

Texas Tech University Annual Assessment Report

Degree Program - COE - Counselor Education - School Counseling (MED)

CIP Code: 13.1101.00

Disciplinary Accrediting Body: CACREP

Next Accrediting Agency Review: 2023

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Program Purpose Statement: The School Counseling program prepares students to implement the American School Counselor Association (ASCA) National Model.

Assessment Coordinator (exact title): LJ Gould, Gilbert Castillo

Modality: Face-to-Face

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results Data</i>	<i>Analysis of Result Data</i>
<p>Applies effective techniques (Phase 1) - Applies effective use of counseling techniques per the "Responsive Services" component of the ASCA National Model.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 09/05/2017</p> <p>End Date: 09/03/2018</p>	<p>Course Level Assessment - Each of the P1 courses (EPCE 5355, 5358, 5364, 5367, 5370, 5371, 5372, and 5376) are all assessed with an A&E Rubric</p> <p>Criterion: A score of 3 or higher on the A&E and End of Phase rubrics.</p> <p>Related Documents: COE Assessment Overview.docx Scope & Sequence School Coun.docx</p>	<p>Assessment Cycle: 2020 - 2021</p> <p>Result Type: Criterion Met</p> <p>A&E: n=13 mean=4.500 SD=0.000</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (329.15) as mandated by the Texas State Board of Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/28/2021)</p>	<p>Analysis of Result Data:</p> <p>Determine how to implement changes in the number of required hours for CACREP accreditation to offer students additional opportunities beyond school counseling certification. Monitor students' acquisition of basic counseling skills and development of school counselor professional identity (ongoing requirement). Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement). (09/28/2021)</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		<p>Assessment Cycle: 2019 - 2020 Result Type: Criterion Met A&E: n = 98 mean = 4.52806 SD = 0.026026</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (239.15) as mandated by the Texas State Board for Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/18/2020)</p>	<p>Analysis of Result Data: Monitor students' acquisition of basic counseling skills and development of school counselor professional identity. Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement for improvement). (09/18/2020)</p> <p>Follow-Up: Evidence of Improvement: Acquisition of skills and knowledge were monitored through the Phase 1 courses with acceptable results. Professional identity was also demonstrated by students. Syllabi and teaching showing CACREP Standards and State requirements being met continued to be monitored. (09/28/2021)</p>
		<p>Assessment Cycle: 2018 - 2019 Result Type: Not Applicable Due to changes in the TEA requirements for School Counselors, most students were required to move to Clinical Mental Health Counseling. The small number of students enrolled in the program make it impossible to determine meaningful data. (09/30/2019)</p>	<p>Analysis of Result Data: A partnership with Wylie ISD will create a School Counseling cohort beginning in Fall 2019 allowing the School Counseling to grow into a viable program. CACREP Standards and course syllabi will continue to be reviewed. (09/30/2019)</p> <p>Follow-Up: Evidence of Improvement: The Wylie Cohort began in Fall 2019; they have performed well through their first year of coursework. Course syllabi were reviewed and revised. (09/18/2020)</p>
		<p>Assessment Cycle: 2017 - 2018</p>	<p>Analysis of Result Data: Course</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		<p>Result Type: Criterion Met A&E: n=32, mean = 4.02, SD = 0.41 EOP: n=3, mean = 4.57, SD = 0.24 (10/17/2018)</p>	<p>syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. (10/17/2018)</p> <p>Follow-Up: Evidence of Improvement: CACREP Standards were reviewed and syllabi revised to show changes. The separate introductory courses (EPCE 5353 and EPCE 5358) have been successful in giving students specific information related to either Clinical Mental Health Counseling or School Counseling to begin their coursework. (10/30/2018)</p>
		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met A&E: n=47, mean = 4.14, SD = 0.36 EOP: n=2, mean = 4.40, SD = 0.26 (07/10/2017)</p>	<p>Analysis of Result Data: CACREP Standards will be reviewed and syllabi revised to show changes. EPCE 5353 and EPCE 5358 will be separate introductory courses rather than one combined course. (09/27/2017)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met A&E: n=45, mean of 4.63, SD=0.31 (06/01/2016) (06/28/2016)</p>	<p>Analysis of Result Data: EPCE 5358 and EPCE 5353 have been combined into a single introductory course that highlights professional identity and professional orientation. EPCE</p>

5367 is no longer the End-of-Phase course for Phase 1. (06/28/2016)

