaining to each theory overlap with other theories this is challenging to the students. Many times, the main distinguishing factor between theories is</p>	<p><b>Use of Results:</b> For the next reporting cycle, students will be given a weekly quiz over each of the different personality theories in an effort to better prepare students for their final exam. (03/30/2016)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p><b>Presentation/Performance -</b> 1b. Faculty will assess student performance for this learning outcome via student-created presentations over one of the counseling theories covered in EDUC 5314.</p> <p><b>Target:</b> The targeted level of performance is for all students to score an 85% or higher on their PowerPoint presentation covering a particular counseling theory.</p>	<p>terminology and so students are needing to be able to apply the terms to each distinct theory. (03/30/2016)</p> <p><b>Reporting Period:</b> 2017 - 2018 <b>Conclusion:</b> Target Met All 9 students or 100 percent scored a 90 or above on their presentation. (07/05/2018)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Target Not Met Seven out of the 9 students scored an 85% or higher which amounted to 77.7%. These same 7 students actually scored at 90% or higher on their presentation. The two students that did not make the 85% cutoff, scored an 84%. Due to the more rigorous revised rubric that was used to grade the presentations, the students showed that they are up for the challenge. (05/24/2017)</p> <hr/> <p><b>Reporting Period:</b> 2015 - 2016 <b>Conclusion:</b> Target Met - Results for the Spring 2016 semester showed that 100% or 13 out of 13 students scored an 85% or higher on their PowerPoint presentation.</p>	<p><b>Use of Results:</b> Based on the results, the faculty plans to: continue challenging the students with coming up with a well-researched presentation. Providing the students with the rubric that will be used to assess the presentation will occur early in the semester. (07/05/2018)</p> <hr/> <p><b>Use of Results:</b> For the next cycle, all students will continue to be expected to score a 90% or higher on their presentation. The construction of the PowerPoint will be emphasized to the students as input from their peers will be included in the PowerPoint presentation grade. This addition will have students want to excel and receive positive input from their classmates. In addition, each student will post their PowerPoint presentation to a link that I will create. These PowerPoints will be available for the students to view each other's PowerPoint. Therefore, this will aid the students study for both their midterm and final exam. (05/24/2017)</p> <hr/> <p><b>Use of Results:</b> Since 100% of the students scored 85% or higher, the targeted level for Spring 2017 will be for all students to score a 90% or higher. This will be a challenge because 4 out of the 13</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>Discussion of Results: Students worked diligently in small groups over a PowerPoint slide show pertaining to a counseling theory they were assigned. Students forwarded their PowerPoint presentation, including speaker notes, to the instructor at least one week in advance of their presentation. Formative feedback was given to the students by the instructor, so that they could update relevant information. (06/23/2016)</p> <p><b>Related Documents:</b> <a href="#">Presentation Rubric5314update.doc</a></p> <p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Target Not Met --Results for the Spring 2015 semester showed that 78% or 11 out of 14 students scored an 85% or higher on their PowerPoint presentation.</p> <p>Discussion of Results: Students worked in small groups and prepared a PowerPoint slide show pertaining to a counseling theory. One group of 3 students scored a 78 on their presentation. They did not give enough background information on the particular theory they covered. (03/30/2016)</p>	<p>students or 31% scored an 88% or 89% for the Spring 2016. In addition, the rubric utilized to grade the PowerPoint presentation will be revised and will be more rigorous and will encourage deeper understanding of the theory. (06/23/2016)</p> <p><b>Use of Results:</b> To ensure presentations thoroughly cover required information, students will be required to forward their PowerPoint presentation, including speaker notes, to the instructor one week before their presentation. Formative feedback will be given to students and they will have a week to implement changes, as recommended by the instructor. (03/30/2016)</p>
