

**Student Outcomes Assessment and Success Report AY2020-21** *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

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**Part 1a: Summary of Student Learning Outcomes Assessment**

**NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</b></p>
<p>1. b. A systems approach to conceptualizing clients. CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.</p>	<p>1. Final Case Presentation in Practicum (COUN 634) 2. Postsecondary Education Plan assignment in Career Development (COUN 635) 3. Final Case Presentation in Internship (COUN 739B) 4. Pass the Indiana CORE assessment for school counselors.</p>	<p>Students will earn an average of 89 out of 100 points (B+).  Students will earn an average of 27 out of 30 points (B+).  Students will earn an average of 89 out of 100 points (B+).  100% pass rate.</p>	<p>The average score for the 16 students on this assignment was 97 points.  The average score for the 16 students on this assignment was 28.2.  The average score for the 11 students on this assignment was 92 points.  All 11 students passed the exam.</p>	<p>Students scored lower on one section of the Final Case presentation, <i>Counselor's Assessment of the Problem</i>. An exemplar will be provided this year to aid students in meeting instructor expectations.  The Postsecondary Education Plan was revised to include two additional considerations to meet CACREP standards: 1. Provide strategies to transition from high school to postsecondary choice 2. State how you would discuss skills for career and life balance.</p>
<p>2. h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. CGPS SLO: G4</p>	<p>1. Final Case Presentation in Practicum (COUN 634) 2. Engagement in supervision during Internship (COUN 739B)</p>	<p>Students will earn an average of 89 out of 100 points (B+).  Students will be come to monthly supervision with</p>	<p>The average score for the 16 students on this assignment was 97 points.  All 11 students were prepared for all supervision meetings with questions</p>	<p>Specific sections were added to the Final Case Presentation regarding School History, Family History, and Social History.</p>

Students achieve mastery of the knowledge required in their discipline or profession	3. Final Case Presentation in Internship (COUN 739B)	questions regarding their K-12 clients.  Students will earn an average of 89 out of 100 points (B+).	that were processed in small groups.  The average score for the 11 students on this assignment was 92 points.	Supervision in small groups allow faculty and students to process their skill level and ability make those connections.
3. d. The impact of heritage, attitudes, beliefs, understandings, acculturative experiences on an individual's view of others. CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.	1. Final Case Presentation in Internship, COUN 739B.  2. Cultural Autobiography (COUN 666).  3. Final Case Presentation in Practicum (COUN 634).	Students will earn an average of 89 out of 100 points (B+).  Students will earn an average of 27 out of 30 points (B+).  Students will earn an average of 89 out of 100 points (B+).	The average score for the 11 students on this assignment was 92 points.  The average score for the 11 students on the Final Exam was 29.5 points.  The average score for the 16 students on this assignment was 97 points.	The Cultural Autobiography assignment was new in the Multicultural Counseling course. This assignment required them to self-reflect on how their heritage, attitudes, and beliefs impact their ability to connect with others. This was a strong learning moment for many students.

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

#### Helpful Hints for Completing this Table

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

### Part 1b: Review of Student Success Data & Activities

Use to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- Cohort Sizes 16 and 9
- 100%
- Average time to completion (graduate) 2 years

What worked well in supporting student success this year?

During the academic year 2020-2021, we allowed students more flexibility in completing requirements for Practicum and Internship. CACREP allowed students who were unable to complete Practicum hours to begin Internship and complete those hours first before beginning their Internship hours. This was very helpful for students, decreased their anxiety level, and allowed for more authentic engagement with K-12 students. Fortunately, only two students did not fully complete during Practicum. With COVID policies both at ISU and schools, we placed our students at one developmental level instead of all three. Additionally, we strongly encouraged and facilitated students completing 60% of the required 600-hour internship during the fall semester. Despite the pandemic and schools moving to a virtual environment, all of our students completed their required hours.

What are the most significant opportunities for improvement upon which to focus in the coming year?

Communication with site supervisors is a focus. With the instability schools experienced last year, we were very thoughtful in our communication with site supervisors as we do not want to add to their workload.