Assessment Cycle: Action Complete (Prior to 2015-2016)

Result Type: Criterion Met

Results of A&E and End of Phase Assessments

Means were acquired from scores of individual students enrolled in the P1 courses over the past three semesters with the following results:

EPCE 5355 – 3.83

EPCE 5358 – 4.33

EPCE 5364 – 4.39

EPCE 5370 – 3.55

EPCE 5371 – 3.82

EPCE 5376 – 0 (Course was not taught during this time period)

End-of-Phase:

EPCE 5376 – 4.58

The overall mean for the P1 courses was 4.08. (06/06/2015)

Related Documents:

[PC 2014 End of Year Report.docx](#)

Analysis of Result Data: Student Action for Improvement

A remediation plan is developed for students who do not achieve mastery of the objectives. The plan is individualized and may include one or a combination of the following:

- Repeat the course(s)
- Repeat specific components of the course(s)
- Enroll in an equivalent course
- Meet with the faculty member and successfully complete additional assignments
- Meet with all EPCE faculty to discuss the content of a remediation plan

Program Action for Improvement

- The data indicated more information/course content is needed in such areas as crisis counseling, techniques, and grief/loss.
- Added an additional course "Dysfunctional Behavior for Children" to our degree plan.
- Identified problematic issues that were evident in student professionalism, such as students' use of technology in the classroom and students not presenting themselves in a professional manner.

