

**Student Outcomes Assessment and Success Report AY2017-18**

*Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

**Unit/Program Name:** M.Ed. School Counseling

**Contact Name(s) and Email(s)** Tonya Balch, Tonya.Balch@Indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part 1a: Summary of Assessment Activities**

<p><b>a. What learning outcomes did you assess this past year?</b>  If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome</a> 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?</b></p>
<p>1. Students demonstrate the ability to apply and adhere to ethical and legal standards in school counseling. CGPS SLO: G3 Students recognize and act on professional and ethical challenges that arise in the field or discipline.</p>	<p>1. Average of all quizzes in Professional Seminar, COUN 738B.  2. Scenario Assignment, Professional Seminar, COUN 738B.</p>	<p>Students will earn an average of 130 out of 140 on all quizzes (B+).  Students will earn an average of 17.5 out of 20 points (B+).</p>	<p>The average score for was 96%. All 11 students met expectation.  The average score was 93%. This year, 10 out of 11 students met this goal.</p>	<p>More case analysis will be incorporated into the course. This provides context for ethical decision-making.</p>
<p>2. 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</p>	<p>Students will earn at least 22 out of 25 points (B+).  Students are expected to 'Meet Expectations' for final evaluations.</p>	<p>This year, all 11 students met the benchmark.  All 11 students were rated as 'Meets Expectations' or 'Exceeds Expectation' by both supervisors.</p>	<p>There are nine components scored on the rubric. One component, Progress in Counseling, had the lowest average score (2.2/3) across the nine components. Faculty will review counseling theories and techniques to ensure students demonstrate the appropriate skills.</p>
<p>3. Students will synthesize current models of school counseling programs.</p>	<p>1. Midterm &amp; Final Exam questions related specifically to ASCA National Model.</p>	<p>Students will earn at least 26 out of 30 (B+) on assignment.</p>	<p>On the Midterm Exam, 95% received full credit. On the</p>	<p>Students will practice completing the ASCA National</p>

CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.	Introduction to School Counseling, COUN 535.  2. Redesigning School Counseling Assignment, Organization and Administration of Guidance Programs, COUN 731.	Students will earn at least 52 out of 60 points (B+) on assignment.	Final Exam, 94% received full credit.  All 11 students met expectation.	Model templates for RAMP designation.

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.*

#### Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must 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 must 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.
- 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: Continuous Quality Improvement

**In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?**

1a.

Outcome 1: Students continue to meet expectations overall for the Final Case Presentation. This is a culminating written and oral assignment that requires students to synthesize two distinct theories and apply to a K-12 student who they are providing direct counseling services. They must consider psychosocial and multicultural facts, and provide a data analysis of academic achievement, attendance, behavior, counseling interventions or assessments. Faculty has focused on the component, Multicultural Considerations, for the past several years. The average score for this component was 2.8 out of 3. This is higher than previous years. One component, Progress in Counseling, requires the student to demonstrate how their approach and interventions tie to their theoretical orientation. This component’s average score was the lowest among the nine categories.

Outcome 2: Multicultural Counseling, COUN 666, has a required experiential assignment, Cultural Immersion Paper. Historically, this assignment required students to have two distinctly different interactions with a cultural group. This is very challenging for students in a 4-week summer course. The assignment was altered to work with a very specific population that all students will interact with, children in poverty. I partnered with Vigo County School Corporation’s summer enrichment program. Once each week, graduate students would work with K-2 students in the summer enrichment program for 2 hours. This proved to be a valuable partnership and was a true learning for our master’s students. The average score on the Cultural Immersion Paper was 96%. Dialogue and processing each interaction raised their self-awareness and potential bias.

Outcome 3: There is a clear focus on Postsecondary Options in the school counseling profession. Our graduate students need strong career planning skills. In the Career Counseling course, COUN 635, students are required to complete an assignment that demonstrates the ability to effectively with students attending college, seeking apprenticeships, and directly joining the work force across nine categories. The average score for this assignment was 95%. They also take a variety of career assessment to ensure they have experience with the instruments prior to assessing K-12 students. Our students need additional experience with career assessments.

1b.

Outcome 1: Students continue to meet expectations overall for the Final Case Presentation. Interrater reliability data show gains each year.

Outcome 2: This was a new version of this assignment and does not have historical data points for comparison. The dialogue in the classroom was enhanced with all students participating with the same cultural group.

Outcome 3: Students met expectations. I supervise Internship, COUN 739B, and students are incorporating career assessment without faculty prompting.

