

Degree Program Name:           M.Ed. in School Counseling           Contact Name(s) and Email(s) Tonya Balch, [Tonya.Balch@Indstate.edu](mailto: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 One: Summary of Assessment Activities**

<p><b>a. What learning outcomes did you assess this year?</b></p> <p><b>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome*</a> each outcome aligns with.</b></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 results?</b></p>	<p><b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?</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</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, 10 out of 11 students met the benchmark. The one not meeting the benchmark was less than 2 points away.  All 11 students were rated as ‘Meets Expectations’ by both supervisors.</p>	<p>Dr. Tonya Balch collected and analyzed data. The information was shared with faculty during the first fall counseling area meeting.</p>
<p>2. Understands multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally  CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.</p>	<p>1. Mid-term and Final exam in Multicultural Counseling, COUN 666.  2. Score on <i>Multicultural Issues</i> component of the final case presentation.</p>	<p>Students will earn 43.5 out of 50 points on both exams (B+).  Students will earn a 2 (meets expectations) on <i>Multicultural Issues</i> component of the final case presentation.</p>	<p>This year, 8 out of 13 met the benchmark on the midterm and 3 out of 10 met the benchmark on the final exam. The average score on the midterm was 43.63 and 44.96 on the final exam.  12 out of 13 students earned a 2 or higher. Average score was 2.8.</p>	<p>Dr. Tonya Balch collected and analyzed data. The information was shared with faculty during the first fall counseling area meeting.</p>

<p>3. Understands ethical and legal considerations specifically related to the practice of school counseling. CGPS SLO: G3 Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p>	<p>1. Average of all quizzes in Professional Seminar, COUN 738B.  2. Student Progress Reports</p>	<p>Students will earn an average of 130 out of 140 on all quizzes (B+).  Students will meet expectation each semester for Clinical Training <i>Ethical Behavior</i>.</p>	<p>The average score on all quizzes was 97.1%. Every student met the benchmark.  All 13 students met expectation all four semesters.</p>	<p>Dr. Tonya Balch collected and analyzed data. The information was shared with faculty during the first fall counseling area meeting.</p>
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\* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

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”).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

## Part Two: Engagement and Improvement

### 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?)**

Outcome 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.

Faculty have a clear focus on addressing diverse learners, in particular, students in poverty. We identified over the last two years a lack of understanding and empathy related to socioeconomic status. Given that, in addition to students taking COUN666 (Multicultural Counseling), faculty have added a text devoted to class and classism into the techniques courses, COUN 535. Poverty is a significant issue in our community and faculty felt strongly that we needed to better prepare our students to serve that population. The rubric for the final case presentation has been honed and an exemplar provided for students. Additionally, students are introduced to this rubric during Practicum in the spring prior to Internship. During the last three years, scores have significantly increased on *multicultural issues* and *reflections on change*. Multicultural issues encompasses a broad spectrum of concepts including SES, race, juvenile justice system, LGBTQ, family structure/dynamics, etc. *Reflections on change* address data collection and analysis, which would include standardized test scores, attendance, discipline, grades, and counseling assessments. It is evident that our Interns are conceptualizing K-12 students more holistically and through a more culturally relevant lens. This was evidenced in on-site supervisor evaluations for all students.

Outcome 2: Understands multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.

Students scored an average of 43.63/50 points on the midterm and 44.96/50 on the final exam. Both scores were above the expectations for student performance. However, the range for the midterm and final were 16.5 points and 14 points respectively. This would indicate that a significant number of students did not meet expectations. This is a unique cohort that tended to increase one another's anxiety level. This course is taught as a 4-week summer session in conjunction with another reading intensive course. Students take daily quizzes in both courses and this further increased the anxiety level. It was evident through other student assignments that learning was occurring and test anxiety was an issue for some students for the midterm and final exam. The other significant assignment in this course is a cultural immersion project. The average score for this assignment was 49.46/50 points. As noted above, over the last three years, scores have significantly increased on *multicultural issues* on the final case presentation.

Outcome 3: Understands ethical and legal considerations specifically related to the practice of school counseling.

