

**Annual Progress Report on  
Assessment of Student Learning  
Student Life Units (rev. 10/09 and 6/11)**

**Academic year: 2010-2011**

**Student Life Unit/Program: Counseling Services**

**Person(s) preparing report: Dorinda J. Lambert, Ph.D.  
Director Counseling Services**

**Date submitted: 9/8/2011**

**Summary of this FY2011 Annual Progress Report:**

In our Agency Annual Report for FY2011 the data concerning our contacts and our budget is available online at <http://www.k-state.edu/counseling/agencyreports/fy11annualreport.pdf>. This report shows that the combination of clinical services, teaching, consultations and presentations, and special programs provided by our agency accounts for over 66% of our time; an additional 17% of our time is spent in training the psychology interns who are part of the staff providing those direct services to students and the campus community. The evaluation of these services is reflected in the following Student Learning Objectives report and overall show the positive change that clients make in their identified problems, the satisfaction that clients have with our services, and the attainment of professional competencies by our psychology interns. We also help students through our online training programs and, though this current report does not reflect this, it is our plan to create evaluation forms to assess the progress of students who use our online training modules; this would help measure the effectiveness of these “off-site” programs in reaching students.

**Link to department web site where degree program SLOs and Fy2011 Summary are posted:**

<http://www.k-state.edu/counseling/agencyreports>

***1. List the SLO's that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.***

**a) Direct-Service Counseling:**

(1) Clinical assessments using the KPIRS, a problem checklist and outcome measurement is done at intake and again for clients who are seen beyond 3 sessions.

(2) Surveys will be completed by a sampling of clients each semester to obtain feedback about both agency overall and about services provided. These are satisfactions surveys.

**b) Psychology Internship Training:**

The student learning outcomes for pre-doctoral psychology interns are identified as 14 professional competencies that interns must achieve before they can complete the internship: Ethical Understanding and Adherence, Appreciation and Awareness of Human Diversity, Commitment to Professional Development, Professional Decorum/Professionalism, Individual Psychotherapy, Case Conceptualization, Assessment, Diagnosis, Treatment Planning/Case Disposition/Referral, Application of Theory to Practice, Crisis Intervention, Supervision, Research, Consultation.

**c) Educational Outreach & Consultation**

(1) After most presentations, participants are asked to complete an evaluation indicating how useful/helpful the information is to him/her and how they expect to use the information. The evaluation forms are in the process of being modified to better assess SLO's and will begin to be gathered in Fall 2011.

(2) The data gathered about the use of the online materials (e.g Susie's Strategies and other programs developed online) has been instituted in 2010 and evaluation forms will be requested of users in get their feedback in Fall 2011 and will continue to be gathered on a yearly basis throughout the three-year plan.

**2) Identify the Student Learning Outcomes/Objectives (from the full list above) that were assessed for this Annual Progress Report and how they are inclusive of the university undergraduate SLOs (knowledge, communication, critical thinking, diversity, academic and professional integrity)..**

**a) Direct-Service Counseling:**

(1) CS provides direct services to currently registered students (undergraduate and graduate). Clinical assessments using the KPIRS is done at intake and again for clients who are seen beyond 3 sessions. To assess progress, the client rates the significance of her/his problems and how those problems interfere with his/her academic and social life. This rating is done at both intake and at every third session; the progress is determined by comparing the initial rating and the last rating obtained.

(2) Agency surveys of satisfaction with services

**b) Psychology Internship Training:**

Pre-doctoral psychology interns provide direct service to K-State students to assist them in improving their academic success. The student learning outcomes for pre-doctoral psychology interns outline 14 professional competencies that interns must achieve before they can complete the internship. The final evaluation of each intern determines if she/he has completed the internship. The rating has to be a 3 out of a score of 5 in order to complete.

**3) For each learning outcome, describe (a) the measures used (at least one direct measure must be used for each student learning outcome), (b) the sample of students from whom data were collected, (c) the timetable for the collection, and (d) the forum in which the measures were administered.**

**OUTCOMES FOR CLIENTS.**

(a) the measures: - (1) KPIRS problem factors and the (2) scale items for academic and social interference  
(b) the sample of students from whom data were collected – (1) There were 207 clients who the therapist rated on the problem list and on the interference scales at intake and at a final rating time. (2) There were 225 clients who had been seen at CS in FY 2011 for more than 3 sessions who themselves completed the forms

(c) the timetable for the collection - the forms were completed by therapists at both intake and at termination and by clients at both intake and at least a second time during the FY2011.

(d) the forum in which the measures were administered - administered prior to or at the time of the first session and again after the third session and again every third session thereafter if continuing in contact. The comparison was made between the initial and the final evaluations obtained.

**AGENCY SURVEY OF CLIENTS**

(a) the measures: - a satisfaction survey requests feedback from a sample of clients and covers issues about the office as well as about the clinical services.

(b) the sample of students from whom data were collected – Fall 2010 N=148; Spring 2011 N=155.

(c) the timetable for the collection - the forms were given to all clients during a two week block in both the Fall and Spring terms of the academic year in FY2011. This survey will continue to be administered each semester.

(d) the forum in which the measures were administered - all clients who come to the reception desk during the 2-week period are asked to complete the survey. The majority of students do complete it.

**OUTCOMES FOR INTERNSHIP PROGRAM:**

(a) the measures – supervisor ratings of each intern on skills related to 14 professional competencies utilizing the *Intern Semester Evaluation Form* on a 5-point rating scale

(b) the sample of students from whom data were collected - the four pre-doctoral psychology interns trained during FY2011.

- (c) the timetable for the collection – evaluations are completed each semester with the evaluation completed at the end of the summer determining final competency and completion.
- (d) the forum in which the measures were administered: completed by supervisors and discussed with interns.

**4) Describe the results of the assessment. If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.**

OUTCOMES FOR CLIENTS USING - KPIRS scale items

The results do show that the severity of concerns decreases with contact at Cs and that from the clients' responses, there is decreased interference in their academic and their social lives. From the therapists perspective, there is a decrease in interference in the clients' social lives but no change seen (again, from the therapists' perspective) in the clients' academic interference.

See Table I: Therapist rating of Progress on Problems Factors and on academic and social interference.  
See Table II: Client rating of Progress on Problems Factors and on academic and social interference.

AGENCY SURVEY OF CLIENTS

The survey results for both semesters were very positive concerning both the office functions as well as the clinical services. However, we did find that not as many clients as we had hoped had used the online programs or the websites. See the results in the attached summaries of each survey.

OUTCOMES FOR INTERNSHIP PROGRAM:

All four interns successfully completed the internship by attaining a rating of 3 or greater on each of the competencies measured. See Table III: Internship Outcomes on 14 competencies for 4 interns in FY2011. The table shows the average rating on each competency for the four interns.

**5) Describe the actions and/or revisions that were implemented in response to the previous year's assessment results and the effects on student learning observed on this year's SLOs.**

This was the first year that these particular SLO's were identified for use with the SLO.report process. For the area of the Educational Outreach & Consultation, we will modify current forms and create assessment/evaluation forms to use with participants of the online and in-person presentations to better measure the usefulness of these educational programs on the students academic and personal success.

**6) Describe the process by which staff reviewed the results of this year's SLOs and the actions and/or revisions that are planned in response to the assessment results. (include changes that may be made to unit SLOs or to the general assessment strategy)**

Staff have reviewed the results of the annual report. The SLO results will be discussed in staff meetings and pertinent Staff Team Meetings to review and revise evaluation forms to better assess student SLOs.

**7) Briefly describe what you plan to do with the assessment results, what changes you plan to make and the long-range plan to assess the remaining outcomes (if assessing over a sequence of years).**

Will continue to develop programs to address students in need and assist them in modifying behaviors and moods to better support academic and personal success.

