

Assessment: Program Four Column



Program (ALP) - Counseling MEd

College or Division: Education and Professional Studies

Department: Education

Assessment Coordinator: Dr. Barbara Tucker

Statement of Purpose: The mission of the Master of Education in Counseling is to thoroughly prepare effective and competent graduates to make significant, positive contributions to their organizations, their community, and to society. The counseling program is a 36 hour program that includes a 3-hour supervised practicum course. Students in the program consist of those pursuing certification as school counselors, and those who are interested in achieving the academic coursework to pursue licensure as a professional counselor. Those students wishing to pursue licensure earn 60 hours, including a second 3-hour supervised practicum course. Each practicum course requires a total of 160 hours of client contact. Curriculum is comprehensive and offers a life changing education through high quality teaching, research and cultural awareness. Courses include three clinically oriented core courses; in the students' final semester, they enroll concurrently in the third of these, Clinical Practice of Counseling, along with their capstone experiential component, and practicum. Students are provided coursework preparing them for the field of counseling through curriculum designed to introduce concepts, theory, and application.

Annual Updates

2017 - 2018

Evidence of Improvement from Previous Assessment Cycle: Evidence of Improvement from Previous Assessment Cycle:

SLO1:

1b. Overall, the TExES 152 state certification school counseling exam reflected an increase in student performance in Human Growth and Multicultural from the 2016/2017 cycle. The overall target for the 2017/2018 cycle was for a minimum of 70% of students passing human growth and multicultural on the TExES 152 state certification exam, 90% percent of students passed. which exceeded the 45% of students that scored between 88%-83% in the 2016/2017 cycle.

SLO2:

2a. Improvement did occur with the Guidance Program assignment. The target was for 10% of students to score at least a 91%. This target was exceed with 49% of students scoring at least a 91%. The targeted percentages did increase from the 36% with the 2016/2017 cycle.

2b.Improvement did occur in the student scores of the videotaped counseling session. The overall target was for 85% of all students to score a minimum score of 81% and 10% of students to achieve a 91%. 100% of students scored at least an 81% and 48% of students scored at least a 91%, With the 2016-2017 cycle, 87% achieved at least an 81% and 43% achieved the score of 91% or higher.

2d. Improvement did occur with students' scores in the domains of Program Management, Guidance Program, Counseling and Assessment on the TExES 152 exam. The overall target was for a minimum of 70% of students passing the TExES 152 state certification exam for school counselors, applying Program Management, Guidance

Program, Counseling, and Assessment, 80% of students did pass.

SLO3:

3a. Overall the comprehensive exam reflected an increase competency in the domain of Ethics from the 2016/2017 cycle. Targets for the 2017/2018 cycle were exceeded. The overall target of the program is a minimum of 70% of students passing Ethics on the Comprehensive exam, 96% passed the exam, while in 2016/2017, 89% passed.

3b. Overall the TExES 152 state certification exam reflected an increase competency in the domain of Ethics from the 2016/2017 cycle. Targets for the 2017/2018 cycle were exceeded. The overall target was for a minimum of 70% of students passing the TExES 152 state certification exam for school counseling applying Ethics, 100% passed this domain, while in 2016/2017 5/11 scored between 88%-96%.

Review History: Reviewer #1 Name, Date, and Comments: Libby Newman, August 2, 2018

Review History: Reviewer #2 Name, Date, and Comments: Dr. Bill Green, August 2, 2018

Review History: Reviewer #3 Name, Date, and Comments: Dr. Thomas Matula, August 2, 2018

2016 - 2017

Evidence of Improvement from Previous Assessment Cycle:

SLO1:

1d. Improvement did occur with the student scores on the essays addressing multicultural dynamics, self-reflection and novel cultural reality. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher. In 2015-2016, 84% of counseling students achieved at least an 81% and 39% achieved at least a 91%; while in 2016-2017, 89% achieved at least an 81% and 57% achieved the score of 91% or higher.

Improvement did occur with student scores on the Counseling comprehensive exam in the domain of Multicultural. Our goal was to have a minimum of 70% of students passing the domain of Multicultural. In 2015-2016, 47% of students past the domain of Multicultural, while in 2016-2017, 58% passed.

SLO2:

2a. Improvement did occur in the student scores of the videotaped counseling session. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher. In 2015-2016, 89% of counseling students achieved at least an 81% and 29% achieved at least a 91%; while in 2016-2017, 87% achieved at least an 81% and 43% achieved the score of 91% or higher.

Improvement did occur in the student scores of the case conceptualization and treatment plan. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher. In 2015-2016, 89% of counseling students achieved at least an 81% and 45% achieved at least a 91%; while in 2016-2017, 92% achieved at least an 81% and 61% achieved the score of 91% or higher.

Improvement did occur in the student scores in the domain of Theories on the comprehensive exam. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81%. In 2015-2016, 40% of counseling students achieved at least an 81%, while in 2016-2017, 57% achieved at least an 81%.

Improvement did occur with students' scores in the domains of Program Management, Guidance Program, Counseling and Assessment on the TExES 152 exam. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher, on the TExES 152 school counseling exam. In 2015-2016, 73% of counseling students achieved at least an 81% and 0% achieved at least a 91%; while in 2016-2017, 82% achieved at least an 81% and .09% achieved the score of 91% or higher.

SLO3:

3a. Improvement did occur with the practicum site supervisor's final evaluation report and facility evaluation of student's performance scores. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher. In 2015-2016, 97% of counseling students achieved at least an 81% and 89% achieved at least a 91%; while in 2016-2017, 97% achieved at least an 81% and 93% achieved the score of 91% or higher.

Review History: Reviewer #1 Name, Date, and Comments: Carol Fairlie, June 14, 2017

Review History: Reviewer #2 Name, Date, and Comments: Kathy Stein (AM), June 14, 2017

Review History: Reviewer #3 Name, Date, and Comments: Chris Estepp (PM), June 14, 2017

2015 - 2016

Evidence of Improvement from Previous Assessment Cycle: SLO1:

1d. Improvement did occur with students scores in the domains of Human Growth and Multicultural on the TExES 152 exam. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher, on the TExES 152 school counseling exam. In 2014-2015, 84% of counseling students achieved at least an 81% and 15% achieved at least a 91%; while in 2015-2016, 81% achieved at least an 81% and 25% achieved the score of 91% or higher.

SLO2:

2a. Improvement did occur in the comprehensive guidance and career program assignment scores. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher. In 2014-2015, 81% of counseling students achieved at least an 81% and 30% achieved at least a 91%; while in 2015-2016, 87% achieved at least an 81% and 55% achieved the score of 91% or higher.

SLO3:

3a. Improvement did occur in the developmental guidance program assignment scores. Our goal was to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher. In 2014-2015, 86% of counseling students achieved at least an 81% and 41% achieved at least a 91%; while in 2015-2016, 86% achieved at least an 81% and 46% achieved the score of 91% or higher.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Sharon Hileman, August 9, 2016

Review History: Reviewer #2 Name, Date, and Comments: Dr. Tim Wilson, August 9, 2016

Review History: Reviewer #3 Name, Date, and Comments: Dr. Bill Green, August 9, 2016

Review History: Reviewer #4 Name, Date, and Comments: Dr. Esther Rumsey, August 9, 2016

2014 - 2015

Evidence of Improvement from Previous Assessment Cycle: SLO1:

1a. Improvement occurred in human developmental study essay scores. Our goal was to have 10% of counseling students to achieve a mean score of 91% or higher. In 2013-2014, 51% of counseling students achieved at least a 91%; while in 2014-2015, 84% achieved the score of 91% or higher.

1b. Improvement occurred in the multicultural dynamics essay scores. Our goal was to have 10% of counseling students to achieve a mean score of 91% or higher. In 2013-2014, 36% of counseling students achieved at least a 91%; while in 2014-2015, 50% achieved the score of 91% or higher.

