Counseling (MA)

Program-186

Annual Assessment Plan

1

2 **PLO 2 - Engage in scholarship**

To prepare students to understand, evaluate and engage in scholarship related to the field of counseling.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G2 - Scholarly Act. - G2. Scholarly Activities

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COUN 545: Quizzes 2 & 4-7 average score (Research Methods Quizzes group)	All students get a B or better average	Assess in 18-19 and then every three years
COUN 545: Research Article Critique Quantitative- Rubric Row 2	All students get 21/25 points or better	Assess in 18-19 and then every three years
COUN 545: Research Article Critique Qualitative- Rubric Row 2	All students get 21/25 points or better	Assess in 18-19 and then every three years
Exit Survey Q 13.15	"Moderately knowledgeable" or above	Assess in 18-19 and then every three years
COUN 545: Program Evaluation Project	100% of students get an 83% or above on assignment	Assess in 18-19 and then every three years
Exit Survey Q 13.16	"Moderately knowledgeable" or above	Assess in 18-19 and then every three years
COUN 545: Ethics in Counseling Research Assignment: grading rubric row 1	All students will obtain 8/10 points on rurbric row	Assess in 18-19 and then every three years
COUN 545: Multicultural Issues in Research Assignment	All students achieve a B or better on whole grading rubric	Assess in 18-19 and then every three years
COUN 545: Research Article Critique Quantitative- Rubric Row 3	All students get 8/10 points or better	Assess in 18-19 and then every three years
COUN 545: Research Article Critique Qualitative- Rubric Row 3	All students get 8/10 points or better	Assess in 18-19 and then every three years
Conference Attendance	All students complete	Assess in 18-19 and then every three years
COUN 545: Literature Review Part 2 -- Final Draft	All students get a B or better	Assess in 18-19 and then every three years
COUN 520: Final Paper- Row 4 on rubric	All students get 36/40 or better	Assess in 18-19 and then every three years
COUN 510: Developmental Issues in Counseling Paper Abstract	All students get a B or better	Assess in 18-19 and then every three years

4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

COUN 545	Quizzes 2 & 4-7 average score (Research Methods Quizzes group)	All students get a B or better average	Fall 29/32	91%	Spring: 28/32	88%
COUN 545	Program Evaluation Project	100% of students get an 83% or above on assignment	Fall: 28/32	88%	Spring: 32/32	100%
n/a	Exit Survey Q 13.16[CL2]	"Moderately knowledgeable" or above	Year: 85%			
COUN 545	Ethics in Counseling Research Assignment: grading rubric row 1	All students will obtain 8/10 points on rubric row	Fall:	32/32	100%	Spring: 14/15	93%
COUN 545	Multicultural Issues in Research Assignment	All students achieve a B or better on whole grading rubric	Fall: 32/32	100%	Spring: 32/32	100%
COUN 545	Research Article Critique Quantitative- Rubric Row 3	All students get 8/10 points or better	Fall: 31/32	97%	Spring: 32/32	100%

Faculty Discussion:
Overall students are doing well on the research areas of the course and mostly meeting targets. There was feedback in the exit survey that program evaluation is an area they would like more training and 15 percent of graduating students felt they were only slightly knowledgeable about program evaluation. So that is where faculty focused in terms of change.
In the 545 course, the program evaluation assignment is due week 8, it might help to move it closer to the beginning of the course and utilize a class session to discuss program evaluation in different tracks. They used to find a program to evaluate, but now it has morphed to creating a program. Might help to look at an established program. We did return to looking at an establish program in spring so can continue that practice.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Program Evaluation assignment to be moved earlier in the term and a live course session will focus on it. Students will not create a program but will focus on evaluating an existing program with existing data sets. Director will meet with course steward to make sure all data points for assessment are still in place or make modifications as needed.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

n/a not assessed last year

3 **PLO 5 - Ethical practice**
To guide students toward an ethical practice of counseling that is grounded in professional and spiritual values.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G5 - Ethical Princ. - G5. Ethical Principles