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
	<p>Course Level Assessment - The End-of-Phase course for P1 (EPCE 5367, Marriage & Family Counseling for Professional Counselors) is assessed by the Family Counseling Case Study Evaluation Rubric.</p> <p>Criterion: A score of 3 or higher on the end of phase assessment rubric.</p>	<p>Assessment Cycle: 2020 - 2021 Result Type: Criterion Met EOP: n=12 mean=4.5417 SD=0.13819</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (329.15) as mandated by the Texas State Board of Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)</p>	<p>(06/06/2015)</p> <p>Analysis of Result Data: Determine how to implement changes in the number of required hours for CACREP accreditation to offer students additional opportunities beyond school counseling certification. Monitor students' acquisition of basic counseling skills and development of school counselor professional identity (ongoing requirement). Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement). (09/29/2021)</p>
		<p>Assessment Cycle: 2019 - 2020 Result Type: Criterion Met EOP: n = 13 mean = 4.5 SD = 0.0</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (239.15) as mandated by the Texas State Board for Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/18/2020) (09/29/2020)</p>	<p>Analysis of Result Data: Same as A&E Phase 1. (09/28/2021)</p> <p>Follow-Up: Evidence of Improvement: Acquisition of skills and knowledge were monitored through the Phase 1 courses with acceptable results. Professional identity was also demonstrated by students. Syllabi and teaching showing CACREP Standards and State requirements being met continued to be monitored. (09/28/2021)</p>
		<p>Assessment Cycle: 2018 - 2019 Result Type: Not Applicable</p> <p>Due to changes in the TEA requirements for School Counselors, most students were required to move to Clinical Mental Health Counseling. The small number of students enrolled in the program make it impossible to determine meaningful data. (09/30/2019)</p>	<p>Analysis of Result Data: A partnership with Wylie ISD will create a School Counseling cohort beginning in Fall 2019 allowing the School Counseling to grow into a viable program. CACREP Standards and course syllabi will</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met A&E: n=32, mean = 4.02, SD = 0.41 EOP: n=3, mean = 4.57, SD = 0.24 (10/30/2018)</p>	<p>continue to be reviewed. (09/30/2019)</p> <p>Follow-Up: Evidence of Improvement: CACREP Standards and syllabi have been updated as needed. The Wylie Cohort began in Fall 2019. (09/18/2020) (01/15/2021)</p> <hr/> <p>Analysis of Result Data: Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. (10/30/2018)</p> <p>Follow-Up: Evidence of Improvement: CACREP Standards were reviewed and syllabi revised to show changes. The separate introductory courses (EPCE 5353 and EPCE 5358) have been successful in giving students specific information related to either Clinical Mental Health Counseling or School Counseling to begin their coursework. EPCE 5357 as the new EOP for Phase 1, has given more insight into student learning as the course is more wide-ranging than EPCE 5367. (10/30/2018)</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met EOP: n=2, mean = 4.40, SD = 0.26 (07/10/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met EOP: n=8, mean of 4.08, SD=0.45 (06/01/2016) (07/05/2016)</p>	<p>Analysis of Result Data: CACREP Standards will be reviewed and syllabi revised to show changes. EPCE 5353 and EPCE 5358 will be separate introductory courses rather than one combined course. (09/27/2017)</p> <hr/> <p>Analysis of Result Data: EPCE 5357, Techniques of Counseling I, has been moved from Phase 2 to Phase 1 because it better identifies the definition of Phase 1. EPCE 5357 is assessed by the Individual Counseling Competencies Rubric. (07/05/2016)</p>
<p>Implements National Model (Phase 2) - Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stakeholders. Outcome Status: Active Outcome Type: Student Learning</p>	<p>Case Studies - Each of the P2 courses (EPCE 5352, 5354, and 5357), all assessed with an A&E Rubric Criterion: A score of 3 or higher on the A&E and End of Phase rubrics. Related Documents: Group Counseling Rubric P2.docx Counseling Techniques Rubric (5357).docx</p>	<p>Assessment Cycle: 2020 - 2021 Result Type: Not Applicable A&E: Due to students being in a cohort and courses being offered in a rotation, there were not A&E courses offered for Phase 2 this cycle.</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (329.15) as mandated by the Texas State Board of Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)</p> <hr/> <p>Assessment Cycle: 2019 - 2020 Result Type: Criterion Met A&E: n = 13 mean = 4.76923 SD = 0.24926</p>	<p>Analysis of Result Data: Determine how to implement changes in the number of required hours for CACREP accreditation to offer students additional opportunities beyond school counseling certification. Monitor students' acquisition of basic counseling skills and development of school counselor professional identity (ongoing requirement). Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement). (09/29/2021)</p> <hr/> <p>Analysis of Result Data: Monitor students' ability to develop skills required as School Counselors. continue to monitor course syllabi</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		<p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (239.15) as mandated by the Texas State Board for Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/18/2020)</p>	<p>and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement for improvement). (09/18/2020)</p> <p>Follow-Up: Evidence of Improvement: Acquisition of skills and knowledge were monitored through the Phase 2 courses with acceptable results. Syllabi and teaching showing CACREP Standards and State requirements being met continued to be monitored. (09/29/2021)</p>
		<p>Assessment Cycle: 2018 - 2019 Result Type: Not Applicable Due to changes in the TEA requirements for School Counselors, most students were required to move to Clinical Mental Health Counseling. The small number of students enrolled in the program make it impossible to determine meaningful data. (09/30/2019)</p>	<p>Analysis of Result Data: A partnership with Wylie ISD will create a School Counseling cohort beginning in Fall 2019 allowing the School Counseling to grow into a viable program. CACREP Standards and course syllabi will continue to be reviewed. (09/30/2019)</p> <p>Follow-Up: Evidence of Improvement: The Wylie cohort was admitted in Fall 2019 and completed their first year successfully. Course syllabi were reviewed for CACREP Standards. (09/18/2020)</p>
		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met A&E: n=6, mean = 4.0, SD = 0.31 EOP: n=2, mean = 4.55, SD = 0.12 (10/17/2018)</p>	<p>Analysis of Result Data: Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results Data</i>	<i>Analysis of Result Data</i>
			<p>course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. Phase 2 courses will continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients. (10/17/2018)</p> <p>Follow-Up: Evidence of Improvement: CACREP Standards were reviewed and syllabi revised to show changes. Phase 2 courses incorporating role-play and practice to prepare students for Phase 3 counseling with actual clients has proven successful by producing more competent practitioners when the students move into clinical courses. (10/30/2018)</p>
		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met A&E: n=7, mean = 3.75, SD = 0.35) EOP: n=3, mean = 4.52, SD = 0.28 (07/10/2017)</p>	<p>Analysis of Result Data: CACREP Standards will be reviewed and syllabi revised to show changes. Phase 2 courses continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients. (09/27/2017)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met A&E: n=10, mean of 4.54, SD=0.63 (06/01/2016) (06/28/2016)</p>	<p>Analysis of Result Data: EPCE 5357, Techniques of Counseling I, has been moved to Phase 1. EPCE 5352 and EPCE 5354 have been revised to include more role-playing experiences as practice for students before Phase 3. (06/28/2016)</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