School counselors are in unique positions as they can provide counseling services in an academic setting. If their skill level is insufficient, they can cause harm to K-12 students. As such, we monitor our students' knowledge, skills, and dispositions much more closely. Students must earn a B+ as a minimum in order to progress to the next field experience. That is the rationale for the high expectations in the program.

2. The program needs to update our Outcomes Library this fall. At that time, we will select Outcomes for 2018-2019 collection cycle. This will also be informed by data collection in the fall of 2018 for our CACREP Self-Study.

3. 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.

### Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. Students will demonstrate the knowledge, skill, and dispositions to be successful	Evaluations are shared at the beginning of each field experience so site supervisors	The evaluations are focused upon students' knowledge, skills, and dispositions.	Site supervisor evaluations noted all students either met or exceeded expectation.	This goal will continue.

in their field experiences. Site Supervisors' semester evaluations note student performance and disposition.	are aware of expectations. Each students' ISU supervisors collects and reviews evaluations.		There is an open-ended space to provide specific feedback. All comments were positive.	
2. Students will demonstrate the knowledge, skills, and dispositions to be successful in their field experiences. Faculty evaluations each semester note student performance and disposition.	Faculty members utilize a variety of assessments depending upon the field experience course. They evaluate and share with students regularly.	The evaluations are focused upon students' knowledge, skills, and dispositions.	Dispositions can be difficult to score as they are very subjective evaluations.	This goal will continue.
3.				

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

**Part 2b: Continuous Quality Improvement**

**In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?**

The School Counseling M.Ed. program admits students as a cohort each summer. Students begin their field experiences in their first fall semester. This provides experiential learning from the start of the program. Historically, if a student has not persisted for one of three reasons: 1. Personal reasons, new job, baby, family loss, or relocation, 2. They had not researched the profession and it was not what they thought it would be, or 3. Financial challenges. Performance, persistence, and completion are not issues this program faces. Our graduate students self-select continued education, see the value, and persist. The majority of students who have withdrawn during my ten year tenure have done so either after their first summer or first fall semester.

The very nature of counseling programs in general require faculty to monitor graduate students carefully. Our professional organizations expect colleges and universities to be gatekeepers to the profession. We take this role seriously. If a student is not progressing, we will develop a remediation plan to ensure their knowledge, skills, and dispositions meet standards. It is meant to help the student be successful. Each student is interviewed twice prior to admission. The faculty researched best practice for interviewing graduate students in the counseling professions as a condition for admittance. We implemented a new process for our interview day. The faculty felt we were able to gather additional dispositional data from this process and will continue again this year.

*Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.*

Dear Tonya,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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)

<b>Program: M.Ed. School Counseling</b>	
<b>Assessment Practice Overall Rating:</b> Mature (2.75/3.00)	
<b>Student Success Practice Overall Rating (notes below in blue):</b> Developing (1.00/3.00)	
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Clear, simple, specific learning outcomes are measurable and aligned with Graduate SLOs.</li><li>• Strong measures of student learning taken from different points across the curriculum and including evaluation of student performance in practical experiences.</li><li>• Thoughtful analysis of findings, including breaking down rubric ratings to uncover specific area in which to focus on improving student learning. Good description of additional pedagogical changes that can enhance student learning, even when they are already performing strongly.</li><li>• Excellent explanation of changes made to assignments based on past assessment and how those changes seem to have influenced student learning and success (COUN 666)</li><li>• Good description of the program's high standards and learning outcomes revision process for future assessment planning.</li><li>• Good, clear explanation of how information is shared and with whom.</li></ul>	<ul style="list-style-type: none"><li>• Adding a note about any rubric development for evaluating written work or pilot testing done with tests and/or surveys or how those have been adjusted from past use based on issues would be a good way to demonstrate instrument validity/reliability when applicable.</li><li>• One opportunity for streamlining pairing this evidence with future CACREP accreditation to note the alignment between your learning outcomes and CACREP standards.</li><li>• <b>Adding information to your goal about how incorporation of evaluations helps student success (either in retention, learning, graduation, etc.) will be useful for planning purposes in the future.</b></li><li>• <b>Examples of the types of faculty assessment used to promote student success will be helpful.</b></li><li>• <b>Consider how you will report data on goal/objective 2 – will you use specific assessments or will you report summary data that indicates success (retention, persistence, graduation, licensure, etc.).</b></li></ul>

Scoring Rubric is included below.

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)**

**Office of Student Success/Office of Assessment & Accreditation Evaluation Date:**

<b>Evaluation Criteria</b>	<b>0 Undeveloped</b>	<b>1 Developing</b>	<b>2 Mature</b>	<b>3 Exemplary</b>
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>