

**Student Outcomes Assessment and Success Report AY2019-20** *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 from Spring 2020 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. Students will demonstrate the ability to assess and interpret K-12 student's strengths and needs, recognizing uniqueness in cultures, languages, values, background, and abilities. CGPS SLO: G3 Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p>	<p>1. Final Case Presentation in Internship, COUN 739B. 2. On-site Supervisor Evaluation 3. ISU Supervisor Evaluation 4. Pass the Indiana CORE assessment for School Counselors</p>	<p>Students will earn at least 89 out of 100 points (B+).  Students are expected to 'Meet Expectations' for final evaluations.  100% pass rate for all students.</p>	<p>For the 10 students, the average score for this assignment was 92 points.  All 10 students were rated as either "Meets Expectations" or "Exceeds Expectation" by both the On-Site and ISU supervisors.  All 10 students passed their CORE Assessment.</p>	<p>Beginning this fall, the Final Case Presentation Rubric was adjusted. It is more specific and now totals 100 points reflecting the amount of time students need to comprehensively complete the assignment. It aligns with the rubric utilized in Practicum and will inform the focus for students in Internship.</p>
<p>2. Practice, e. Use of developmentally appropriate career counseling interventions and assessments. CGPS SLO: G3 Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p>	<p>1. Postsecondary Education assignment in Career Counseling, COUN 635. 2. On-site Supervisor Evaluation 3. ISU Supervisor Evaluation</p>	<p>Students will earn at least 26 out of 30 points (B+).  Students are expected to 'Meet Expectations' for final evaluations.</p>	<p>The average score for the 10 students on this assignment was 26 points.  All 10 students were rated as either "Meets Expectations" or "Exceeds Expectation" by both the On-Site and ISU supervisors.</p>	<p>We are adding additional Career Assessments to the Psychological Appraisal in Counseling (COUN 628) course. In this course, we have a cart that contains a variety of assessments that students can utilize during the course and during Internship. We have very few specific for career assessment.</p>

<p>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.</p>	<p>1. Final Case Presentation in Internship, COUN 739B.  2. Final Exam in Multicultural Counseling (COUN 666).  3. Final Case Presentation in Practicum (COUN 634).</p>	<p>Students will earn at least 89 out of 100 points (B+).  Students will earn at least 44 out of 50 points (B+).  Students will earn at least 89 out of 100 points (B+).</p>	<p>The average score for the 12 students on this assignment was 92 points.  The average score for the 12 students on the Final Exam was 48.5 points.  The average score for the 11 students on this assignment was 97 points.</p>	<p>A new assignment will be added to the Multicultural Counseling course. Students will write a Cultural Autobiography that required them to self-reflect on how their heritage, attitudes, and beliefs impact their ability to connect with others.</p>
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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

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. 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.
- c. 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.)
- d. 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 [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) Cohort Sizes 11 and 9    2) 100%    3) Average time to completion (graduate) 2 years
- 2) What worked well in supporting student success this year?

The School Counseling M.Ed. program is a hybrid program. Students are in different schools within Vigo County and across the state. Communication with students is vital and we pride ourselves on staying connected with our graduate students. During the academic year 2018-2019, we allowed students more flexibility in completing requirements for Internship. This was very helpful for students, decreased their anxiety level, and allowed for more authentic engagement with K-12 students. We continued the practice this year as well. 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 but one of our students completed their required hours. That student was on a remediation plan due to poor planning on their part. The student completed in August.

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

Due to the pandemic and potential instability of schools remaining open, we have re-structured our Internship experience. We are anxious that students will still have a robust experience. We will focus on stronger communication with site supervisors.

## **Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs**

**If you submitted a report last year, you only need to resubmit if there are changes to your current career readiness competencies map.**

If you have not previously done so, please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

## **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 rubric was changed last year so we do not have comparison data from prior years. The change aligned the rubric for Practicum and Internship. Students continue to score high on Multicultural Counseling Issues/ Considerations, Counselor’s Assessment of the Problem, and Goals. Self-awareness and cultural sensitivity are both a clear focus when scoring the Final Case presentation now more than ever given current state in our society. We will again focus on Progress in Counseling and add Data Collection and Analysis. Students are able to articulate their assessment but are not able to fully implement strategies and interventions that are directly tied to their theoretical and developmental theories. 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.

Students have access to more assessment relative to career counseling. The average score on the Postsecondary Education assignment increased by one point from the previous summer. We will continue to encourage the use of career assessments during Internship.

Learning and student success are clearly tied to career readiness and is evidenced in our field experience courses (Fieldwork, Practicum, and Internship). The stakes for career readiness are very high in counseling as students could accidentally emotionally harm a K-12 student. Per student reflection on 9/25/20 “ Up until now, I thought I was doing okay with all of the books and papers, but hadn't really applied too much of what I had learned. I mean I used it in my sessions last year, but this year, I am using it everyday...”

- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**

1. The Final Case Presentation is the culminating assignment for Internship, COUN 739B. This is a rigorous assignment requiring graduate students to provide individual counseling to a K-12 student for a minimum of six sessions, developing a case presentation that includes a case conceptualization from a theoretical orientation and developmental theory. We will focus specifically on Progress in Counseling and add Data Collection and Analysis. The revised rubric is attached. Faculty reviewed the rubric to ensure it was valid and trustworthy. Interrater reliability data was analyzed and scores were more consistent among supervisors.
2. Students were able to utilize more career assessments during Internship. Adding additional materials was beneficial for students.
3. A Cultural Autobiography assignment will be added to Multicultural Counseling course. This will increase self-awareness and require students to articulate how their heritage, attitudes, beliefs, understandings, acculturative experiences impact their view of others.

- 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 add from the Outcomes Library, Social and Cultural Diversity, e. the effects of power and privilege for counselors and clients;
3. We will add from the Outcomes Library, 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 faculty and our Advisory Board. If requested, we can post to our website next to our CACREP Annual Reports.



Thank you so much for sharing your assessment process and findings for AY 2019-20 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: M.Ed. School Counseling	Overall Rating: Exemplary (3.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> <li>• Learning outcomes are clear, measurable, and aligned with the Graduate Student Learning Outcomes (note, Outcome 3.d. seems to be missing the verb in the statement).</li> <li>• Multiple measures are used to provide evidence regarding student performance on each outcome. These measures include direct student performance, evaluation of practice (HIP), and state assessment exams.</li> <li>• Actual and expected student performance are clearly described and appropriate.</li> <li>• Evaluation of student performance includes rubrics, where appropriate, and rubrics are attached and described. Rubric information provides a source of assessment feedback to directly inform students and support learning.</li> <li>• Excellent information is provided about implemented assessment plans (rubric adjustments) that influence results, as well as plans based on the findings. Student performance in the program is strong, yet faculty provide insightful suggestions for how to strengthen specific areas of knowledge/skill within each outcome.</li> <li>• Clear information is provided about faculty involvement in assessment and the sharing and use of results.</li> </ul>	<ul style="list-style-type: none"> <li>• If these outcomes align with CACREP standards, consider making a notation. This can make it easier to look at prior reports and pull necessary information as needed when accreditation comes around.</li> </ul>

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<b>Student Learning Outcomes</b>	<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, and rationale is provided for why it was selected for assessment.</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 <b>(program)</b> learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<b>Performance Goals &amp; Measures</b>	<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>

<b>Analysis &amp; Results</b>	<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>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<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 is 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 is provided.</p>
<b>Overall Rating</b>	<input checked="" type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Undeveloped</b>

*Please see reviewer notes for more details.*