	<p>Course Level Assessment - The End-of-Phase course for P2 (EPCE 5354, Group Counseling and 5357, Techniques of Counseling) are assessed by Group Counseling Competencies and Counseling Techniques Evaluation rubrics.</p> <p>Criterion: A score of 3 or higher on the end of phase assessment rubric.</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Results of A&E and End of Phase Assessments</p> <p>Means were acquired from scores of individual students enrolled in the P2 courses over the past three semesters with the following results:</p> <p>EPCE 5352 – 0 (Course was not taught during this time)</p> <p>End of Phase: EPCE 5354 – 3.86 EPCE 5357 – 3.76</p> <p>The overall mean for P2 courses was 3.81. (06/06/2015)</p> <p>Assessment Cycle: 2020 - 2021 Result Type: Criterion Met EOP: n=13 mean=4.6731 SD=0.26647</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (329.15) as mandated by the Texas State Board of Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)</p>	<p>Analysis of Result Data: Student Action for Improvement</p> <ul style="list-style-type: none"> Students become aware of and understand about the importance of the Trademark Outcomes (TOs), Scope and Sequence, A&E Assessments, and End-of-Phase Assessment. <p>Program Action for Improvement</p> <ul style="list-style-type: none"> Continue to refine and improve our database. Continue to discuss feedback and data and make changes as appropriate (06/06/2015) <p>Analysis of Result Data: Determine how to implement changes in the number of required hours for CACREP accreditation to offer students additional opportunities beyond school counseling certification. Monitor students' acquisition of basic counseling skills and development of school counselor professional identity (ongoing requirement). Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement). (09/29/2021)</p>
		<p>Assessment Cycle: 2019 - 2020 Result Type: Inconclusive EOP: (This EOP course has not been completed by the current cohort at the time of this report) (09/29/2020)</p>	<p>Analysis of Result Data: Monitor course syllabi to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement).</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			<p>(09/29/2021)</p> <p>Follow-Up: Evidence of Improvement: Syllabi showing CACREP Standards and State requirements being met continued to be monitored (09/29/2021)</p>
		<p>Assessment Cycle: 2018 - 2019</p> <p>Result Type: Not Applicable</p> <p>Due to changes in the TEA requirements for School Counselors, most students were required to move to Clinical Mental Health Counseling. The small number of students enrolled in the program make it impossible to determine meaningful data. (09/30/2019)</p>	<p>Analysis of Result Data: A partnership with Wylie ISD will create a School Counseling cohort beginning in Fall 2019 allowing the School Counseling to grow into a viable program. CACREP Standards and course syllabi will continue to be reviewed. (09/30/2019)</p> <p>Follow-Up: Evidence of Improvement: CACREP Standards and syllabi have been updated as needed. The Wylie Cohort began in Fall 2019. (09/18/2020) (01/15/2021)</p>
		<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>A&E: n=6, mean = 4.0, SD = 0.31</p> <p>EOP: n=2, mean = 4.55, SD = 0.12 (10/30/2018)</p>	<p>Analysis of Result Data: Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. Phase 2 courses will continue to incorporate role-play and practice to prepare students</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			<p>for Phase 3 counseling with actual clients. (10/30/2018)</p> <p>Follow-Up: Evidence of Improvement: CACREP Standards were reviewed and syllabi revised to show changes. Phase 2 courses incorporating role-play and practice to prepare students for Phase 3 counseling with actual clients has proven successful by producing more competent practitioners when the students move into clinical courses. (10/30/2018)</p>
		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met EOP: n=3, mean = 4.52, SD = 0.28 (07/10/2017)</p>	<p>Analysis of Result Data: CACREP Standards will be reviewed and syllabi revised to show changes. Phase 2 courses continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients. (09/27/2017)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met n=8, mean of 4.44, SD=0.37 (07/05/2016)</p>	<p>Analysis of Result Data: Program Action for Improvement</p> <ul style="list-style-type: none"> • Continue to refine and improve our database. • Continue to discuss feedback and data and make changes as appropriate (07/05/2016)
<p>Demonstrates Interaction Skills (Phase 3) - Demonstrates effective interaction skills to stakeholders in schools and disseminates information to stakeholders in schools while implementing components of the ASCA National Model.</p>	<p>Field Placement/Internship - Each of the P3 courses (EPCE 5094 and 5360), all assessed with an A&E Rubric</p> <p>Other Assessments</p>	<p>Assessment Cycle: 2020 - 2021 Result Type: Criterion Met A&E: n=26 mean= 4.500 SD=0.000</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (329.15) as</p>	<p>Analysis of Result Data: Determine how to implement changes in the number of required hours for CACREP accreditation to offer students additional opportunities beyond school counseling certification.</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results Data</i>	<i>Analysis of Result Data</i>
Outcome Status: Active Outcome Type: Student Learning	Texas School Counselor Exam (TEA #152) Counselor Preparation Comprehensive Exam (CPCE, national exam) CACREP Standards are determined for each course throughout the program. Specific school standards are required to be taught in each course. Standards are assessed by various assignments in each course. Criterion: A score of 3 or higher on the A&E and End of Phase rubrics.	mandated by the Texas State Board of Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)	Monitor students' counseling skills when working with school counseling clients by both faculty and site supervisors. Monitor students' dispositions (core values, attitudes, behaviors, beliefs, etc.) needed to become competent and effective counselors. Encourage professional identity development. Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement). (09/29/2021)
	A score of 3.0 or higher on the various assignments measuring CACREP Standards Related Documents: Student Success Rubric P3.docx CACREP Evaluation School Coun.docx Master Comp Results.docx	Assessment Cycle: 2019 - 2020 Result Type: Not Applicable The current cohort in the School Counseling program has not progressed to their internship. Presently, there is only one cohort in the program. (09/29/2020)	Analysis of Result Data: Continue to monitor course syllabi to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement). (09/29/2021) Follow-Up: Evidence of Improvement: Syllabi showing CACREP Standards and State requirements being met. (09/29/2021)
		Assessment Cycle: 2018 - 2019 Result Type: Not Applicable Due to changes in the TEA requirements for School Counselors, most students were required to move to Clinical Mental Health Counseling. The small number of students enrolled in the program make it impossible to determine meaningful data. (09/30/2019)	Analysis of Result Data: A partnership with Wylie ISD will create a School Counseling cohort beginning in Fall 2019 allowing the School Counseling to grow into a viable program. CACREP Standards and course syllabi will continue to be reviewed. (09/30/2019) Follow-Up: Evidence of Improvement: CACREP Standards

