

**Student Outcomes Assessment and Success Report AY2018-19**

*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.*

Unit/Program Name: M.Ed. School Counseling

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

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

<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 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 98%. All 7 students met expectation.  The average score was 100%. All 7 students met this goal.</p>	<p>During Student Orientation, there was a strong focus on ethical standards and the intersection of personal lives and a new professional identity. Vignette analysis will continue to be focus.</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>The average score for this assignment was 23 points. One student did not meet expectation and re-submitted the assignment.  All students were rated as either "Meets Expectations" or "Exceeds Expectation" by both the On-Site and ISU supervisors.</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>3. Students will synthesize current models of school counseling programs. CGPS SLO: G4</p>	<p>1. Midterm &amp; Final Exam questions related specifically to ASCA National Model. Introduction to School Counseling, COUN 535.</p>	<p>Students will earn at least 47 out of 55 (B+) on the midterm and 43.5 out of 50 (B+) on the final exam.</p>	<p>On the midterm 10 out of 12 students met the expectation.  On the final exam, all 12 students met the expectation.</p>	<p>The ASCA National Model was updated during the summer of 2019. The new templates will be utilized during the fall of 2019 in Organization and</p>

Students achieve mastery of the knowledge required in their discipline or profession.	2. ASCA National Model assignment, Organization and Administration of Guidance Programs, COUN 731.	Students will earn at least 52 out of 60 points (B+) on assignment.	All 7 students met this expectation.	Administration of Guidance Programs, COUN 731.
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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):

- 1) Cohort Sizes 21 students
- 2) Year-to-Year Retention 69.23%
- 3) 2-Year Graduation Rate

What worked well in supporting student success this year?

The School Counseling M.Ed. program is a hybrid program. Communication with students is critical. Students are in different schools within Vigo County and across the state. Historically, they have all had to complete the same requirements. This can present challenges for some students if our expectations are not part of the school culture. For example, all graduate students are required to conduct groups at two developmental levels. This year, providing more latitude for students during their Internship course personalized their experiences. If groups were not part of the culture at one developmental level, they simply conducted the group requirement at the other developmental level.

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

We typically have adjuncts for several course in the program of study. Communication is always a challenge. This year, there will be purposeful engagement with adjunct faculty to support any students who may be struggling.

### [Part 1c: Summary of Career Readiness Activities \(OPTIONAL FOR GRADUATE PROGRAMS\)](#)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email. It is not expected that every course in your curriculum correspond to a career readiness competency.

### [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 rise?)

1. Our students' attention to detail for the Final Case presentation has improved as noted in the overall scores that increased from AY2017-18. They are able to articulate their case conceptualization from both a theoretical orientation and a developmental theory. The next area for improvement is connecting theory to interventions and progress in counseling sessions. Interrater reliability scores for case presentations presented in Practicum and Internship evidence a deeper understanding of graduate students' ability to conceptualize a K-12 student's needs. Changes in the Career Development course included three new career vignettes. Graduate students utilized skills practiced in case conceptualizations to develop three post-secondary career paths for each student in the vignettes. Indiana is focused on multiple postsecondary options for K-12 students and this will directly prepares them for this profession. The developmental nature of the school counseling program focuses on knowledge acquisition, skill development, and career readiness via four academic semesters in the K-12 setting.

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

1. During the assessment year, we noted on multiple occasions that students' dress/appearance, use of social media, and conversations outside of the classroom could potentially comprise their future career. In the Introduction to School Counseling course, we discussed the intersection between personal and professional lives, reviewed the Student Handbook, and introduced ASCA Ethical Standards. Although the material was presented, we did not feel that students truly understood the ramifications for their future career if they made poor decisions. This year, we changed our Orientation Day and focused on the intersection between personal and professional life, community standards and expectations, ethical behavior, and what our expectations were via the Student Handbook.
2. 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. This assignment is time consuming and we have adjusted the point value and rubric to reflect the time required to present a thorough case presentation. We will begin collecting interrater reliability this fall and next spring.
3. The ASCA National Model assignment utilizes the updated templates. The design and assessment of this assignment is from *Evaluating Student Learning Outcomes in Counselor Education*, specifically, the Comprehensive School Counseling Program Project. This assignment has been transformed into a group project, reflecting more authentically with the K-12 implementation of a comprehensive school counseling program.

**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 and focus on Progress in Counseling portion.
2. We will add from the Outcomes Library, Practice, e. Use of developmentally appropriate career counseling interventions and assessments. There is strong focus on graduation pathways and postsecondary career options and we want to ensure our students are fully prepared.
3. We will add the impact of heritage, attitudes, beliefs, understandings, acculturative experiences on an individual's view of others. (Outcomes Library, Social and Cultural Diversity, d.) This aligns with our department's strategic planning.

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

1. 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.

**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 2018-19 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 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>Overall Rating: Mature (2.875/3.00)</b>
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"> <li>• Learning outcomes are clear. Complexity of some of the outcomes is addressed in the types of assessments used to evaluate relative student performance. They are aligned to the Graduate Student Learning Outcomes.</li> <li>• Assessment methods and courses are clearly noted. A diverse array of student performances are captured for each outcome, giving faculty an opportunity to triangulate assumptions about performance. Multiple direct measures are used.</li> <li>• Clear information about expected and actual student outcomes.</li> <li>• Excellent information about how the Final Case Presentation rubric was adjusted and why.</li> <li>• Excellent discussion of findings and related action plans and monitoring plans.</li> <li>• Clear information provided about how findings are shared and what will be assessed in the coming year.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing rationale for the assessment of these outcomes – is it part of an established cycle or to reevaluate an outcome/test an intervention from the prior year. Not including this doesn’t detract from the quality of the report. It just might be helpful for future reference.</li> <li>• For the 3<sup>rd</sup> outcome reported, it’s noted that only the questions from the midterm and final related to ASCA would be used, but it’s unclear from the average score provided in the actual results column if that’s the case.</li> <li>• Include a note about evaluation tools (e.g., rubrics) or attach rubrics so feedback can be established based on quality. Knowing that the Final Case Presentation rubric will be normed through interrater reliability exercises for next year is helpful.</li> <li>• Consider how it might be useful to share findings with students.</li> </ul>

**Student Outcomes Assessment & Success Report Rubric**  
**Office of Assessment & Accreditation, Indiana State University**

**Unit/Program: PhD Guidance & Psychological Services, Counselor Education**  
**Evaluation Date: 11/12/19**

<b>Evaluation Criteria</b>	<b>Exemplary</b>	<b>Mature</b>	<b>Developing</b>	<b>Undeveloped</b>
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<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>
<p><b>Analysis &amp; Results</b></p>	<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</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</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>

	<p>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>statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</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"/> <b>Mature</b>	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped