

# Assessment: Account Information Four Column

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

**CIP Code:** 13.1101.00

**Disciplinary Accrediting Body:** CACREP (Counsel for the Accreditation of Counseling and Related Educational Programs) & SACSCOC

**Next Program Review:** 19-20

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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:** Larry Hovey

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<b>Applies effective techniques (Phase 1)</b> - Applies effective use of counseling techniques per the "Responsive Services" component of the ASCA National Model. <b>Outcome Status:</b> Active <b>Outcome Type:</b> Student Learning <b>Start Date:</b> 09/05/2017 <b>End Date:</b> 09/03/2018	<b>Course Level Assessment</b> - Each of the P1 courses (EPCE 5355, 5358, 5364, 5367, 5370, 5371, 5372, and 5376) are all assessed with an A&E Rubric  <b>Criterion:</b> A score of 3 or higher on the A&E and End of Phase rubrics.  <b>Related Documents:</b> <a href="#">COE Assessment Overview.docx</a> <a href="#">Family Counseling Case Study Rubric.docx</a> <a href="#">Scope &amp; Sequence School Coun.docx</a>	<b>Assessment Cycle:</b> 2018 - 2019 <b>Result Type:</b> 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)  <b>Assessment Cycle:</b> 2017 - 2018 <b>Result Type:</b> Criterion Met A&E: n=32, mean = 4.02, SD = 0.41 EOP: n=3, mean = 4.57, SD = 0.24 (10/17/2018)	<b>Actions for Improvement:</b> 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)  <b>Actions for Improvement:</b> 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

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
			<p>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><b>Follow-Up: Evidence of Improvement:</b> 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><b>Assessment Cycle:</b> 2016 - 2017  <b>Result Type:</b> Criterion Met  A&amp;E: n=47, mean = 4.14, SD = 0.36  EOP: n=2, mean = 4.40, SD = 0.26 (07/10/2017)</p>	<p><b>Actions for Improvement:</b>  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><b>Assessment Cycle:</b> 2015 - 2016  <b>Result Type:</b> Criterion Met  A&amp;E: n=45, mean of 4.63, SD=0.31 (06/01/2016)  (06/28/2016)</p>	<p><b>Actions for Improvement:</b> EPCE 5358 and EPCE 5353 have been combined into a single introductory course that highlights professional identity and professional orientation. EPCE 5367 is no longer the End-of-Phase course for Phase 1. (06/28/2016)</p>
		<p><b>Assessment Cycle:</b> Action Complete (Prior to 2015-2016)  <b>Result Type:</b> Criterion Met  Results of A&amp;E and End of Phase Assessments</p>	<p><b>Actions for Improvement:</b>  Student Action for Improvement  A remediation plan is developed for students who do not achieve</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>Means were acquired from scores of individual students enrolled in the P1 courses over the past three semesters with the following results:</p> <p>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)</p> <p>End-of-Phase:  EPCE 5376 – 4.58</p> <p>The overall mean for the P1 courses was 4.08. (06/06/2015)</p> <p><b>Related Documents:</b>  <a href="#">PC 2014 End of Year Report.docx</a></p>	<p>mastery of the objectives. The plan is individualized and may include one or a combination of the following:</p> <ul style="list-style-type: none"> <li>• Repeat the course(s)</li> <li>• Repeat specific components of the course(s)</li> <li>• Enroll in an equivalent course</li> <li>• Meet with the faculty member and successfully complete additional assignments</li> <li>• Meet with all EPCE faculty to discuss the content of a remediation plan</li> </ul> <p>Program Action for Improvement</p> <ul style="list-style-type: none"> <li>• The data indicated more information/course content is needed in such areas as crisis counseling, techniques, and grief/loss.</li> <li>• Added an additional course "Dysfunctional Behavior for Children" to our degree plan.</li> <li>• 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. (06/06/2015)</li> </ul>
	<p><b>Course Level Assessment</b> - The End-of-Phase course for P1 (EPCE 5367, Marriage &amp; Family Counseling for Professional Counselors) is assessed by the Family Counseling Case Study Evaluation Rubric.</p> <p><b>Criterion:</b> A score of 3 or higher on</p>	<p><b>Assessment Cycle:</b> 2018 - 2019</p> <p><b>Result Type:</b> 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><b>Actions for Improvement:</b> 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</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
	the end of phase assessment rubric.		Standards and course syllabi will continue to be reviewed. (09/30/2019)
		<b>Assessment Cycle:</b> 2017 - 2018 <b>Result Type:</b> Criterion Met A&E: n=32, mean = 4.02, SD = 0.41 EOP: n=3, mean = 4.57, SD = 0.24 (10/30/2018)	<b>Actions for Improvement:</b> 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) <b>Follow-Up: Evidence of Improvement:</b> 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)
		<b>Assessment Cycle:</b> 2016 - 2017 <b>Result Type:</b> Criterion Met EOP: n=2, mean = 4.40, SD = 0.26 (07/10/2017)	<b>Actions for Improvement:</b> CACREP Standards will be reviewed and syllabi revised to show changes. EPCE 5353 and EPCE 5358 will be separate