<p><b>SLO 2</b> - The student counselor will utilize appropriate counseling interventions and strategies in individual and small group counseling.</p> <p><b>Outcome Status:</b> Active <b>Planned Assessment Cycle:</b> 2017 - 2018</p>	<p><b>Supervisor Evaluation -</b> 2a. Field-site supervisors will observe the counseling skills utilized by students during their counseling practicum experience. The Practicum Counselor Evaluation Checklist will be the tool to measure this assessment. The practicum checklist measures student performance on fifty items relating to work requirements, ethical conduct, knowledge and learning, response to supervision, interactions with clients and staff, work products, professional attitude, and personal characteristics. Students are</p>	<p><b>Reporting Period:</b> 2017 - 2018 <b>Conclusion:</b> Target Met During the 2017-18 reporting period a total of seventeen (17) practicum counselors successfully completed the required number of clock hours of practicum experience and earned total scores on the Practicum Counselor Evaluation Checklist of 200 or greater. Thus 100% of the student counselors met or exceeded the specified target of 80%. Eight practicum counselors earned scores of 225 to 246 which reflects a scoring rate of at least 85%; while four student counselors achieved the maximum total score of 250. During the 2017-18 reporting period a total of twelve (12) intern counselors successfully completed the required number of clock hours of internship experience and earned total scores on the Internship Counselor Evaluation Instrument of 95 or greater. Thus 100% of the intern</p>	<p><b>Use of Results:</b> Based on the results, the faculty plans to: Although 100% of practicum counselors received total scores of at least 85% on the Practicum Skill Evaluation, and 100% of the interns received total scores of at least 90% on the Internship Skill Evaluation, the influence of the enhanced 60-hour master's program and the integration of VALT digital recording technologies has undoubtedly affected positive change in the student counselors' scores on the Practicum Skill Evaluation and the</p>

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	<p>assessed on a 5-point Likert-Type scale.</p> <p><b>Target:</b> Students are expected to have a successful practicum experience in which they can demonstrate the use of proper counseling techniques and skills. The expectation is that they achieve at least 80% on the practicum evaluation checklist.</p>	<p>counselors met or exceeded the specified target of 85%. Five (5) interns earned scores of 106 to 110 which reflects a scoring rate of at least 95%; while three interns achieved the maximum total score of 112.</p> <p>Discussion of Results: The community-based site supervisors at all participating agencies, schools, institutions and private practices reported to the RGC Counseling Faculty that the practicum counselors and interns consistently demonstrated advanced-level counseling interventions, effective bilingual and bicultural counseling strategies, and deeper levels of mindfulness of counseling procedures than graduate students from other area universities. This was evident in the Practicum Counselor Evaluation Checklists and the Internship Counselor Evaluation Instruments completed by the site supervisors. It was found that the use of model examples in both live and video formats, as well as the implementation of the campus-based VALT recording systems for many of the counseling sessions and the subsequent clinical supervision meetings, provided the student counselors with numerous opportunities to observe experienced professional counselors working with a wide range of clients and to receive immediate and accurate clinical supervision of the digitally recorded campus-based counseling sessions. Practicum counselors, interns, and community-based clinical supervisors consistently reported that the use of the live counseling demonstrations, the video role modeling of various counseling sessions, and the recording technologies available in the new VALT system were powerful learning tools that enhanced the confidence and effectiveness of the practicum counselor's or intern's therapeutic interventions. (07/05/2018)</p> <p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Target Met</p> <p>The community-based site supervisors at all participating agencies, schools, institutions and private practices informed the RGC Counseling Faculty that the student counselors consistently demonstrated stronger counseling</p>	<p>Internship Skill Evaluation. The counseling faculty members are in full agreement that the enhanced emphasis on specialized counselor training for mindfulness-based approaches to counseling with bilingual and bicultural clients will lead to improved performances and demonstrations of appropriate therapeutic skills and interventions in the video recordings of the student counselor's campus-based and site-based counseling sessions. Consequently, this will result in higher ratings and scores by counseling faculty members on both the Practicum Skill Evaluation and the Internship Skill Evaluation. Furthermore, such successes and strides in effective counselor training allow the RGC Counseling Program faculty members to more confidently assure the hiring agencies, schools and institutions within our service area communities of the competence and specialized skill of our counseling graduates. (07/05/2018)</p>



Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>skills and deeper levels of mindfulness of counseling procedures than graduate students from other area universities. This was evident in the Practicum Counselor Evaluation Checklists and the Internship Counselor Evaluation Forms completed by the site supervisors. It was found that the use of model examples in both live and video formats, as well as the implementation of the VALT recording systems for the campus-based counseling sessions for immediate and concentrated clinical supervision, allowed the student counselors to both observe experienced professional counselors working with a wide range of clients and to receive immediate and accurate clinical supervision of the digitally recorded campus-based counseling sessions. Students consistently reported that the use of the live counseling demonstrations, the video role modeling, and the recording technologies available in the new VALT system were powerful learning tools that enhanced their own self-confidence and assisted them with demonstrating basic therapeutic skills. (05/30/2017)</p> <p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> N/A  data (05/17/2017)</p>	<p><b>Use of Results:</b> During the 2016-2017 academic year the new 60-hour degree requirements were implemented in the Counseling Program. As part of the new 60-hour master's program, the Internship in Counseling (EDUC 7317) was added as a program requirement for all students. For the first time, students were required to first successfully complete the Practicum in Counseling (EDUC 7316) and then complete the Internship. This fieldwork sequence ensures that in order to successfully complete the master's program every student must have accrued a minimum of 360 clock hours of</p>



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			<p>counseling-related experience with at least 200 clock hours of direct face-to-face counseling contact. Although 100% of the practicum counselors scored at least 90% on the Practicum Counselor Evaluation Checklist and 100% of the counseling interns scored at least 95% on the Internship Counselor Evaluation Form, some of the student counselors received ratings of 3 on up to five individual evaluation items on the two evaluation instruments. A rating score of 3 indicates “satisfactory or average demonstration of skill.” The counseling program will continue to strive to achieve at least 100% of the student counselors receiving all ratings of 4 or 5. A rating of 4 indicates “very good or above average” and a rating of 5 means “excellent or outstanding performance.” To enhance and improve student counselor performance in both the practicum and internship experiences, the counseling faculty will employ the teaching and supervision technologies afforded by the newly installed video recording equipment. Digital video recording on campus is now an essential component of counselor training in the Counseling Program at Rio Grande College. The new cutting-edge technology provides a method for faculty to better train counselors</p>

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			<p>and therapists for work in a variety of community settings. In September 2016 Intelligent Video Solutions installed the VALT (Video Audio Learning Tool) system in three designated counseling rooms (one at each of the three primary campus sites). This technology is used to capture and stream video and audio content in high definition resolution. High definition cameras and audio streams from each of the three counseling rooms are simultaneously recorded with audio-visual synchronization. The VALT system allows the student counselors and the faculty members to record, save and manage a comprehensive training video database. In compliance with the federal Health Insurance Portability and Accountability Act (HIPAA), and approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the video recordings and client data are highly secure through data and video encryption, extensive user permissions and rights, group containers, user access control and a robust audit trail. A built in scheduler allows counselors to set up recordings in advance so that they only need to meet the client at the scheduled time and the counseling session is automatically recorded and</p>

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			<p>cataloged with the proper identifying data. Each of the three designated counseling rooms is equipped with network cameras combined with high-quality microphones and audio equipment which provide a high-definition audio and video experience. Counseling session recordings can be initiated via a common Internet browser, a built-in automatic scheduler, or a physical button located in each of the three designated counseling rooms. The VALT system is equipped with features that allow for the input of client level data and case session notations in association with the video record. Student counselors can include relevant session information that is necessary for clinical supervision. Videos are available for review seconds after the recording is completed and stream almost instantaneously. At the end of the academic year, all recordings are deleted. The implementation of the new 60-hour master's degree curriculum, the addition of the required Internship in Counseling (EDUC 7317), and in (05/30/2017)</p>