A textbook change was made and additional case scenarios were presented in class. This provided a richer context for the course materials. The quizzes required students to synthesize a scenario and tie their decision rationale to case law. The average of quiz scores in the spring of 2016 was 89.9% and increased to 97.7% in the spring of 2017. All students met expectation on Student Progress Reports, Clinical Training, *Ethical Behavior*.

**2) the changes you have made or will make in response to these discoveries and/or the coordinator's feedback; and**

Faculty will continue to focus on issues related to poverty and look for an appropriate assessment. We will revisit the most effective means of evaluating Outcome 2 that is more than a formative assessment. Intern scores on their Case Presentation are slightly lower on *Case Conceptualization* and *Progress in Counseling*. Instructors in Internship will provide review for both sections and a more detailed exemplar to facilitate understanding. The loss of a tenure-track faculty member and a faculty member on sabbatical leave disrupted data collection. We will determine a data collection method that will be more consistent regardless of faculty status.

**3) what your assessment plan will focus on in the coming year.**

Based upon our current Outcomes Library, we will focus on (1) B1: students demonstrate the ability to apply and adhere to ethical and legal standards in school counseling, (2) 2.1 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. This will allow us to focus on students' conceptualization skills and their sensitivity to diversity issues (most specifically poverty), and (3) A5: Students will understand current models of school counseling programs.

Our accrediting body, CACREP, is requiring all counseling programs to move to a 60-hour program. We will focus the four outcomes listed above as we develop a new 60-hour program and begin the Curriculum process.

*Please provide this report to your dean 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.*

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: M.Ed. in School Counseling    Date: 10.20.2017

	<b>Level 0 – Undeveloped</b>	<b>Level 1 – Developing</b>	<b>Level 2 – Mature</b>	<b>Level 3 – Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes were identified.  <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified.  <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes.  <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <i>Two of three are.</i>  <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed.  <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains.  <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization).  <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.)  <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders.  <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is

				<p>addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p><b>2. Measures &amp; Performance Goals</b></p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input checked="" type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input checked="" type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <i>Don't know.</i></p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation</p>

				<p>is offered to substantiate that this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input checked="" type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
<p><b>3. Results</b></p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input checked="" type="checkbox"/> Students are achieving some of the performance</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to</p>

		standards expected of them.		achieve/achieve less well.  <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
<b>4. Engagement &amp; Improvement</b>	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.  <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified.  <input type="checkbox"/> No reflection is offered about previous results or plans.	<input checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.  <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.  <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.  <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.  <input checked="" type="checkbox"/> Results regularly are shared with the faculty.  <input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.  <input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.  <input checked="" type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.  <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.  <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.  <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.  <input type="checkbox"/> Outcomes and results are easily accessible to

				stakeholders on/from the program website.  <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input type="checkbox"/> <b>Level 1 - Developing</b>	<input checked="" type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>

**COMMENTS:**

Thank you for completing your 2016-17 Student Learning Report!

The rubric preceding these comments identifies the specific criteria I used to assess your report. One recurring issue is the learning outcomes: Two of the three require faculty to determine what students “understand,” which is no easy feat. CACREP may be to blame, but in any event, please clarify your intentions: Do you want students to apply, demonstrate, examine, synthesize. . . ? You get the idea. Another issue is students’ attainment of the outcomes. This year, they met the target set for three of the six measures. Again, the goals may be aspirational—*all* students must meet them. But if the data consistently show that students are not meeting the targets, some change is called for. Next, thank you for sharing the document that details assignments, includes the rubrics used to assess them, and demonstrates their alignment to the outcomes—it really helped me to understand your assessment program. I still am not seeing an indirect measure. Have I overlooked it?

Because we are gearing up for the Higher Learning Commission (which will visit ISU in 2020 or 2021 as part of the accreditation reaffirmation process), it is particularly important for us to be able to provide evidence that we are systematically assessing our curricular and co-curricular programs; using the information we derive from that process to develop actionable plans for improvement in student learning; and documenting the improvements that result. Part Two of your report shows that you already are addressing these issues, so your task is to do it again in 2018!