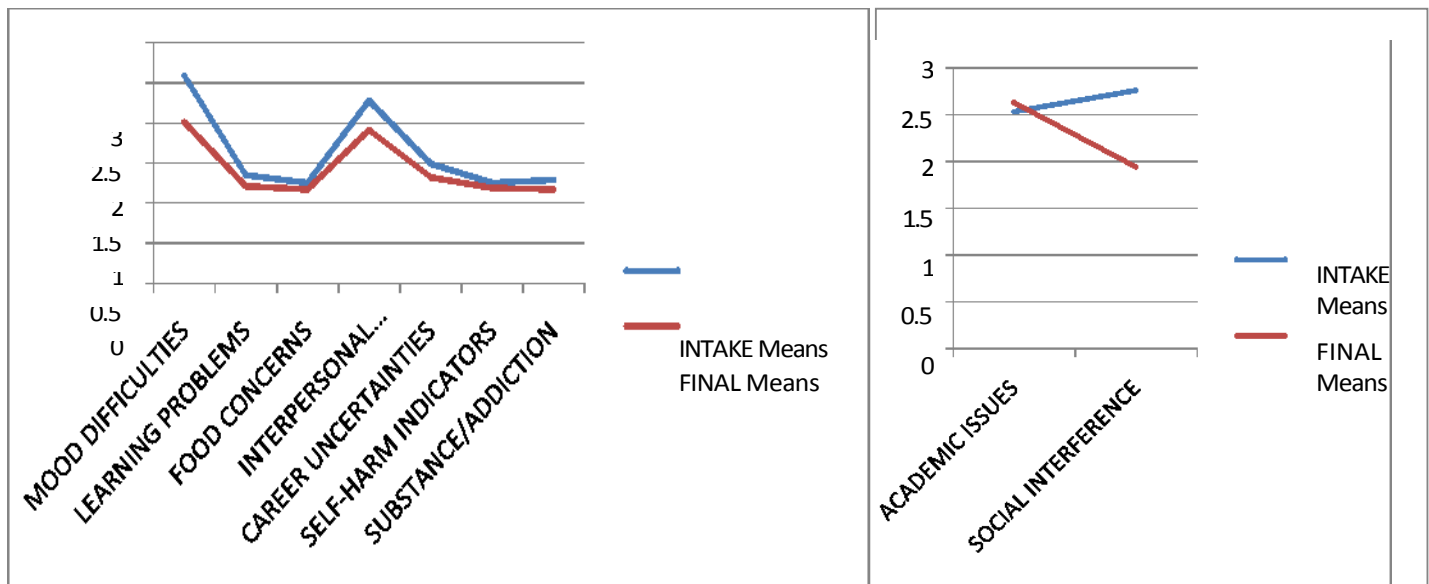
## APPENDIX I: THERAPISTS RATING OF PROGRESS

**TABLE 1A: Client progress on problem factors as assessed by therapists**

	INTAKE Means	FINAL Means	PROGRESS	<i>r</i>	<i>t</i>	<i>p</i>
<b>MOOD DIFFICULTIES</b>	2.59	2.01	0.58	0.59	9.85	**
<b>LEARNING PROBLEMS</b>	1.35	1.21	0.14	0.60	3.49	**
<b>FOOD CONCERNS</b>	1.25	1.17	0.08	0.72	2.63	**
<b>INTERPERSONAL CONFLICTS</b>	2.28	1.91	0.36	0.54	5.74	**
<b>CAREER UNCERTAINTIES</b>	1.49	1.32	0.17	0.49	3.20	**
<b>SELF-HARM INDICATORS</b>	1.25	1.19	0.06	0.54	1.64	n.s.
<b>SUBSTANCE/ADDICTION</b>	1.29	1.17	0.11	0.64	3.00	**
<b>ACADEMIC ISSUES</b>	2.53	2.63	-0.10	0.66	-1.99	*
<b>SOCIAL INTERFERENCE</b>	2.76	1.94	0.82	0.14	10.81	**

**NOTE: \*\*  $p < .01$ ; \*  $p < .05$ ; n.s. = non-significant; N= 207**

THE GRAPH BELOW SHOW THE SAME INFORMATION, WITH INTAKE IN BLUE AND FINAL SCORE IN RED; THIS VISUAL SHOWS THE DECREASE IN SEVERITY OVER TIME for Social areas while academic slightly increased.



**TABLE 1B - when looking specifically at the 44 students who therapists had identified as having moderate to significant concerns about self-harm at time of intake, these students showed significant improvement at final ranking.**

<b>PROGRESS FOR CLIENTS IDENTIFYING WITH MODERATE TO SIGNIFICANT CONCERNS ABOUT SELF-HARM AT INTAKE</b>									
		INTAKE (N = 44)		FINAL (N = 44)		PROGRESS	<i>r</i>	<i>t</i>	<i>p</i>
<b>SELF-HARM INDICATORS</b>	M	2.23	M	1.64	0.59	0.49	5.95	**	
(N = 44)	SD	0.42	SD	0.75					