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COUN 501: Ethics Quiz	100% of students will get an 83% or better	Annually
Exit Survey Q 13.1	"Moderately knowledgeable" or above	Annually
COUN 501: Essay Exam 2, Question 4	100% of students get 8/10 or better	Annually
COUN 537: Integrative Paper Section 3	100% of students get 13/15 or better on row 3	Annually
Critical Competency Evaluations		Annually
Internship II/Secondary Internship: Final Site Supervisor Evaluation Ethical & Legal Knowledge and Behavior Section	100% of students "On Target" or "Excellent" for all questions in section	Annually
COUN 537: PARTICIPATE: Starting a Group Practice Discussion	100% of students will get 3/5 or better on row 2 of rubric	Annually
COUN 537: PARTICIPATE: Starting a Group Practice Discussion	100% of students will get 8/10 on row 4 of rubric for discussion participation	Annually
Field Experiences: Site Supervisor Evaluations question 10	All students rated "On Target" or Excellent"	Annually
Exit Survey Q 13.26	"Moderately knowledgeable" or above	Annually

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

COUN 501	Ethics Quiz	100% of students will get an 83% or better			40/40	100%
n/a	Exit Survey Q 13.1	"Moderately knowledgeable" or above			Year: 100%	
COUN 501	Essay Exam 2, Question 4	100% of students get 8/10 or better		35/40	88%	

| COUN 537 | Integrative Paper Section 3 | 100% of students get 13/15 or better on row 3 | Fall: 93% | Spring: 23/27 | 85% |

The revised ethics exam continues to be a helpful tool both as a learning experience and confirmation of students' learning. There continue to appear to be wide discrepancies in how the essay exams are graded by different faculty which needs to be addressed. The exit survey and internship evaluation data indicates our students both feel confident about their ethical knowledge and demonstrate this knowledge in their field experiences.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

The program director will meet with course steward of 537 to determine if assessment tools are still appropriate. Also it would be helpful for consistent grading of the 501 essay exams to have a grading guide. We would like to look for places other than the 537 course to evaluate students' use of the ethical decision making model. We are going to have discussions about whether the 501 course should continue to be where we teach the majority of our ethics.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

We did have action plans related to this area last year though they aren't appearing in this box. We were not really able to accomplish our action plans due to changes in dept. leadership. Those action plans are still relevant so they are incorporated above.

4 **PLO 4 - Incorporate faith**

To provide the knowledge and skills that enables students to incorporate faith, religion, and spirituality into counseling, and understand how Christian faith connects with the counseling profession.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G4 - Faith - G4. Christian Faith and Principles

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COUN 537: Average grade of 3 Spiritual Journals	100 % of students will get a B or better	Assess in 19-20 and then every three years
Exit Survey Q 13.17	"Moderately knowledgeable" or above	Assess in 19-20 and then every three years

Measures	Targets	Timeline
COUN 540: Intake Interview	100% of students will get a 9.3/10 on row 2 of rubric	Assess in 19-20 and then every three years
COUN 541: Assessment Report (Spiritual Assessment Component)	All students will get a 8/10 on related grading rubric row 11	Assess in 19-20 and then every three years
COUN 537: Average grade of weeks 1-4 Forum Discussions (Bible and Textbook discussions)	100% of students get a B or better	Assess in 19-20 and then every three years
Exit Survey Q 13.18	"Moderately knowledgeable" or above	Assess in 19-20 and then every three years

4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> Will be assessed in 22-23

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Will be assessed in 22-23

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> was not assessed last year

5 **PLO 6 - Leaders**

To help a diverse student body become self-reflective leaders who understand and address how issues of discrimination, privilege and oppression impact the practice and policies of counseling in a multicultural society.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G6 - Intercult Comp - G6. Intercultural Competence