## **Part 2: Continuous Quality Improvement**

**Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:**

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**

The Final Case Presentation is a significant data point for program evaluation. Although our students continue to score high overall, Counselor's Assessment of the Problem continues to be a challenge area. Students are able to articulate their assessment of the problem but are not able to fully implement strategies and interventions that are directly tied to their theoretical orientation and developmental theories. Data Collection and Analysis will also be emphasized. Unfortunately, students do not always have access to all data points at their placement sites. Often they are not given an account for the student management system. Our students scored very high on Multicultural Issues and Presenting Problem sections of the assignment.

Additional data points were added to the Postsecondary Education assignment. This is an assignment that students tend to score well on as they see a direct connection to the career exploration and postsecondary readiness. The additional categories were: Provide strategies to transition from high school to postsecondary choice and state how you would discuss skills for career and life balance. With our state's focus on postsecondary readiness, I felt the addition strengthened the assignment.

It is very rewarding that 100% of our students passed the state exam. This reflects our students' commitment to their course and future career.

- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
  1. An exemplar will be created for the final case presentation that demonstrates how to effectively connect strategies and interventions to both a theoretical orientation and a developmental theory.
  2. The cultural autobiography has been very effective in raising self-awareness and required students to articulate how their heritage, attitudes, beliefs, understandings, acculturative experiences impact their view of others. This will continue to be the first major assignment in the Multicultural Counseling course.
  3. I will continue to focus on a systems approach during supervision to ensure students in Internship are viewing students holistically.
- 3) what your assessment plan will focus on in the coming year**
  1. We will continue to collect data for the Final Case Presentation. We will collect data for overall score, Progress in Counseling and Data Collection and Analysis sections.
  2. We will continue to collect data, Social and Cultural Diversity, d. The impact of heritage, attitudes, beliefs, understandings, acculturative experiences on an individual's view of others;
  3. We will continue to collect data, Practice, h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

- 4) how this information will be shared with other stakeholders**

This information will be shared with counseling area faculty and posted on our website.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President’s Office and the Provost’s team.

Sincerely,

Kelley (x7975)

Program: School Counseling M.Ed.	Overall Rating: Mature (2.38/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> <li>• Learning outcomes are clear and aligned to standards.</li> <li>• Learning activities and measures for each outcome are varied in terms of type of learning display and point in the curriculum. State exam scores are included as a measure as well (congrats on the 100% pass rate!)</li> <li>• Expected student performance is clear, and actual data is presented relative to the stated expectations.</li> <li>• Thoughtful information is provided about strategies to improve student performance on specific areas of challenge, as well as how strategies that have shown positive influence on learning this year will be incorporated into curriculum on an ongoing basis.</li> <li>• Clear information is provided about how information is shared, and it is clear that faculty discuss and utilize results of assessment in planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the learning outcomes lack a verb that would indicate the level of mastery at which students would perform. For instance, 1.b. “A systems approach to conceptualizing clients.” Are you looking for students to understand, apply, utilize, etc? This would help clarify the level of mastery expected in writing, even if faculty know what they expect as a group.</li> <li>• I can’t tell from the way the data is reported how student performance was evaluated. If using a rubric, just note that and consider reporting scores by mastery of separate rubric dimensions. This gives a more useful granularity to the data for interpreting areas of strength and weakness within student performances. Since you discuss that some sections of the final case presentation were mastered to a greater degree than others, it suggests that a rubric could be used, if one wasn’t.</li> <li>• Because the scores for each assignment type (Final Case in COUN 634, Final Case in COUN 739B, etc) are consistent across all of the outcomes, it suggests that the data reflect composite scores (which is typically what grades/averages on assignments are) rather than scores that are specific and accurate reflections of only the outcome being assessed. Using a rubric would be another remedy to this problem, where the same assignment can serve as a measure for multiple outcomes by simply reporting the score of the aligned dimension on the rubric rather than the overall grade for the</li> </ul>

	assignment. This would help you more accurately understand, report, and respond to student learning strengths and weaknesses.
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Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p><b>Analysis &amp; Results</b></p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p><b>Sharing &amp; Use of Results for Continuous Improvement</b></p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
<p><b>Overall Rating</b></p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>