		<p><b>Reporting Period:</b> 2015 - 2016  <b>Conclusion:</b> Target Met            100% of the practicum student counselors who successfully completed the required number of clock hours of fieldwork experience during this specific reporting period earned evaluation scores of at least 90% on the Practicum</p>	<p><b>Use of Results:</b> Although 100% of the practicum student counselors scored at least 90% on the Practicum Counselor Evaluation Checklist, some of the student counselors received a rating of 3</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>Counselor Evaluation Checklist.</p> <p>Discussion of Results: The community-based site supervisors at all participating agencies, schools, institutions and private practices informed the RGC Counseling Faculty that the student counselors consistently demonstrated stronger counseling skills and deeper levels of mindfulness of counseling procedures than graduate students from other area universities. This was evident in the Practicum Counselor Evaluation Checklists completed by the site supervisors. It was found that the use of model examples in both live and video formats allowed the student counselors to observe experienced professional counselors working with a wide range of clients. Students consistently reported that the use of both live counseling demonstrations and video role modeling were powerful learning tools that enhanced their own self-confidence and assisted them with demonstrating basic therapeutic skills. (06/23/2016)</p>	<p>on up to four individual evaluation items. A rating score of 3 indicates "satisfactory or average demonstration of skill." The counseling program will strive to achieve at least 100% of the student counselors receiving all ratings of 4 or 5. A rating of 4 indicates "very good or above average: and a rating of 5 means "excellent or outstanding performance." To enhance and improve student counselor performance in the practicum experience, the counseling faculty will continue to emphasize specialized counselor training for counseling with bilingual and bicultural clients utilizing mindfulness-based approaches to counseling and psychotherapy. The emphases on these highly relative cutting-edge strategies and issues will ultimately result in consistently higher individual item ratings on each student counselors' assessment on the Practicum Counselor Evaluation Checklist. (06/23/2016)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Target Met  Results:  100% of the practicum students who successfully completed the required number of clock hours of fieldwork experience scored at least scored at least 90% on the Practicum Evaluation Checklist.  Discussion of Results:  The site supervisors at all participating agencies, schools and institutions informed the RGC faculty that student</p>	<p><b>Use of Results:</b> Although 100% of the practicum students scored at least 90% on the Practicum Evaluation Checklist, this consisted of students receiving a rating of at least a 2, which indicates fair to good demonstration of the skill. The counseling program will further work on at least 90% of the</p>

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	<p><b>Presentation/Performance -</b> 2b. Faculty will observe the counseling skills utilized by students during their counseling practicum experience. The Practicum Skill Evaluation will be the tool to measure this assessment, which measures student performance on ten counseling skill-based criteria. The skill evaluation employs a 10-point Likert-type scale evaluating students' skill attainment, with a score of 1 indicating poor performance or serious need for immediate improvement and a score of 10 representing excellent or exemplary demonstration of skill. <b>Target:</b> Students are expected to have a successful practicum experience and be able to demonstrate appropriate individual and small group counseling skills and techniques in video recorded samples of their actual counseling work. The expectation is that they achieve at least 80% on the</p>	<p>counselors consistently demonstrated stronger counseling skills and deeper levels of mindfulness of counseling procedures than graduate students from other area universities. This was evident by the Practicum Evaluation Checklist completed by the site supervisor. It was found that the use of model examples in both live and video formats allowed the practicum counselors to observe experienced professional counselors working with a wide range of clients. Students consistently reported that the use of both live demonstrations and video role modeling were powerful learning tools that enhanced their own self-confidence and assisted them with demonstrating basic therapeutic skills. (03/30/2016)</p> <p><b>Reporting Period:</b> 2017 - 2018 <b>Conclusion:</b> Target Met 2b. Met/Not Met/Exceeded Results: The 60-hour degree requirements were still in their infancy during this evaluation period. Counseling students enrolled in and completed both capstone fieldwork experiences: Practicum in Counseling (EDUC 7316) and Internship in Counseling (EDUC 7317). Because of the integration of higher performance standards, additional coursework and fieldwork training, and the counselor training technologies afforded by the VALT system all seventeen (17) practicum counselors (100%) scored at least 85% on the Practicum Skill Evaluation completed by the RGC supervising professor of record for the Practicum in Counseling (EDUC 7316). Furthermore, all twelve (12) interns (100%) who successfully completed the required number of internship hours during this specific reporting period earned evaluation scores of at least 90% on the Internship Skill Evaluation completed by the RGC supervising professor of record of the Internship in Counseling (EDUC 7317). The use of the VALT digital recording system provided student counselors with cutting-edge and convenient methods for capturing their counseling sessions for feedback during clinical supervision. Both individual and small group counseling knowledge and skills were more easily and conveniently evaluated by the</p>	<p>students receiving ratings of 3, which indicate very good to excellent demonstration of skill area. To enhance and improve student performance in the practicum experience, the counseling faculty will continue to emphasize specialized counselor training for counseling with bilingual and bicultural clients. These emphases and trainings will ultimately affect better counseling scores on the Practicum Evaluation Checklist. (03/30/2016)</p> <p><b>Use of Results:</b> Based on the results, the faculty plans to: During the 2017-2018 academic year the new 60-hour degree requirements were still in the initial stages of implementation in the Counseling Program. Counseling graduate students are required to first successfully complete the Practicum in Counseling (EDUC 7316) and then complete the Internship in Counseling (EDUC 7317). This fieldwork sequence ensures that in order to successfully complete the master's program every student must have accrued a minimum of 460 clock hours of counseling-related experience with at least 250 clock hours of direct face-to-face counseling contact. All seventeen practicum counselors (100%) scored at least 90% on the Practicum Counselor Evaluation Checklist and 100% of</p>

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	<p>practicum evaluation checklist completed by the practicum professor.</p>	<p>faculty members throughout the two capstone fieldwork experiences. During this specific reporting period, 100% of the student counselors achieved total scores of at least 85% or higher on the Practicum Skill Evaluation and 100% of the counseling interns earned evaluation scores of at least 90% on the Internship Skill Evaluation.</p> <p>Discussion of Results: Through intensive training, faculty oversight and supervision, and intense campus-based and site-based clinical supervision, the RGC student counselors continue to be exceptionally well equipped for working as professional counselors across all work settings in our larger bilingual and bicultural communities. The community-based clinical supervisors and agency directors continue to report to the RGC faculty that the practicum counselors and interns are noticeably more advanced and well-trained than their counterparts from other universities in the use of bilingual and bicultural counseling strategies and the applications of appropriate mindfulness-based approaches to counseling and psychotherapy. During this specific reporting period, administrators and clinical supervisors from five different agencies or institutions contacted RGC counseling faculty requesting RGC practicum counselors and/or interns because of their unique and valuable knowledgeable and skills in the areas of bilingual and bicultural counseling. One agency administrator stated that, "Counselors from the RGC Counseling Program are almost always guaranteed to be outstanding." (07/05/2018)</p>	<p>the interns scored at least 90% on the Internship Counselor Evaluation Form. For the first time, the Counseling Program observed that not one practicum counselors earned a single rating of 3 ("satisfactory") or less on the Practicum Counselor Evaluation Checklist; all ratings for all practicum counselors were either 4 ("above expectations") or 5 ("exceeds expectations"). Additionally, similar results were demonstrated by the interns. Not one intern earned a single item rating of 2 ("average or satisfactory") or less on the Internship Counselor Evaluation Form. All evaluative ratings for the counseling interns were either 3 ("above average or good") or 4 ("excellent or exemplary"). The Counseling Program faculty members will continue to strive to maintain 100% of the student counselors achieving single item ratings of "above average" to "excellent." To continue and maintain this high level of student counselor performance in both the Practicum in Counseling (EDUC 7316) and Internship in Counseling (EDUC 7317), faculty members will continue employing the teaching and supervision technologies afforded by the VALT video recording equipment. Digital video recording on campus is now an essential component of counselor training in the</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