SLO3:

3c. Improvement occurred in the performance grades reflecting the average of internship site supervisor and university supervisor scores. Our goal was to have counseling students achieve a mean student score of no lower than 81%. In 2013-2014, 95% of counseling students achieved at least an 81%; while in 2014-2015, 98% achieved a score of 81% or higher.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Jim Hector, August 1, 2015

Review History: Reviewer #2 Name, Date, and Comments: Dr. Christopher Estepp, August 5, 2015

Review History: Reviewer #3 Name, Date, and Comments: Dr. Sharon Hileman, August 30, 2015

Review History: Reviewer #4 Name, Date, and Comments: Dr. Jeanne Qvarnstrom, September 1, 2015

| <i>Student Learning Outcomes</i> | <i>Assessment Methods</i> | <i>Results</i> | <i>Use of Results</i> |
|---|---|---|---|
| <p>SLO 1 - Graduate students in the counseling program will demonstrate their ability to apply within guidance and counseling the knowledge of human development, diversity, and factors that affect students /clients' ability to achieve their potential.</p> <p>Outcome Status: Active</p> | <p>Departmental Comprehensive Exam - 1a. Faculty will evaluate using a Comprehensive Exam Assessment applying human growth and multicultural in the provision of counseling and education. Forty questions on the comprehensive examination address this domain.</p> <p>Target: The overall target is for a minimum of 70% of students passing Human Growth and Multicultural on the comprehensive exam assessment.</p> | <p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Target Not Met Human Growth: 11/27, 41% Multicultural: 11/27, 37% (06/01/2018)</p> <hr/> <p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Target Not Met 85% of students met the minimum score of 81% and 44% of students met the excellent score of 91%. 50/59 students met the minimum score, scores ranging between 81%-98% 26/59 students met the excellent score, scores ranging between 91%-98% (05/23/2017)</p> | <p>Use of Results: Overall, the comprehensive examination reflected areas of deficiency in student performance in Human Growth and Multicultural. A decrease in student scores were noted from the 2016/2017 cycle to the current cycle. Based on these results, the Human Growth course is being restructured and a new textbook is being used. The multicultural class was just recently restructured and a new textbook is being used. (06/01/2018)</p> <hr/> <p>Use of Results: The curriculum committee examined course curriculum in Human Development. Targeted percentages on the two studies in which students apply human developmental models continue to be met each assessment cycle. Human Development continues to be assessed in the comprehensive exam and the TExES certification exam. The committee found the</p> |

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data from these two exams to be sufficient in analyzing the curriculum in Human Development and agreed to discontinue the assessment of the two studies in which students apply human developmental models. In reviewing the data from the comprehensive exam and the TExES certification exam, the committee noted the scores in Human Development dropped 2%, from 60% passing to 58% on the comprehensive exam and dropped 3%, from 81% passing to 78% on the TExES exam. Based on these findings faculty plan to revise the Advanced Human Development course. The textbook will be updated and revisions will be made to all discussion board questions, quizzes, and studies. (05/29/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

The overall target is for a minimum of an 81% mean student score= 86%, and 10% of students to achieve a 91%= 73%. Overall performance within Human Growth is currently satisfactory, and scores on submitted studies applying human developmental models are also satisfactory. (06/07/2016)

Use of Results: Course curriculum in Advanced Human Growth and Development was examined by the curriculum committee. Since targeted percentages from the 2015-2016 assessment cycle decreased from the 2014-2015 assessment cycle, the committee agreed to not make changes to the targeted percentages. Faculty conjectured that the decrease in scores may be attributed to the larger class size and change in course delivery. The curriculum committee will continue to

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monitor performance and changes that may be needed. (06/14/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

Human development study essays (ED 6308):

Mean student score (goal is 81%) = 87% Mean student score at 91% (goal is 10%) = 84%

Overall performance within human growth is currently satisfactory, and scores on submitted studies applying human developmental models are also satisfactory. (03/28/2016)

Use of Results: Course curriculum in Advanced Human Growth and Development was examined by the curriculum committee. The committee found no changes were needed in order to facilitate increased performance. Curriculum committee will continue to monitor performance and changes that may be needed. (03/28/2016)

Certification Exam - 1b. Faculty will evaluate using the TExES 152 state certification exam for school counselors, applying human growth and multicultural in the provision of counseling and education. Twenty-four questions on the exam address this domain.