**NOTE: \*\*  $p < .01$ ; \*  $p < .05$ ; n.s. = non-significant**

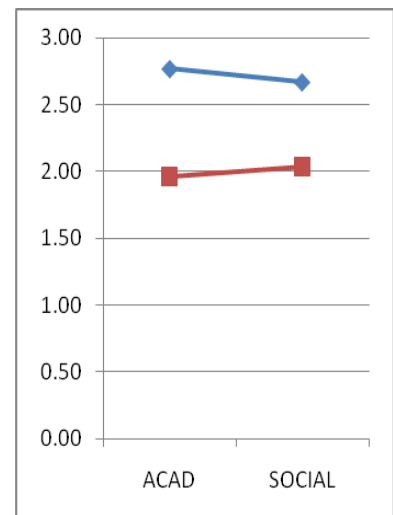
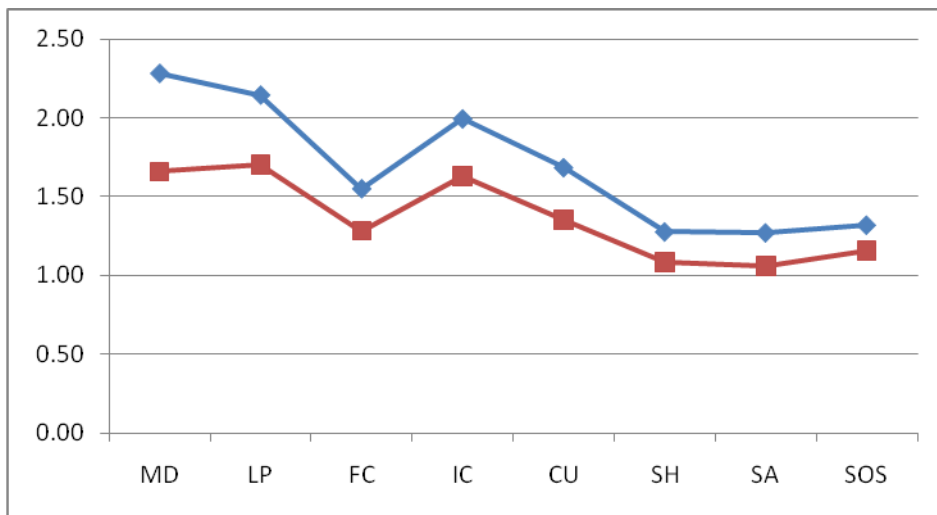
**NOTE: All participants scoring "1" or "No concern" excluded from analyses**

## APPENDIX II: CLIENT RATINGS OF PROGRESS

**TABLE 2 A- CLIENTS' RATING OF THEIR PROGRESS ON PROBLEM FACTORS, SOCIAL INTERFERENCE, AND ACADEMIC INTERFERENCE ITEMS**

Presenting Problem	Intake Means	Final Means	Progress	<i>r</i>	<i>t</i>	<i>p</i>
MOOD DIFFICULTIES	2.28	1.66	0.55	0.48	14.53	**
LEARNING PROBLEMS	2.14	1.70	0.44	0.57	9.72	**
FOOD CONCERNS	1.55	1.28	0.27	0.61	7.24	**
INTERPERSONAL CONFLICTS	1.99	1.63	0.36	0.43	9.15	**
CAREER UNCERTAINTIES	1.68	1.35	0.33	0.52	6.68	**
SELF-HARM INDICATORS	1.28	1.08	0.20	0.45	7.51	**
SUBSTANCE/ADDICTION	1.27	1.06	0.21	0.43	5.64	**
SOS	1.32	1.16	0.16	0.53	7.45	**
ACADEMIC INTERFERENCE	2.77	1.96	0.81	0.15	6.13	*
SOCIAL INTERFERENCE	2.67	2.03	0.64	0.27	9.40	**
<b>NOTE: ** <math>p &lt; .01</math>; * <math>p &lt; .05</math>; N = 225</b>						

THE GRAPH BELOW SHOW THE SAME INFORMATION, WITH INTAKE IN BLUE AND FINAL SCORE IN RED; THIS VISUAL SHOWS THE DECREASE IN SEVERITY OVER TIME.