			<p>Counseling Program at Rio Grande College. This technology provides a method for faculty to better train counselors and therapists for work in a variety of bicultural and bilingual community settings. The VALT system allows the student counselors and the faculty members to record, save and manage a comprehensive training video database. In compliance with the federal Health Insurance Portability and Accountability Act (HIPAA), and approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the video recordings and client data are highly secure through data and video (07/05/2018)</p>
		<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Target Met            Through intensive training, faculty oversight and supervision, and intense campus-based and site-based clinical supervision, the RGC student counselors continue to be exceptionally well equipped for working as professional counselors across all work settings. The community-based clinical supervisors and agency directors continue to report to the RGC faculty that the practicum student and intern counselors excel in the use of bilingual and bicultural counseling strategies and the application of appropriate mindfulness-based approaches to counseling and psychotherapy. During this specific reporting period several different community-based site supervisors informed faculty members that the RGC practicum students and intern counselors were far “better prepared” and “more therapeutically skilled” than those practicum students and/or intern counselors from other educational institutions in the South Texas region. Additionally, during</p>	<p><b>Use of Results:</b> Use of Results:            Although 100% of practicum student counselors received total scores of at least 80% on the Practicum Skill Evaluation, and 100% of the counseling interns received total scores of at least 90% on the Internship Skill Demonstration Evaluation, the implementation of the new 60-hour master’s program and the installation and use of the VALT digital recording technologies will undoubtedly continue to affect positive change in the student counselors’ scores on the Practicum Skill Evaluation and the Internship Skill Demonstration Evaluation. The counseling faculty</p>



<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>this specific reporting period, supervisors from two different counseling agencies or institutions contacted RGC counseling faculty requesting RGC practicum student counselors because of their unique and valuable knowledgeable and skills in the areas of bilingual and bicultural counseling. One agency administrator stated that, "Counselors from the RGC Counseling Program are nearly guaranteed to be outstanding." (05/17/2017)</p>	<p>members are in full agreement that the enhanced emphasis on specialized counselor training for mindfulness-based approaches to counseling with bilingual and bicultural clients will lead to improved performances and demonstrations of appropriate therapeutic skills and interventions in the video recordings of the student counselor's campus-based and site-based counseling sessions. Consequently, this will result in higher ratings and scores by counseling faculty members on both the Practicum Skill Evaluation and the Internship Skill Demonstration Evaluation. Furthermore, such successes and strides in effective counselor training allow the RGC Counseling Program faculty members to more confidently assure the hiring agencies, schools and institutions within our service area communities of the competence and specialized skill of our counseling graduates. (05/30/2017)</p>
		<p><b>Reporting Period:</b> 2015 - 2016  <b>Conclusion:</b> Target Met            -During the past year, 100% of the practicum student counselors who successfully completed the required number of clock hours of fieldwork experience scored at least 80% on the Practicum Skill Evaluation completed by the RGC professor of record for the Practicum in Counseling. The video recorded counseling sessions, both individual and small group counseling, were evaluated by</p>	<p><b>Use of Results:</b> Although 100% of practicum student counselors received total scores of at least 80% on the Practicum Skill Evaluation, the pending program implementation of the new 60-hour master's program will very likely affect positive change in the student counselor's scores on the</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>the faculty member when the practicum student counselor has accrued the required number of clock hours of fieldwork experience. During this specific reporting period, 100% of the student counselors achieved total scores of at least 80% or higher on the Practicum Skill Evaluation.