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>A&E: n=6, mean = 4.01, SD = 0.48</p> <p>EOP: n=2, mean = 4.50, SD = 0.12</p> <p>Comprehensive Exam: n=29, mean = 93.487 (10/17/2018)</p>	<p>and syllabi have been updated as needed. The Wylie Cohort began in Fall 2019. (09/18/2020)</p> <p>Analysis of Result Data: Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. Doctoral students will continue to work with master's students in EPCE 5094 Internship to prepare them for the comprehensive exam. (10/17/2018)</p> <p>Follow-Up: Evidence of Improvement: CACREP Standards were reviewed and syllabi revised to show changes. Doctoral students worked with master's students in EPCE 5094 Internship to prepare them for the comprehensive exam and all students passed the exam. (10/30/2018)</p>
		<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>A&E: n=7, mean = 3.81, SD = 0.54</p> <p>EOP: n=4, mean = 4.51, SD = 0.23</p> <p>Comprehensive exam: n=16, mean = 80.35 (09/27/2017)</p>	<p>Analysis of Result Data: CACREP Standards will be reviewed and syllabi revised to show changes. Doctoral students are working with master's students in EPCE 5094 Internship to prepare them</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		<p>for the comprehensive exam. (09/27/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met A&E: n=14, mean of 4.08, SD=0.36 (06/01/2016) (06/28/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Results of A&E and End of Phase Assessments</p> <p>Means were acquired from scores of individual students enrolled in the P3 courses over the past three semesters with the following results: EPCE 5360 – 4.22 EPCE 5094 – 4.05</p> <p>End of Phase: EPCE 5094 – 4.30</p> <p>The overall mean for P3 courses was 4.19</p> <p>All students graduating with a school counseling degree in the past two years have passed the TEA School Counselor Exam.</p> <p>All students graduating with a school counseling degree in the past two years have passed the CPCE.</p> <p>Means are determined for each standard covered in each course. An example of one semester of CACREP Standards can be found here. (LINK) (06/06/2015)</p> <p>Related Documents: CACREP Standards Fall 2014 - Summer 2015.xlsx School Counseling TO Scores (Spring 2015).docx</p>	<p>Analysis of Result Data: Students will be assigned to specific schools in EPCE 5360, Practicum, so that supervision will be more consistent. (06/28/2016)</p> <hr/> <p>Analysis of Result Data: Student Action for Improvement</p> <ul style="list-style-type: none"> Students are encouraged to be active in Chi Sigma Iota and present at conferences <p>Program Action for Improvement</p> <ul style="list-style-type: none"> Continue to expand and advertise Trademark Outcomes (TOs) to site supervisors, advisory board members, and prospective employers so that all are aware that our students are distinct from graduates of other programs. (06/06/2015)
	<p>Course Level Assessment - The End-of-Phase course for P3 (EPCE 5094,</p>	<p>Assessment Cycle: 2020 - 2021 Result Type: Not Applicable</p>	<p>Analysis of Result Data: Continue to monitor course syllabi to be</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results Data</i>	<i>Analysis of Result Data</i>
	<p>Internship in Counseling-2) is assessed by Maintains Focus on Student Success Rubric.</p> <p>Criterion: A score of 3 or higher on the end of phase assessment rubric.</p>	<p>EOP: The current cohort in School Counseling has not progressed to their Phase 3 End of Phase course. Therefore, not data is available.</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (329.15) as mandated by the Texas State Board of Educator Certification (SBEC) who govern certification of School Counselors. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)</p>	<p>sure CACREP Standards and State requirements are met in all courses (ongoing requirement). (09/29/2021)</p>
		<p>Assessment Cycle: 2019 - 2020</p> <p>Result Type: Not Applicable</p> <p>Due to changes in TEA requirements for School Counseling, most students were moved to the Clinical Mental Health Counseling program. The small number of students enrolled (2) in Phase 3 of the program makes it impossible to determine meaningful data.</p> <p>The students from the Wylie Cohort will begin clinical coursework in Spring 2020.</p> <p>NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and the Texas Administrative code (239.15) as monitored by the Texas State Board for Educator Certification (SBEC) who govern School Counseling certification. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/18/2020)</p>	<p>Analysis of Result Data: Monitor students' ability to perform as professional School Counselors at a school site. Monitor professional development by encouraging membership in professional organizations and attendance at professional conferences. Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement for improvement). (09/18/2020)</p> <p>Follow-Up: Evidence of Improvement: Course syllabi were monitored to be sure that CACREP Standards and State requirements were met in all courses. (09/29/2021)</p>
		<p>Assessment Cycle: 2018 - 2019</p> <p>Result Type: Not Applicable</p> <p>Due to changes in the TEA requirements for School Counselors, most students were required to move to</p>	<p>Analysis of Result Data: A partnership with Wylie ISD will create a School Counseling cohort beginning in Fall 2019 allowing the</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results Data</i>	<i>Analysis of Result Data</i>