Target: The overall target is for a minimum of an 81% mean student score, and 10% of students to achieve a 91%.

Reporting Period: 2017 - 2018

Conclusion: Target Met

Human Growth and Multicultural, Domain I of the TExES 152 exam, 9/10, 90% (06/01/2018)

Use of Results: Overall, the TExES 152 state certification exam reflected an increase in student performance in Human Growth and Multicultural from the 2016/2017 cycle. The curriculum committee agreed to review the teacher prep program for the TExES certification exam to ensure competency in Human Growth and Multicultural, which should reflect continued passing scores on the TExES exam. (06/01/2018)

Reporting Period: 2016 - 2017

Conclusion: Target Not Met

45% of students met the minimum score of 81% and 0% of students met the 91%.

5/11 of students met the minimum score, grades ranging between 88%-83%

0/11 students met the excellent score (05/23/2017)

Use of Results: Overall, the TExES 152 state certification exam reflected a decrease in student performance in Human Growth and Multicultural. Since student performance was only slightly lower at 78%, than the targeted percentage of 81%, the course curriculum committee agreed to leave the targeted percentage of 81% the same. The targeted percentage of 15% of students

| Student Learning Outcomes | Assessment Methods | Results | Use of Results |
|--|--|---|---|
| | | <p>Reporting Period: 2015 - 2016 Conclusion: Target Met The overall target is for a minimum of an 81%=81% mean student score, and 10% of students to achieve a 91%=25%. (06/10/2016)</p> | <p>achieving a 91%, was not achieved and the curriculum committee agreed to decrease the targeted percentage from 15% to 10%. (05/29/2017)</p> <p>Use of Results: Overall, the TExES 152 state certification exam reflected no deficiencies in student performance in Human Growth and Multicultural. Since student performance was right at the targeted percentage of 81%, the course curriculum agreed to leave the targeted percentage of 81% the same. However, the targeted percentage of 10% of students achieving a 91%, was achieved, the curriculum committee agreed to increased the targeted percentage to 15%. (06/14/2016)</p> |
| <p>SLO 2 - Graduate students in the school counseling program will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and</p> | <p>Departmental Comprehensive Exam - a. Faculty will evaluate the entire comprehensive program, using a scoring rubric for written assignments and a rubric for guidance and counseling, developed</p> | <p>Reporting Period: 2017 - 2018 Conclusion: Target Not Met 80% of the students did score at least an 81%, which did not meet the target. 49% of students did score at least a 91%, which exceeds the target of 10% of students. (06/01/2018)</p> | <p>Use of Results: Overall, the TExES 152 state certification exam reflected no deficiency's in student performance in human growth and multicultural. Curriculum committee will continue to monitor performance and changes that may be needed. (03/28/2016)</p> <p>Use of Results: The first target was not met, however the second target was met and overall and targeted percentages did increase from the 2016/2017 cycle. Instructions for each component for the comprehensive program</p> |