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Admissions Data and Graduation Data	Percentage of non-white students at admission and at graduation will be at or above the percent of those students in CACREP accredited programs nationally	Annually
Exit Survey Data	100% of students will report experiences of inclusion at satisfactory or above	Annually
COUN 501: Essay Exam 2 Question #3	100% of students 8/10 points or better	Annually
COUN 511: Multicultural Competencies and Ethics Quiz	100% of students B or better	Annually
COUN 511: Cultural Immersion Paper	Row 2 of rubric: 38/45 or better	Annually
COUN 511: Cultural Autobiography	100% of students B or better (whole grading rubric)	Annually
COUN 511: Quiz #1	100% of students B or better	Annually
COUN 511: MAKSS Reflection	100% of students B or better	Annually
Internship II/Secondary Internship (582, 589, 585): Faculty Supervisor Final Evaluations Cultural Competence Section	All students rated "On Target" or Excellent" on all questions	Annually
Exit Survey Q 13.4	"Moderately knowledgeable" or above	Annually
Internship II/Secondary Internship (582, 589, 585): Final Site Supervisor Evaluation Cultural Competence Section	100% of students "On Target" or "Excellent" for all 5 questions	Annually
Field Experiences (581, 585, 587): Advocacy Project	100% of students will get an 83% or better	Annually
Exit Survey Q 13.6	"Moderately knowledgeable" or above	Annually

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

COUN 501							
	Essay Exam 2 Question #3	100% of students 8/10 points or better				28/40	70%
COUN 511	Ethics/Competencies Quiz	100% of students B or better	Fall: 28/30	93%	Spring: 29/29	100%	

COUN 511	Cultural Immersion Paper	Row 2 of rubric: 38/45 or better	Fall: 26/30	87%	Spring: 29/29	100%
Field Experiences (581, 585, 587)	Advocacy Project	100% of students will get an 83% or better.	Fall: 26/29	90%	Spring: 33/33	100%

Students are doing well on assignments in the COUN 511 course. Discrepancies in whether we are meeting our target from term to term appear to be related to differences in how faculty grade.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Create grading guide for 501 Essay exams. Continue to evaluate data from admissions and retention committee to create action steps. Spending some time talking about grading in our dept. to increase inter-rater reliability would be helpful.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> We did not create a grading guide for 501 but will continue to work toward that this year. The admissions and retention committee did meet to create some new questions for the exit survey which provided helpful information this year. The committee also gave a presentation to the dept. in the spring about trends in admissions and retention, particularly in regard to under-represented groups. We are sorting through the action plans from that presentation this fall.

6 **PLO 1 - Specific knowledge and skills**

To provide students with the specific knowledge and skills required of clinical mental health counselors, school counselors, or marriage, couple and family counselors as delineated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G1 - Spec. Knowledge - G1. Specialized knowledge

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COUN 510: Developmental Issues in Counseling Paper	B or better (whole grading rubric)	Assess 18-19 and then every three years