		Clinical Mental Health Counseling. The small number of students enrolled in the program make it impossible to determine meaningful data. (09/30/2019)	<p>School Counseling to grow into a viable program. CACREP Standards and course syllabi will continue to be reviewed. (09/30/2019)</p> <p>Follow-Up: Evidence of Improvement: The Wylie Cohort began in Fall 2019 and have completed their first year successfully; they have not begun clinical courses. Syllabi were reviewed and updated as required. (09/18/2020)</p>
		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met A&E: n=6, mean = 4.01, SD = 0.48 EOP: n=2, mean = 4.50, SD = 0.12</p> <p>Comprehensive Exam: n=29, mean = 93.487 (10/30/2018)</p>	<p>Analysis of Result Data: Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. Doctoral students will continue to work with master's students in EPCE 5094 Internship to prepare them for the comprehensive exam. (10/30/2018)</p> <p>Follow-Up: Evidence of Improvement: CACREP Standards were reviewed and syllabi revised to show changes. Doctoral students worked with master's students in EPCE 5094 Internship to prepare them for the</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		<p>comprehensive exam and all students passed the exam. (10/30/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met EOP: n=4, mean = 4.51, SD = 0.23</p> <p>Comprehensive Exam: n=16, mean = 80.35 (07/10/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met n=5, mean of 4.72, SD =0.06 (07/05/2016)</p>	<p>Analysis of Result Data: CACREP Standards will be reviewed and syllabi revised to show changes. Doctoral students are working with master's students in EPCE 5094 Internship to prepare them for the comprehensive exam. (09/27/2017)</p> <hr/> <p>Analysis of Result Data: Students will have more options for EPCE 5094, Internship, but may stay at their practicum site. (07/05/2016)</p>
<p>Phase 1 - Implementation of the American School Counselor Association (ASCA) National Model.</p> <p>Students will develop the knowledge base and cognitive understanding needed to acquire fundamental school counseling concepts including but not limited to fundamental issues in school counseling, classroom guidance, counseling theory, career counseling, family counseling, addictions, assessment, crisis counseling, diversity, and ethics. Students will be able to integrate knowledge about the American School Counselor Association (ASCA) National Model and translate this knowledge into an understanding of effective school counseling practice. Further, students will begin to form clear, concise, and easily understood</p>	<p>Assessment will be through multiple choice exams and projects in the following courses: School Counseling, Career Counseling, Theories of Counseling, Family Counseling, Ethical and Legal Issues in Counseling, and Counseling Diverse Populations.</p>	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met</p> <p>A specific assignment in each Phase 1 course was identified to measure student learning outcome related to the School Counseling Trademark Outcome. Rubrics, using a 5 point Likert-like scale, were identified to measure the TO for each course. Students were required to achieve a score of 3.0 to demonstrate adequate mastery of the course subject. The mean scores for the Phase 1 courses are: EPCE 5355 - 3.83; EPCE 5358 - 4.33; EPCE 5364 - 4.39; EPCE 5367 - 4.58; EPCE 5370 - 3.55; EPCE 5371 - 3.82. Thus, the Student Learning Outcome for School Counseling Students in Phase 1 courses was 4.08 (average) on a 5.0 point scale. NOTE: One course (EPCE 5376) was not counted in the average mean as it was not taught during the semesters.</p> <p>Additional data were collected according to the CACREP 2009 Standards.</p> <p>(06/02/2015)</p>	<p>Analysis of Result Data: Program faculty determined that although data were collected, results were often overly general or excessively positive to support meaningful actions for improvement. Therefore drastic assessment reforms were initiated—future employers surveyed, professional literature and standards reviewed, intense discussions occurred, and focused timelines for improvements established.</p> <p>Every program developed a trademark outcome: A distinctive product and skill set separating graduates in that program from individuals in similar fields—thus providing a differential advantage for COE graduates.</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results Data</i>	<i>Analysis of Result Data</i>
<p>concepts about school counseling programs and recognize that these programs are designed to meet the needs of students, their families, and the communities in which they live.</p> <p>Outcome Status: Inactive</p> <p>Outcome Type: Student Learning</p>			<p>Also, each program was organized into three Phases. Phase One (P1) emphasizing the foundational knowledge and skills required in the discipline. Phase Two (P2) incorporating the knowledge and skills from P1 and assimilating them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) integrating the knowledge and skills from Phase 1 with the simulated application from Phase 2, and employing them in authentic real world settings.</p> <p>This assessment reform is intense and ongoing, with dozens of documents illustrating the process available for review in Dropbox and SharePoint archives. (06/08/2015)</p> <p>Follow-Up: Evidence of Improvement: Focus groups were held to determine trademark outcomes and specific competency based skills. (09/10/2013)</p>