</p> <p>Discussion of Results: Through intensive training, faculty oversight and supervision, and intense site-based clinical supervision in the community, the RGC student counselors continue to be exceptionally well equipped for working as professional counselors across all work settings. The community-based clinical supervisors continue to report to the RGC faculty that the practicum student counselors excel in the use of bilingual and bicultural counseling strategies and the application of appropriate mindfulness-based approaches to counseling and psychotherapy. In fact, during this specific reporting period, seven different community-based site supervisors informed faculty members that the RGC practicum student counselors were far "better prepared" and "more therapeutically skilled" than those practicum student counselors from other educational institutions in the South Texas region. Additionally, during this specific reporting period, directors from three different counseling agencies of institutions contacted RGC counseling faculty requesting RGC practicum student counselors because of their unique and valuable knowledge and skills in the areas of bilingual and bicultural counseling. (06/23/2016)</p>	<p>Practicum Skill Evaluation. With the implementation of the new program changes, the faculty members are in full agreement that our enhanced emphasis on specialized counselor training for mindfulness-based approaches to counseling with bilingual and bicultural clients will lead to improved performances and demonstrations of appropriate therapeutic skills and interventions in the video recording of the student counselor's authentic site-based counseling sessions. Consequently, this will result in higher ratings and scores by counseling faculty members on the Practicum Skill Evaluation. (06/23/2016)</p>
		<p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Target Met Results: --During the past year, 100% of the practicum students who successfully completed the required number of clock hours of fieldwork experience scored at least 80% on the Practicum Skill Evaluation. --The practicum faculty evaluated the video recorded individual and small group counseling sessions of those practicum students who successfully completed the required number of clock hours of fieldwork and 100%</p>	<p><b>Use of Results:</b> Even though 100% of practicum students received at least a score of 80% on the Practicum Skill Evaluation, the current program planning and development for the new 60-hour master's program is likely to affect positive change in the students' scores on the Practicum Skill Evaluation. With the new program changes on the horizon, the</p>

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		<p>earned a score of 80% or higher on the Practicum Skill Evaluation.</p> <p>Discussion of Results:</p> <p>The community-based site supervisors reported to the RGC faculty that the RGC practicum counselors were trained in the use of bilingual and bicultural counseling strategies whereas practicum counselors from other educational institutions were not as knowledgeable or skilled in the areas of bilingual and bicultural counseling. (03/30/2016)</p>	<p>counseling faculty members are in full agreement that our enhanced emphasis on specialized counselor training for mindful approaches to counseling with bilingual and bicultural clients will lead to improved performances in the video recorded counseling sessions resulting in higher ratings/scores on the Practicum Skill Evaluations completed by the practicum faculty. (03/30/2016)</p>
<p><b>SLO 3</b> - The student counselor will understand basic principles related to standardized counseling assessments.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Cycle:</b> 2017 - 2018</p>	<p><b>Exam/Quiz - Standardized -</b></p> <p>3a. Faculty will assess student performance on this outcome using final exam scores in 5315 Standardized Assessment Principles.</p> <p><b>Target:</b> The targeted level of performance is for all students to score at least 85% on the final exam.</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Target Not Met</p> <p>10 out of the 14 students or 71.4% scored an 85 or higher on the Final Exam. The percentage is exactly the same as it was last year during the 2016-17 reporting period. (07/05/2018)</p>	<p><b>Use of Results:</b> Based on the results, the faculty plans to: All but 1 of the students scored an 80 or higher on the final exam. The students are consistently scoring well on the final which indicates that the additional resources and explanations available to the students have been helpful. (07/05/2018)</p>
		<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Target Not Met</p> <p>15 out of 21 students that completed the course for a total of 71.4% were able to score an 85% or higher on the Final Exam. (05/24/2017)</p>	<p><b>Use of Results:</b> All 21 students scored at least an 80% on their final exam. The students are improving their resulting final exam grade with the additional resources and explanations that have been utilized to clear up any misunderstandings. For the next cycle, videos using Collaborate in Blackboard will be available for students to view over key concepts in Standardized Assessments such as: standard deviation, norm referenced vs. criterion referenced, reliability and validity. Students will be able</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>to access these videos as a further reference throughout the semester. (05/24/2017)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> N/A  data (05/17/2017)</p> <hr/> <p><b>Reporting Period:</b> 2015 - 2016  <b>Conclusion:</b> Target Not Met  Results for the 2015-16 cycle final exam demonstrate that 14 out of 16 students or 87.5% scored an 85% or higher. (06/27/2016)</p>	<p><b>Use of