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>introductory courses rather than one combined course. (09/27/2017)</p> <hr/> <p><b>Assessment Cycle:</b> 2015 - 2016  <b>Result Type:</b> Criterion Met  EOP: n=8, mean of 4.08, SD=0.45 (06/01/2016)  (07/05/2016)</p>	<p><b>Actions for Improvement:</b> 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><b>Implements National Model (Phase 2)</b> - 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.  <b>Outcome Status:</b> Active  <b>Outcome Type:</b> Student Learning</p>	<p><b>Case Studies</b> - Each of the P2 courses (EPCE 5352, 5354, and 5357), all assessed with an A&amp;E Rubric  <b>Criterion:</b> A score of 3 or higher on the A&amp;E and End of Phase rubrics.  <b>Related Documents:</b>  <a href="#">Group Counseling Rubric P2.docx</a>  <a href="#">Counseling Techniques Rubric (5357).docx</a></p>	<p><b>Assessment Cycle:</b> 2018 - 2019  <b>Result Type:</b> 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> <hr/> <p><b>Assessment Cycle:</b> 2017 - 2018  <b>Result Type:</b> Criterion Met  A&amp;E: n=6, mean = 4.0, SD = 0.31  EOP: n=2, mean = 4.55, SD = 0.12 (10/17/2018)</p>	<p><b>Actions for Improvement:</b> 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> <hr/> <p><b>Actions for Improvement:</b> 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>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
			<p>for Phase 3 counseling with actual clients. (10/17/2018)</p> <p><b>Follow-Up: Evidence of Improvement:</b> 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><b>Assessment Cycle:</b> 2016 - 2017  <b>Result Type:</b> Criterion Met  A&amp;E: n=7, mean = 3.75, SD = 0.35)  EOP: n=3, mean = 4.52, SD = 0.28 (07/10/2017)</p>	<p><b>Actions for Improvement:</b>  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><b>Assessment Cycle:</b> 2015 - 2016  <b>Result Type:</b> Criterion Met  A&amp;E: n=10, mean of 4.54, SD=0.63 (06/01/2016)  (06/28/2016)</p>	<p><b>Actions for Improvement:</b> 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>
		<p><b>Assessment Cycle:</b> Action Complete (Prior to 2015-2016)  <b>Result Type:</b> Criterion Met  Results of A&amp;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><b>Actions for Improvement:</b>  Student Action for Improvement</p> <ul style="list-style-type: none"> <li>Students become aware of and understand about the importance of the Trademark Outcomes (TOs), Scope and Sequence, A&amp;E Assessments, and End-of-Phase Assessment.</li> </ul>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p><b>Course Level Assessment</b> - 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.  <b>Criterion:</b> A score of 3 or higher on the end of phase assessment rubric.</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>Program Action for Improvement</p> <ul style="list-style-type: none"> <li>Continue to refine and improve our database.</li> <li>Continue to discuss feedback and data and make changes as appropriate (06/06/2015)</li> </ul>
		<p><b>Assessment Cycle:</b> 2018 - 2019  <b>Result Type:</b> 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><b>Actions for Improvement:</b> 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><b>Assessment Cycle:</b> 2017 - 2018  <b>Result Type:</b> Criterion Met  A&amp;E: n=6, mean = 4.0, SD = 0.31  EOP: n=2, mean = 4.55, SD = 0.12 (10/30/2018)</p>	<p><b>Actions for Improvement:</b> 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 for Phase 3 counseling with actual clients. (10/30/2018)</p> <p><b>Follow-Up: Evidence of Improvement:</b> CACREP Standards were reviewed and syllabi revised to show changes. Phase 2 courses</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
			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)
		<b>Assessment Cycle:</b> 2016 - 2017 <b>Result Type:</b> Criterion Met EOP: n=3, mean = 4.52, SD = 0.28 (07/10/2017)	<b>Actions for Improvement:</b> 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)
		<b>Assessment Cycle:</b> 2015 - 2016 <b>Result Type:</b> Criterion Met n=8, mean of 4.44, SD=0.37 (07/05/2016)	<b>Actions for Improvement:</b> Program Action for Improvement <ul style="list-style-type: none"> <li>Continue to refine and improve our database.</li> <li>Continue to discuss feedback and data and make changes as appropriate (07/05/2016)</li> </ul>
<b>Demonstrates Interaction Skills (Phase 3)</b> - Demonstrates effective interaction skills to stakeholders in schools and disseminates information to stakeholders in schools while implementing components of the ASCA National Model. <b>Outcome Status:</b> Active <b>Outcome Type:</b> Student Learning	<b>Field Placement/Internship</b> - Each of the P3 courses (EPCE 5094 and 5360), all assessed with an A&E Rubric  Other Assessments  Texas School Counselor Exam (TEA #152)  Counselor Preparation Comprehensive Exam (CPCE, national exam)	<b>Assessment Cycle:</b> 2018 - 2019 <b>Result Type:</b> 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)  <b>Assessment Cycle:</b> 2017 - 2018 <b>Result Type:</b> Criterion Met A&E: n=6, mean = 4.01, SD = 0.48 EOP: n=2, mean = 4.50, SD = 0.12	<b>Actions for Improvement:</b> 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)  <b>Actions for Improvement:</b> Course syllabi will be revised to show specific CACREP Standards for