| <i>Student Learning Outcomes</i> | <i>Assessment Methods</i> | <i>Results</i> | <i>Use of Results</i> |
|---|---|---|---|
| <p>group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.</p> <p>Outcome Status: Active</p> | <p>specifically for this program. In the first course (ED7302), the comprehensive program is submitted by the student online in segments. For example, the demographics are submitted first, followed by the needs assessment, then the program components, etc. Each item is provided a score and feedback from the instructor. When the student completes the last of the 20+ assignments in the course, they will have written an entire comprehensive program.</p> <p>Target: The overall target of the program is for a minimum of an 81% mean student score, and 10% of students to achieve a 91%.</p> | <p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Target Met</p> <p>75% of students met the minimum score of 81% and 36% of students met the excellent score of 91%. 46/61 students met the minimum score, scores ranging from 81%-98% 22/61 students met the excellent score, scores ranging from 91%-98% (05/23/2017)</p> | <p>are being reviewed for clarity. In addition, updates to the required content of the comprehensive program are in the process of being made. (06/01/2018)</p> <p>Use of Results: Course curriculum in Comprehensive, Developmental Guidance and Counseling and Career Program was examined by the curriculum committee. Since targeted percentages from the 2016-2017 assessment cycle decreased from the 2015-2016 assessment cycle. Instructions for each component for the comprehensive program are being reviewed for clarity. In addition, updates to the required content of the comprehensive program are being made. The curriculum committee agreed to decrease targeted percentages. The new goal is to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher. (05/29/2017)</p> |
| | | <p>Reporting Period: 2015 - 2016</p> <p>Conclusion: Target Met</p> <p>The overall target of the program is for a minimum of an 81% mean student score=86%, and 10% of students to achieve a 91%=46%. Overall performance within the comprehensive, developmental guidance and counseling program is currently satisfactory, and scores on submitted comprehensive program are also satisfactory. (06/07/2016)</p> | <p>Use of Results: Course curriculum in Comprehensive, Developmental Guidance and Counseling and Career Program was examined by the curriculum committee. Since targeted percentages from the 2015-2016 assessment cycle increased from the 2014-2015 assessment cycle, the curriculum committee agreed to increase</p> |

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targeted percentages. The new goal is to have 100% of counseling students achieve an overall mean score of at least 85% and 15% of counseling students achieve a mean score of 91% or higher. (06/14/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

Comprehensive, developmental guidance and counseling program (ED 7302): Mean student score (goal is 81%) = 86%
Mean student score at 91% (goal is 10%) = 41%.
Career program (ED 5313):
Mean student score (goal is 81%) = 81% Mean student score at 91% (goal is 10%) =30%
Overall performance within the comprehensive, developmental guidance and counseling program is currently satisfactory, and scores on submitted comprehensive program are also satisfactory. (03/28/2016)

Use of Results: Significant changes to course design were made in 2013. Currently, course curriculum in Programs and Career was examined by the curriculum committee. The committee found no further changes were needed in order to facilitate increased performance. Curriculum committee will continue to monitor performance and changes that may be needed. (03/28/2016)

Written Assignment -

b. Faculty will evaluate the videotaped counseling session, using a rubric for written assignments and a rubric designed for evaluating taped practice counseling sessions. Students in clinical courses demonstrate individual counseling skills via role-play, a videotaped session, and analysis; both peer and instructor evaluation is performed. Faculty will evaluate, using a rubric for written papers and presentations, the group-counseling proposal that each student designs and delivers. In addition, students participate in an experiential group. Faculty will evaluate, using a rubric for written papers and

Reporting Period: 2017 - 2018

Conclusion: Target Met

100% of students scored at least an 81%.
48% of students scored at least a 91%, which exceeds the target of 10%. (06/01/2018)

Use of Results: Both targets were met and there was an increase in scoring from the 2016/2017 cycle. Based on these results the curriculum committee agreed to not make changes to the targeted percentages. (06/01/2018)

Reporting Period: 2016 - 2017

Conclusion: Target Met

Videotaped counseling session-
97% of students met the minimum score of 81% and 43% met the excellent score of 90%.
29/30 students met the minimum score, scores ranging from 81%-96%
13/30 students met the excellent score, scores ranging from 91%-96%

Use of Results: The curriculum committee examined course curriculum in Techniques, Groups, and Clinical's. Targeted percentages were met, however, since student performance from the 2016-2017 assessment cycle had a mix of decreased and increased scores from the 2015-2016 assessment cycle, the curriculum committee agreed to