<p>Phase 2 - Students will apply knowledge and skills and begin to integrate and apply reasoning principles involved with school counseling and the ASCA National Model. Students will be able to integrate counseling theory and techniques into school counseling practice whereby students are able to understand the common threads</p>	<p>Assessment of student reasoning will occur through role-playing, case conceptualization, class presentations and examinations using case studies</p>	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>A specific assignment in each Phase 2 course was identified to measure student learning outcome related to the School Counseling Trademark Outcome. Rubrics, using a 5 point Likert-like scale, were identified to measure the TO for each course. Students were required to achieve a score of 3.0 to demonstrate adequate mastery of the course subject. The mean scores for the Phase 2 courses are: EPCE 5354 -3.86 and EPCE 5357 - 3.76. Thus, the Student Learning Outcome</p>	<p>Analysis of Result Data: Program faculty members have followed a rigorous schedule to further program reforms, culminating in a presentation to the Dean's Executive Council. Feedback was received and incorporating into the reform process. Such presentations are available for review as a "Related Document."</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results Data</i>	<i>Analysis of Result Data</i>
<p>involved in the ASCA National Model and its implementation as guidance lessons for the classroom and counseling services for the individual student.</p> <p>Outcome Status: Inactive</p> <p>Outcome Type: Student Learning</p>		<p>for School Counseling Students in Phase 1 courses was 3.81 (average) on a 5.0 point scale. NOTE: One course (EPCE 5352) was not counted in the average mean as it was not taught during the semesters. Additional data were collected according to the CACREP 2009 Standards. (06/02/2015)</p> <p>Related Documents:</p> <p>MEd Clinical Mental Health-Assessment Plan.docx</p>	<p>(An end of year presentation document is attached for review.) (06/17/2013)</p> <p>Follow-Up: Evidence of Improvement: All syllabi were reformed to include P1 through P3 assessment activities. The information was presented to the Administrative Team and was approved. (05/06/2014)</p>
<p>Phase 3 - Students will apply knowledge and skills to create and implement the ASCA National Model to serve the needs of students, parents, and communities. Students will be able to implement the ASCA National Model using appropriate goals designed to serve the needs of students enrolled in their school. Further, students will be able to analyze and revise goals as needed to better serve the school and its students.</p> <p>Outcome Status: Inactive</p> <p>Outcome Type: Student Learning</p>	<p>o Student mastery of the learning objectives will be assessed using the following rubrics: School Counselor Website Hit Analytics; Needs Assessment; Essential Therapeutic Skills Form; Communication/Cooperation Skills Form; Counselor-In-Training Feedback Form; Student Internship Evaluation Form; and Counselor Preparation Comprehensive Examination.</p>	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>A specific assignment in each Phase 1 course was identified to measure student learning outcome related to the School Counseling Trademark Outcome. Rubrics, using a 5 point Likert-like scale, were identified to measure the TO for each course. Students were required to achieve a score of 3.0 to demonstrate adequate mastery of the course subject. The mean scores for the Phase 3 courses are: EPCE 5360 - 4.22; EPCE 5094 (I) - 4.05; EPCE 5094 (II) - 4.30. Thus, the Student Learning Outcome for School Counseling Students in Phase 3 courses was 4.19 (average) on a 5.0 point scale. Additional data were collected according to the CACREP 2009 Standards. (06/02/2015)</p>	<p>Analysis of Result Data: P1 measures were piloted with students with a 90% success rate. (05/01/2014)</p> <p>Follow-Up: Evidence of Improvement: Changes were made to the P1 measures to reflect pilot study results. New measures were developed. (08/12/2014)</p>
<p>Transformation Initiative - The College of Education is currently undergoing a college-wide transformation.</p> <p>Outcome Status: Inactive</p> <p>Outcome Type: Program</p>	<p>Directly related to Objective</p>	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Inconclusive</p> <p>Program assessment results are pending due to major overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program. (11/13/2013)</p> <p>Related Documents:</p> <p>2012-2013 SLO Narrative.docx</p>	<p>Analysis of Result Data: Program faculty determined that data previously collected were often overly general or excessively positive to support meaningful actions for improvement. Therefore drastic assessment reforms were initiated—future employers surveyed, professional literature and standards reviewed, intense discussions occurred, and focused timelines for</p>