**Table 2b - When looking specifically at the 82 students who had identified themselves as having moderate to significant concerns about self-harm at time of intake, these students showed significant improvement at time**

	INTAKE (N = 82)		FINAL (N = 82)		PROGRESS	<i>r</i>	<i>t</i>	<i>p</i>
<b>SELF-HARM INDICATORS (N = 82)</b>	M	1.93	M	1.22	0.71	0.40	10.71	**
	SD	0.58	SD	0.51				

**NOTE: \*\*  $p < .01$ ; \*  $p < .05$ ; n.s. = non-significant**

**NOTE: All participants scoring "1" or "No concern" excluded from analyses of final ranking.**

## APPENDIX III FY2011 CONSUMER SURVEY –

A survey was administered during a two week period both in October 2010 and again in March 2011 to all students presenting at our reception desk during that time period; this sampling of the students seen during FY2011 gives a good sense of both student satisfaction with the agency/services as well as a measure of how many individuals may be aware of our online programs. Responses were positive concerning clients' satisfaction with the office environment the receptionist, appointments, and the clinical staff. There is less satisfaction with paying fees. And finally, though there was some increase in the number of clients who used the online resources, the low number highlights the need for continued marketing to educate the community about these resources.

FY2011 AGENCY SURVEY RESULTS COMBINED FOR FALL AND SPRING TERMS		
CLIENT SATISFACTION SURVEY		
AREAS EVALUATED	NEW CLIENTS N= 71	RETURNING CLIENTS N=232
Office & Reception staff	93% pos; 0% neg; 7% NR	94% pos; 3% neg; 3%NR
Appointments	92.5% pos; 3.5% neg; 4% NR	89.5% pos; 3.5% neg; 7% NR
Fees & Billing	*	65.5% pos; 3.5% neg; 31% NR
Clinical Staff	*	90% pos ; 1.5% neg; 8.5% NR;
CLIENT RESPONSES		
Viewed the CS website	57% yes 43% No	47% Yes 53% No
Viewed ULC site	9% Yes 91% No	11.5% Yes 88.5% No
Used Online Programs**	2.5% Yes 97.5% No	11.5% Yes 88.5% No

pos = positive responses were ratings of 3 or 4  
 neg = negative responses were ratings of 1 or 2  
 NR = no responses given on those items.

\* New clients were administered the questionnaire prior to their first session; they were not given questions dealing with fees or billing because they had no experience with CS billing as yet.

\*\* Current programs/topics: Academic Anxiety, Stress Management, and Biofeedback

## APPENDIX IV: Internship Outcomes on 14 competencies

### Mean scores for 4 interns in FY2011

Interns must score at least a "3" in all applicable areas of practice in order to successfully complete the internship.

Mean scores on intern evaluations completed by individual supervisors Each intern has 2 supervisors. Each supervisor completes an evaluation.

**bold**= at least one evaluation did not enter a score

### Professional Identity Core Competencies

#### Competency #1: Ethical Understanding and Adherence

Clinical Evaluation Type		Item #1 Demonstrates knowledge and use of professional and ethical standards	Item #2 Demonstrates concern for client welfare	Item #3 Understands limitations and acts with adherence to those parameters
Individual sup fall 2010	Mean	3.625	4.25	3.875
Individual sup spring2011	Mean	4.625	4.75	4.625

#### Competency #2: Appreciation and Awareness of Human Diversity

Clinical Evaluation Type		Item #4 Demonstrates respect for the dignity and worth of the individual	Item #5 Demonstrates awareness of and sensitivity to human diversity in both their colleagues and among the clients they serve
Individual sup fall 2010	Mean	4.25	4
Individual sup spring 2011	Mean	5	5

### Competency #3: Commitment to Professional Development

Clinical Evaluation Type		Item #6 Demonstrates a commitment to on-going learning	Item #7 Able to apply current research, theory, and counseling techniques to their work as psychologists
Individual sup fall 2010	Mean	3.875	3.75
Individual sup spring 2011	Mean	4.833	4.66

### Competency #4: Professional Decorum/Professionalism

Clinical Evaluation Type		Item #8 Demonstrates open, positive working relationships with staff	Item #9 Communicates clearly both orally and in writing, uses appropriate communication channels to get needs met	Item #10 Demonstrates a sense of professional responsibility and dependability	Item #11 Demonstrates knowledge of agency policies and procedures and reasonably adapts personal style to agency needs
Indiv sup fall 2010	Mean	3.75	3.875	3.875	3.875
Indiv sup spring 2011	Mean	4.75	4.5	4.56	4.5