Group-counseling proposal-

| Student Learning Outcomes | Assessment Methods | Results | Use of Results |
|---------------------------|--|--|--|
| | <p>presentations, the case conceptualization and treatment plan that students present for an assigned fictional client in the final capstone clinical course.</p> <p>Target: The overall target of the program is for a minimum of an 81% mean student score, and 10% of students to achieve a 91%.</p> | <p>100% of students met the minimum score of 81% and 51% met the excellent score of 90%. 35/35 students met the minimum score, scores ranging from 82%-98% 18/35 students met the excellent score, scores ranging from 91%-98%</p> <p>Case conceptualization and treatment plan- 92% of students met the minimum score of 81% and 61% met the excellent score of 90% 28/28 students met the minimum score, scores ranging from 85%-98% 17/28 students met the excellent score, scores ranging from 91%-98% (05/23/2017)</p> | <p>not make changes to the targeted percentages. The curriculum committee will continue to monitor performance and changes that may be needed. (05/29/2017)</p> |
| | | <p>Reporting Period: 2015 - 2016 Conclusion: Target Met Videotaped counseling session- The overall target of the program is for a minimum of an 81% mean student score=89%, and 10% of students to achieve a 91%=29%. Group-counseling proposal- The overall target of the program is for a minimum of an 81% mean student score=91%, and 10% of students to achieve a 91%=64%. Case conceptualization and treatment plan- The overall target of the program is for a minimum of an 81% mean student score=89%, and 10% of students to achieve a 91%=45% Although 2015-2016 scores did meet the target, they were lower than scores in 2014-2015. Faculty surmised that the decrease could be attributed to using a more rigorous scoring rubric. (06/07/2016)</p> | <p>Use of Results: Course curriculum in Techniques, Groups, and Clinical's were examined by the curriculum committee. Since targeted percentages from the 2015-2016 assessment cycle decreased from the 2014-2015 assessment cycle, the curriculum committee agreed to not make changes to the targeted percentages. The curriculum committee will continue to monitor performance and changes that may be needed. (06/14/2016)</p> |
| | | <p>Reporting Period: 2014 - 2015 Conclusion: Target Met Practice Counseling Session (ED7303): Mean student score (goal is 81%) = 92%. Mean student score at 91% (goal is 10%) = 62% Group counseling proposal/experiential group: Mean student score (goal is 81%) = 93% Mean student score at</p> | <p>Use of Results: Course curriculum was evaluated by the Curriculum Committee and it was determined in 2014 to change the previously audiotaped practice session, to include a video of the practice session. Instructors will be able to</p> |

| <i>Student Learning Outcomes</i> | <i>Assessment Methods</i> | <i>Results</i> | <i>Use of Results</i> |
|----------------------------------|---|---|--|
| | <p>Departmental Comprehensive Exam - c. Faculty will evaluate using a Comprehensive Exam Assessment, assessing ability to plan, implement, and evaluate a developmental guidance program, assessment, individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions in the provision of counseling and education. Ninety-three questions on the comprehensive examination addressing this domain. Target: The overall target of the program is for a minimum of an 81% mean student score, and 10% of students to achieve a 91%.</p> | <p>91% (goal is 10%) = 70%. Case Conceptualization: Mean student score (goal is 81%) = 86% Mean student score at 91% (goal is 10%) = 28%. Overall performance within Techniques of Counseling, Groups, and Clinicians is currently satisfactory, and scores on submitted counseling session, group counseling, and case conceptualization are also satisfactory. (03/28/2016)</p> <hr/> <p>Reporting Period: 2017 - 2018 Conclusion: Target Not Met Assessment: 12/27, 44% Individual: 8/27, 30% Group: 17/27, 63% (06/01/2018)</p> <hr/> <p>Reporting Period: 2016 - 2017 Conclusion: Target Not Met Theories 58% of students met the minimum score of 81% and 0% of students met the excellent score of 91%. 11/19 students met the minimum score, scores ranging from 81%-85% 0/19 students met the excellent score</p> | <p>better monitor how in vivo counseling skills intersect with essential knowledge and critical thinking skills. The curriculum committee examined course curriculum in Groups and Clinical. The committee will continue discussions of updating the Groups textbook in order to stay abreast of current curriculum. Curriculum committee will continue to monitor performance and changes that may be needed. (03/28/2016)</p> <p>Use of Results: Overall, the comprehensive exam reflected areas of deficiency in student performance in Assessment and Individual Counseling. The scores did decrease in these two areas from the 2016/2017 cycle. The scores for Groups stayed the same. The Curriculum Committee changed the textbook for the Assessment class and Groups. The textbook for individual counseling was updated. The Curriculum Committee is currently reviewing the comprehensive exam questions. (06/01/2018)</p> <hr/> <p>Use of Results: Overall, the comprehensive examination reflected areas of deficiency in student performance in Theories, Groups, and Assessment. However, the curriculum committee did note an increase in student performance for Theories</p> |