Measures	Targets	Timeline
COUN 510: Digital Storytelling	Row 3 on grading rubric- 12/15 points or better	Assess 18-19 and then every three years
COUN 510: Wellness Discussion Board	Row 1 of rubric: 21/25 or better	Assess 18-19 and then every three years
COUN 540: Treatment Summary	Row 5 of rubric: 4/5 or better	Assess 18-19 and then every three years
COUN 532: Group Development Plan Paper (Part 1)	B or better (whole grading rubric)	Assess 18-19 and then every three years
COUN 510: Crisis and Trauma Discussion Board	Row 1 of rubric: 21/25 or better	Assess 18-19 and then every three years
COUN 501: Crisis Quiz	B or better	Assess 18-19 and then every three years
COUN 528: Client Interview Paper	Row 2 on grading rubric- 83/100 or better	Assess 19-20 and then every three years
COUN 528: Quiz #2	B or better	Assess 19-20 and then every three years
COUN 528: Discussion #1	B or better	Assess 19-20 and then every three years
COUN 541: Quiz #2	B or better	Assess 19-20 and then every three years
COUN 528: Career Autobiography	Row 1 of grading rubric: 25/30 or better	Assess 19-20 and then every three years
COUN 528: Discussion #3	B or better	Assess 19-20 and then every three years
COUN 528: Discussion #4	B or better	Assess 19-20 and then every three years
COUN 528: Professional Interview	Row 2 of grading rubric: 63/75 or better	Assess 19-20 and then every three years
COUN 528: Quiz #5	B or better	Assess 19-20 and then every three years
COUN 520: Quizzes 1-3	Avg. of quizzes B or better	Assess in 19-20 and then every 2 years
COUN 520: Discussions 1-6	Avg. of discussions B or better	Assess in 19-20 and then every 2 years
Exit Survey Q 13.11	"Moderately knowledgeable" or above	Assess in 19-20 and then every 2 years
COUN 520: Mock Session 2- VIDEO ONLY Rubric	Row 4 on video rubric: at least 8/10	Assess in 19-20 and then every 2 years
COUN 520: Mock Counseling Session-VIDEO ONLY	Row 4 – at least 8/10	Assess in 19-20 and then every 2 years
COUN 540: Treatment Summary Rubric Row 5	2/3 or better	Assess in 19-20 and then every 2 years
COUN 540: Video Recording Submission	83 or better (on whole assignment/rubric	Assess in 19-20 and then every 2 years
COUN 501: Mock Session Reflection Form	Reflection rubric row 21 (demonstrating empathy): at least 4/5	Assess in 19-20 and then every 2 years
COUN 520: Mock Counseling Session 2 Video	Row 3 on Rubric: at least 4/5	Assess in 19-20 and then every 2 years
COUN 540: Video Recording Submission	Row 3 on Rubric: at least 8.3/10	Assess in 19-20 and then every 2 years
Internship II/Secondary Internship: Final Site Supervisor Evaluation Counseling Skills (Relationship Section)	"On Target" or "Excellent" for all 5 questions	Assess in 19-20 and then every 2 years
Exit Survey Q 13.10	"Moderately knowledgeable" or above	Assess in 19-20 and then every 2 years
COUN 501: Mock Session Reflection Form	B or better	Assess in 19-20 and then every 2 years
COUN 520: Mock Counseling Sessions 2 video	Row 2 on Rubric: at least 8/10	Assess in 19-20 and then every 2 years

Measures	Targets	Timeline
COUN 528: Client Interview Paper	Row 1 on rubric: at least 25/30	Assess in 19-20 and then every 2 years
COUN 540: Video Recording Submission	Row 2 on rubric: at least 18/20	Assess in 19-20 and then every 2 years
COUN 540: Intake Interview Graded Submission	Row 3 on rubric: at least 8.3/10	Assess in 19-20 and then every 2 years
Internship II/Secondary Internship: Site Supervisor Final Evaluations	"On Target" or Excellent for question 16.3	Assess in 19-20 and then every 2 years
COUN 540: Video Recording Submission	Rows 5 & 6 on rubric: at least 30/40 combined	Assess in 19-20 and then every 2 years
Internship II/Secondary Internship: Site Supervisor Final Evaluations (Interventions Section)	"On Target" or "Excellent" for all 5 questions in section	Assess in 19-20 and then every 2 years
COUN 532: Group Development Plan Paper Part II	83% or above	Assess 17-18 and then every three years
COUN 532: Group Development Plan Part I	83% or above	Assess 17-18 and then every three years
Exit Survey Q 13.13	"Moderately knowledgeable" or above	Assess 17-18 and then every three years
COUN 532: Online (Zoom) Group Leadership	83% or above	Assess 17-18 and then every three years
COUN 541: Quizzes 2 & 3	B or better	Assess 20-21 and then every three years
Exit Survey Q 13.22	"Moderately knowledgeable" or above	Assess 20-21 and then every three years
COUN 541: Quiz 1	B or better	Assess 20-21 and then every three years
COUN 541: Week 2 Discussion	B or better	Assess 20-21 and then every three years
Exit Survey Q 13.14	"Moderately knowledgeable" or above	Assess 20-21 and then every three years
COUN 501: Crisis Quiz	B or better	Assess 20-21 and then every three years
COUN 541: Quiz 2	B or better	Assess 20-21 and then every three years
Internship II/Secondary Internship: Submission of site procedures for crisis and abuse reporting	All students complete	Assess 20-21 and then every three years
Internship II/Secondary Internship: Site Supervisor Final Evaluation Q. 12.5	"On Target" or better	Assess 20-21 and then every three years
COUN 541: Assessment Report	B or better	Assess 20-21 and then every three years
COUN 541: Assessment Summaries 1-3: Row 5	8/10 points	Assess 20-21 and then every three years
COUN 541: Feedback Role Play (grading rubric row 2)	25/30 or better	Assess 20-21 and then every three years
COUN 541: Assessment Report grading rubric row 3	25/30 or better	Assess 20-21 and then every three years
(CMHC) COUN 543: Case Analysis Final Version	17/20 on row 7 of rubric	Assess in 18-19 and then every 3 years
(CMHC) COUN 543: Week 5 Discussion: Problem & Solution Sequences	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 570: Treatment Plan	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 582: Final Site Supervisor Evaluation: Clinical Mental Health Counseling Section	"On Target" or "Excellent" on all questions	Assess in 18-19 and then every 3 years