<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
	<p>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.</p> <p><b>Criterion:</b> A score of 3 or higher on the A&amp;E and End of Phase rubrics.</p> <p>A score of 3.0 or higher on the various assignments measuring CACREP Standards</p> <p><b>Related Documents:</b>  <a href="#">Student Success Rubric P3.docx</a>  <a href="#">CACREP Evaluation School Coun.docx</a>  <a href="#">Master Comp Results.docx</a></p>	<p>Comprehensive Exam: n=29, mean = 93.487 (10/17/2018)</p>	<p>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><b>Follow-Up: Evidence of Improvement:</b> 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><b>Assessment Cycle:</b> 2016 - 2017  <b>Result Type:</b> Criterion Met  A&amp;E: n=7, mean = 3.81, SD = 0.54  EOP: n=4, mean = 4.51, SD = 0.23</p> <p>Comprehensive exam: n=16, mean = 80.35 (09/27/2017)</p>	<p><b>Actions for Improvement:</b>  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>
		<p><b>Assessment Cycle:</b> 2015 - 2016  <b>Result Type:</b> Criterion Met  A&amp;E: n=14, mean of 4.08, SD=0.36 (06/01/2016)</p>	<p><b>Actions for Improvement:</b>  Students will be assigned to specific schools in EPCE 5360,</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p><b>Course Level Assessment</b> - The End-of-Phase course for P3 (EPCE 5094, Internship in Counseling-2) is assessed by Maintains Focus on Student Success Rubric.</p> <p><b>Criterion:</b> A score of 3 or higher on the end of phase assessment rubric.</p>		<p>(06/28/2016)</p> <hr/> <p><b>Assessment Cycle:</b> Action Complete (Prior to 2015-2016)  <b>Result Type:</b> Criterion Met  Results of A&amp;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><b>Related Documents:</b>  <a href="#">CACREP Standards Fall 2014 - Summer 2015.xlsx</a>  <a href="#">School Counseling TO Scores (Spring 2015).docx</a></p>	<p>Practicum, so that supervision will be more consistent. (06/28/2016)</p> <hr/> <p><b>Actions for Improvement:</b>  Student Action for Improvement</p> <ul style="list-style-type: none"> <li>Students are encouraged to be active in Chi Sigma Iota and present at conferences</li> </ul> <p>Program Action for Improvement</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>(06/06/2015)</p>
		<p><b>Assessment Cycle:</b> 2018 - 2019  <b>Result Type:</b> 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><b>Actions for Improvement:</b> 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.</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
			(09/30/2019)
		<b>Assessment Cycle:</b> 2017 - 2018 <b>Result Type:</b> Criterion Met A&E: n=6, mean = 4.01, SD = 0.48 EOP: n=2, mean = 4.50, SD = 0.12  Comprehensive Exam: n=29, mean = 93.487 (10/30/2018)	<b>Actions for Improvement:</b> 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) <b>Follow-Up: Evidence of Improvement:</b> 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)
		<b>Assessment Cycle:</b> 2016 - 2017 <b>Result Type:</b> Criterion Met EOP: n=4, mean = 4.51, SD = 0.23  Comprehensive Exam: n=16, mean = 80.35 (07/10/2017)	<b>Actions for Improvement:</b> 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.