Results:</b> Students have continued to show improvement on reaching at least an 85% on their final exam. Therefore, counseling faculty will continue working on the curriculum and focusing on concepts and terminology such as variance, standard deviation, and standard error of measurement. Additional documents have been posted that give examples of the above concepts to the students. However, to carry this one step further, counseling faculty will create a video demonstrating each of the concepts. The belief is that with the addition of the video and students being able to view and listen to their professor explain and demonstrate the concepts, this will help them with any clarification needed. (06/27/2016)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Target Not Met  Results for the 2014-15 cycle, final exam demonstrate that 13 out of 16 students or 81% scored at 85% or higher. (03/30/2016)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
			<p>additional documents and instruction giving examples of these concepts will be provided to students. In addition, counseling faculty have decided to open a blog in Blackboard so that discussion related to the concepts of variance, standard deviation, standard error of measurement and any other concepts related to standardized assessments can be discussed back and forth by the students and faculty. This will assist with clarification that students still need. In addition, many times the students simply need reassurance that they are on the right track. This blog will open venues for these discussions to take place. (03/30/2016)</p>
	<p><b>Presentation/Performance -</b> 3b. Faculty use a five-part, 100 point rubric to assess PowerPoint presentations in EDUC 5315 Standardized Assessment Principles. Included in the requirements for the PowerPoint presentation are the necessity of students to discuss basic principles such as the background, construction, reliability and validity of assessments <b>Target:</b> The targeted level of performance is for all students to score at least 85% on the PowerPoint presentation.</p>	<p><b>Reporting Period:</b> 2017 - 2018 <b>Conclusion:</b> Target Not Met 9 out of the 14 students or 64.2% of them scored an 85 or higher on their PowerPoint. 8 out of the 14 students scored at 90 or above. The students that utilized the scoring rubric consistently scored better than those that based their PowerPoint only on instructions in the syllabus. (07/05/2018)</p>	<p><b>Use of Results:</b> Based on the results, the faculty plans to: have each student self-evaluate and turn in the rubric with their own scoring as part of the assignment. Since the rubric will become part of their assignment and their overall grade, students will be more consistent when it comes to following the rubric guidelines and including all relevant information. (07/05/2018)</p>
		<p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Target Not Met 16 out of the 21 students or 76.1% scored an 85% or higher on their PowerPoint Presentation. (05/24/2017)</p>	<p><b>Use of Results:</b> Since fewer or 76.1% as opposed to last year's 81% scoring at 85% or higher on their PowerPoint presentation, the use of Collaborate and the video functions in Blackboard will be used to further explain key</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
			<p>concepts that students are having difficulty understanding. The Collaborate videos will enable students to view the tutorial videos as many times as they need to better understand concepts. In addition, a couple of excellent PowerPoint presentations from previous years will be posted and will serve as a model for the students. (05/24/2017)</p>
		<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> N/A  data (05/17/2017)</p>	
		<p><b>Reporting Period:</b> 2015 - 2016  <b>Conclusion:</b> Target Not Met  For the 2015-16 cycle, 13 out of 16 students or 81% scored at 85% or higher on their PowerPoint presentation. (06/27/2016)  <b>Related Documents:</b>  <a href="#">Presentation Rubric5315Internet class.doc</a></p>	<p><b>Use of Results:</b> Counseling faculty have continued to revise the curriculum in order to help students understand the concepts and terminology related to assessments. Students continue struggling with variance, standard deviation, and standard error of measurement. Therefore, counseling instructors will present a couple of PowerPoints at the onset of each semester, so that they will serve as a model and will offer guidance to the students. (06/27/2016)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Target Not Met  For the 2014-15 cycle, 13 out of 16 students or 81% scored at 85% or higher on their PowerPoint presentation. (03/30/2016)</p>	<p><b>Use of Results:</b> Revision of the curriculum to help emphasize concepts and terminology will be a focus. The students are struggling with variance, standard deviation, and standard error of measurement. Therefore, documents and PowerPoints demonstrating and giving</p>

*Student Learning  
Outcomes*

*Assessment Methods*

*Results*

*Use of Results*

examples of the concepts  
students are struggling with will  
be made available to all students.  
(03/30/2016)