Measures	Targets	Timeline
(CMHC) COUN 507: Week 7 Discussion: Children and Adolescents	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 507: Exam 2	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 570: Week 3 Discussion	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 570: Treatment Plan	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 570: Presentation	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 550: Week 5 Forum	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 543: Week 6 Discussion: New Skills	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 543: Case Analysis Final Version	8/10 or better on Row 8 of Rubric	Assess in 18-19 and then every 3 years
(CMHC) COUN 543: Exam 2	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 523: Case quiz #3 (medical & co-occurring) Case quiz #7 (substance use & co-occurring)	B or better on both	Assess in 18-19 and then every 3 years
(CMHC) COUN 523: "M" section of Weeks 4, 5, & 8 DO A CLIENT MAP treatment plans	Evaluation form	Assess in 18-19 and then every 3 years
(CMHC) COUN 543: Exam 1	B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 543: Treatment Plan: Rubric row 8	8/10 or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 570: Barlow Exam	Receive a B or better	Assess in 18-19 and then every 3 years
(CMHC) COUN 570: Literature Review	Receive a B or better	Assess in 18-19 and then every 3 years
(School Counseling) COUN 508: Consultation Case Study	All students achieve a B or better	Assess in 20-21
(School Counseling) COUN 584 & 585: Site Supervisor Final Evaluation, School Counseling Category, questions 4 and 5	All students rated "On Target" or "Excellent" for both questions	Assess in 20-21
(School Counseling) COUN 526: Leadership Project	All students achieve a B or better	Assess in 20-21
(School Counseling) COUN 585: Advocacy Project	All students achieve a B or better	Assess in 20-21
(School Counseling) COUN 583: ASCA Review	All students achieve a B or better	Assess in 20-21
(School Counseling) COUN 526: Role of the School Counselor	All students achieve a B or better	Assess in 20-21
(School Counseling) COUN 583, 584 & COUN 585: Case Conceptualization or TBD		Assess in 20-21
(School Counseling) COUN 585: School Counseling Intervention Design	All students achieve a B or better	Assess in 20-21
(School Counseling) COUN 584 and 585: Site Supervisor Final Evaluation, School Counseling Section, question 3	All students rated "On Target" or "Excellent"	Assess in 20-21
(School Counseling) COUN 583: Lesson plan	All students get a B or better	Assess in 20-21

Measures	Targets	Timeline
(MCFC) COUN 509: Family of Origin Project; Week 1 Exam	All students get a B or better	Assess in 19-20
(MCFC) COUN 509: Family Counseling Grid; Discussion 8	All students get a B or better	Assess in 19-20
(MCFC) COUN 531: Mock Counseling Video	All students get a B or better	Assess in 19-20
(MCFC) COUN 530: Mock Counseling Video	All students get a B or better	Assess in 19-20
(MCFC) COUN 531: Week 3 (Discussion): Assessment Strategy	All students get a B or better	Assess in 19-20
(MCFC) COUN 531: Week 4 (Discussion) Premarital Healthy Relationship Counseling Program	Rubric rows 2 and 3, 8/10 on both	Assess in 19-20
(MCFC) Field Experiences: Final Site Supervisor Evaluations: MCFC section	All ratings "On Target" or better	Assess in 19-20