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>(09/27/2017)</p> <p><b>Assessment Cycle:</b> 2015 - 2016  <b>Result Type:</b> Criterion Met  n=5, mean of 4.72, SD =0.06 (07/05/2016)</p>	<p><b>Actions for Improvement:</b>  Students will have more options for EPCE 5094, Internship, but may stay at their practicum site. (07/05/2016)</p>
<p><b>Phase 1</b> - 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 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><b>Outcome Status:</b> Inactive  <b>Outcome Type:</b> Student Learning</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><b>Assessment Cycle:</b> Action In Progress (Prior to 2015-2016)  <b>Result Type:</b> 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><b>Actions for Improvement:</b>  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> <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</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
			<p>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><b>Follow-Up: Evidence of Improvement:</b> Focus groups were held to determine trademark outcomes and specific competency based skills. (09/10/2013)</p>
<p><b>Phase 2</b> - 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 involved in the ASCA National Model and its implementation as guidance lessons for the classroom and counseling services for the individual student.</p> <p><b>Outcome Status:</b> Inactive</p> <p><b>Outcome Type:</b> Student Learning</p>	<p>Assessment of student reasoning will occur through role-playing, case conceptualization, class presentations and examinations using case studies</p>	<p><b>Assessment Cycle:</b> Action In Progress (Prior to 2015-2016)</p> <p><b>Result Type:</b> 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 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><b>Related Documents:</b></p> <p><a href="#">MEd Clinical Mental Health-Assessment Plan.docx</a></p>	<p><b>Actions for Improvement:</b></p> <p>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." (An end of year presentation document is attached for review.) (06/17/2013)</p> <p><b>Follow-Up: Evidence of Improvement:</b> All syllabi were reformed to include P1 through P3 assessment activities. The information was presented to the</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p><b>Phase 3</b> - 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><b>Outcome Status:</b> Inactive <b>Outcome Type:</b> 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><b>Assessment Cycle:</b> Action In Progress (Prior to 2015-2016) <b>Result Type:</b> Criterion Met 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>Administrative Team and was approved. (05/06/2014)</p> <p><b>Actions for Improvement:</b> P1 measures were piloted with students with a 90% success rate. (05/01/2014) <b>Follow-Up: Evidence of Improvement:</b> Changes were made to the P1 measures to reflect pilot study results. New measures were developed. (08/12/2014)</p>
<p><b>Transformation Initiative</b> - The College of Education is currently undergoing a college-wide transformation.</p> <p><b>Outcome Status:</b> Inactive <b>Outcome Type:</b> Program</p>	<p><b>Directly related to Objective</b></p>	<p><b>Assessment Cycle:</b> Action In Progress (Prior to 2015-2016) <b>Result Type:</b> Inconclusive 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) <b>Related Documents:</b> <a href="#">2012-2013 SLO Narrative.docx</a></p>	<p><b>Actions for Improvement:</b> 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 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</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
	Directly related to Objective		<p>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>

**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

**Outcome Type:** Student Learning

**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.

**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

*Student Learning  
Outcomes*

*Assessment Methods*

*Results*

*Actions for Improvement*