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
	<p>Directly related to Objective</p>		<p>improvements established.</p> <p>Every program developed a trademark outcome: A distinctive product and skill set separating graduates in that program from individuals in similar fields—thus providing a differential advantage for COE graduates.</p> <p>Also, each program was organized into three Phases. Phase One (P1) emphasizing the foundational knowledge and skills required in the discipline. Phase Two (P2) incorporating the knowledge and skills from P1 and assimilating them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) integrating the knowledge and skills from Phase 1 with the simulated application from Phase 2, and employing them in authentic real world settings.</p> <p>This assessment reform is intense and ongoing, with dozens of documents illustrating the process available for review in Dropbox and SharePoint archives. (06/09/2015)</p>
<p>Needs Assessment (Phase 1) - Develop and conduct a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings. Outcome Status: Inactive</p>	<p>Course Level Assessment - Each of the P1 courses (EPCE 5353, 5355, 5364, 5367, 5370, 5371, 5372, 5376 and 5377 are all assessed with an A&E Rubric. Criterion: A score of 3 or higher on the A&E rubrics.</p>		

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results Data</i>	<i>Analysis of Result Data</i>
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Outcome Type: Student Learning

Course Level Assessment - The End-of-Phase course for P1 (EPCE 5367, Marriage & Family Counseling for Professional Counselors) is assessed by the Family Counseling Case Study Evaluation ([link](#)) (Active)

Criterion: A score of 3 or higher on the end of phase rubric