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

510 C4656	Developmental Issues in Counseling Paper	B or better (whole grading rubric)			25/31	81%	37/38	97%
510 C4664	Digital Storytelling	Row 3 on grading rubric- 12/15 points or better		26/31	84%	22/23	96%
532 C4747 (ADDED)	Group Development Plan Paper: Part 1	B or better (whole grading rubric)		21/42	50%	15/32	50%
510 C4662 (ADDED)	Crisis and Trauma Discussion Board	Row 1 of rubric: 21/25 or better	23/31	74%	31/38	82%	
501 C4628 (ADDED)	Crisis Quiz	B or better			40/40	100%	

This year our data collection was focused on the objectives related to counseling over the lifespan and lifespan development. Students do continue to struggle with the developmental issues in counseling paper and it is unclear if this is related to research and writing skills or content knowledge. The requirements for this paper have changed and it would be helpful if students could get additional supports for writing and research skills for a course they take early in the program (usually).

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Track coordinators will review data related to each of their tracks. We will modify the developmental issues in counseling paper and also utilize the APA Style trainings that the university is now offering to make available to our students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Last year we were focused on competencies related to group counseling, we needed a core faculty member to steward the course and we now have that.

7 **PLO 3 - State licensure**

To prepare students to meet the educational requirements for state licensure as a licensed professional counselor (LPC) or as a licensed marriage and family therapist (LMFT), or for certification as an elementary and secondary school counselor.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G3 - Competencies - G3. Competencies

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COUN 501: Licensure/Certification Worksheet	100% of students get an 93% or above on assignment	Annually
Exit Survey Q 13.3	"Moderately knowledgeable" or above	Annually
NCE, NCMHCE, Praxis pass rates	100% pass rates on all 3 exams	Annually
Alumni Survey	100% of students who wish to acquire a license/certification have or are making reasonable progress	Every 3 years
Alumni Survey	100% of alumni desiring to be employed in counseling field are employed in counseling field	Every 3 years
Internship II/Secondary Internship: Final Site & Faculty Supervisor Evaluation Overall Rating	100% of students rated satisfactory or above.	Annually

4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> Students do well on the licensure work sheet in 501 (100% above a B). However in the exit survey there is still a portion who are saying they don't feel knowledgeable enough about licensure. We would like to address this later in the program when students are preparing to exit. Our alumni survey data was corrupted when we shared the survey on facebook so we are sorting through that data still. Students are doing well on the National exams with almost a 100% pass rate. No notable trends on national exam data.

5 **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Find a place later in program where students can go over licensure again, perhaps in pre-practicum meeting. We have started regularly running study groups for the comprehensive exams

6 **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> We created a pre-practicum experience that starting in Fall 2022 will help prepare students better for the end of their programs and thinking about graduation, licensure, and comprehensive exams.

2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	○ Assessment plan is not implemented.	○ Most aspects of plan are being implemented or all aspects are implemented to some degree.	○ Assessment plan is fully implemented.	○ Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

3

Engagement

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	○ Limited involvement beyond chair/director	○ All educators contributing to the curriculum are aware of process and results	○ All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	○ All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4 Explanations:

5 **Program Learning Objectives**

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	○ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	○ PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	○ PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6 Explanations:

7 **Measures**

	1	2	3	4

	1	2	3	4
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8 Explanations:

9 **Targets**

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	Some targets are missing.	Targets are arbitrarily chosen or reflect minimal expectations.	Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

11 **Timeline**

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	Not identified clearly for all measures.	Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

13

Action Plan

	1	2	3	4
	○	○	○	○
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

14 Explanations:

15

Dissemination

	1	2	3	4
	○	○	○	○
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	No record of assessment results and changes made as a result of assessment findings.	The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

It appears assessment is largely on track for COUN. The department has identified means of improving courses and their assessment processes.

CLOSE AND EXIT