## Counseling and Therapy Interventions Performance Competencies

### Competency #5: Individual Psychotherapy

Clinical Evaluation Type		Item #12 Develops effective therapeutic relationships with clients	Item #13 Accurately hears clients and encourages more in-depth exploration of client problems	Item #14 Helps clients explore complex feelings and defenses	Item #15 Helps clients formulate and explore goals for counseling in depth
Indiv sup fall 2010	Mean	3.87	3.87	3.5	3
Indiv sup spring 2011	Mean	4.75	4.28	4.31	3.37 4.43

### Competency #6: Case Conceptualization

Clinical Evaluation Type		Item #16 Integrates information into a unified conceptual framework of	Item #17 Effectively presents case conceptualizations orally and in writing to other professionals	Item #18 Demonstrates consideration for cultural and diversity factors in conceptualizing client problems and planning treatment
Individual sup fall 2010	Mean	3.56	3.62	4
Individual sup spring 2011	Mean	4.62	4.68	5

## Competency #7: Assessment

Clinical Evaluation Type		Item #19 Able to conduct diagnostic interviews	Item #20 Administers and interprets frequently used standardized/personality/vocational instruments	Item #21 Writes helpful, clear psychological reports	Item #22 Integrates information from assessments into client treatment plans	Item #23 Presents assessment findings to clients in understandable and useful terms
Indiv sup fall 2010	Mean	3.5	<b>3.5</b>	<b>3.13</b>	<b>3.38</b>	<b>3.37</b>
Indiv sup spring 2011	Mean	4.56	4.1	<b>4.33</b>	<b>4.42</b>	<b>4.64</b>

**Competency #8: Diagnosis**

Clinical Evaluation Type		Item #24 Able to use the DSMMD-Fourth Edition in diagnosing client disorders when appropriate	Item #25 Selects appropriate interventions based upon client diagnosis
Individual sup fall 2010	Mean	3.56	3.5
Individual sup spring 2011	Mean	4.56	4.81

### Competency #9: Treatment Planning/Case Disposition/Referral

Clinical Evaluation Type		Item #26 Helps clients establish immediate goals and strategies strongly related to client needs and capabilities	Item #27 Helps clients identify flexible long-term goals related to changes occurring in the process of therapy	Item #28 Able to anticipate the likely length and course of treatment and negotiates this with the client	Item #29 Able to identify helpful resources within or outside counseling services and can make appropriate referrals	Item #30 Maintains appropriate and timely records and client files according to CS guidelines	Item #31 Appropriately times and processes therapy termination
Indiv sup fall 2010	Mean	3.5	3.44.	3.31	3.63	4	<b>3.5</b>
Indiv sup spring 2011	Mean	4.68	4.5	4.5	4.75	4.5	<b>4.43</b>

### Competency #10: Application of Theory to Practice

Clinical Evaluation Type		Item #32 Provides counseling and therapy guided by a well- articulated model that provides a rationale for approach taken	Item #33 Can articulate a well thought-out theory of personality and apply this in their therapy cases
Indiv sup fall 2010	Mean	3.63	3.44
Indiv sup spring 2011	Mean	4.56	4.56

### Competency #11: Crisis Intervention

Clinical Evaluation Type		Item #34 Recognizes and responds to crisis situations focusing on the present	Item #35 Able to be active in crisis intervention, helping clients engage in immediate problem solving	Item #36 Able to make use of outside resources in crisis interventions
Indiv sup fall 2010	Mean	3.63	3.63	3.75
Indiv sup spring 2011	Mean	4.75	4.68	4.69

## Programmatic and Educational Performance Competencies

### Competency #12: Supervision

Clinical Evaluation Type		Item #37 Demonstrates competencies in using supervision	Item #38 Comes to supervision prepared with tapes of therapy with clients, case folders, up to date charting
Indiv sup fall 2010	Mean	4	4
Indiv sup spring 2011	Mean	5	4.81

### Competency #13: Research

Clinical Evaluation Type		Item #39 Demonstrates knowledge of the value of research in the profession	Item #40 Displays competence in using research to inform their clinical practice
Indiv sup fall 2010	Mean	<b>3.83</b>	<b>3.83</b>
Individual sup spring 2011	Mean	4.88	4.75

### Competency #14: Consultation

Clinical Evaluation Type		Item #41 Displays competence in consulting with university staff that seek assistance	Item #42 Demonstrates competence in consulting with off-campus professionals and professionals from a variety of disciplines
Individual sup fall 2010	Mean	<b>3.71</b>	3.75
Individual sup spring 2011	Mean	<b>4.66</b>	<b>4.71</b>