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Groups

63% of students met the minimum score of 81% and 0% of students met the excellent score of 91%.

12/19 students met the minimum score, scores ranging from 81%-88%

0/19 students met the excellent score

Assessment

58% of students met the minimum score of 81% and 0% of students met the excellent score of 91%.

11/19 students met the minimum score, scores ranging from 81%-85%

0/19 students met the excellent score (05/23/2017)

and scores remaining the same in Assessment from the 2015-2016 cycle to the 2016-2017 cycle. With this, the curriculum committee also noted a decrease in student performance in Groups for the same noted cycles. The curriculum committee agreed to update the textbook edition in Theories and revisions will be made to all discussion board questions, quizzes, and theoretical studies. The textbooks for Assessment and Groups will be changed and revisions/changes will be made to all discussion board questions, quizzes, presentations and essays. With student performance continuously not meeting the target percentages each assessment cycle, the curriculum committee is changing the target from a minimum of an 81% mean student score, and 10% of students to achieve a 91%. The new target of the program is a minimum of 70% of students passing Theories, Groups, and Assessment. (05/29/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Not Met

Theories=40%-target not met

Groups=80%-target met

Assessment=60%-target not met (06/07/2016)

Use of Results: Overall, the comprehensive examination reflected areas of deficiency in student performance in Theories, Groups, and Assessment. However, the curriculum committee did note an increase in student performance for Theories and Assessment, from the 2014-2015 cycle to the 2015-2016 cycle.

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With this, the curriculum committee also noted a decrease in student performance in Groups for the same noted cycles. The curriculum committee agreed to embed an announcement in each course that prompts students, as they progress through the program, to complete the study guides that are provided for the domains they will be tested over on the comprehensive exam. Students are being directed to keep course textbooks to use in conjunction with the given study guides. In addition, for easier access, the study guides and directions, will be available to students within each course.
(06/14/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Not Met

Comprehensive Exam scores:

Theories: 38%

Groups: 82%

Assessment: 50% (03/28/2016)

Use of Results: Overall, the comprehensive examination reflected areas of deficiency in student performance in Theories and Assessment. The Curriculum Committee reviewed individual exam questions and determined questions in Theories needed revision. What the committee did note is, Theories is typically one of the first courses taken in the sequence of 12 courses, which may continue to lead to performance challenges on the comprehensive exam. Individual exam questions were reviewed by the Curriculum Committee in Groups and Assessment; no changes were

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Certification Exam - d. Faculty will evaluate using the TExES 152 state certification exam for school counselors, applying Program Management, Guidance Program, Counseling, and Assessment. Thirty-two questions on the exam address this domain.

Target: The target for the TExES 152 certified exam scores, Program Management, Guidance Program, Counseling and Assessment is for 100% of students to earn a mean of 81%; with 10% earning a mean of 91%.

Reporting Period: 2017 - 2018
Conclusion: Target Met
Results: 8/10, 80% (06/01/2018)

Reporting Period: 2016 - 2017
Conclusion: Target Not Met
36% of students met the minimum score of 81% and 1% of students met the excellent score of 91%.
4/11 students met the minimum score, scores ranging from 81%-91%
1/11 students met the excellent score, scores ranging from 91%
(05/23/2017)

Reporting Period: 2015 - 2016
Conclusion: Target Not Met

noted as needed at this time. The Curriculum Committee is in the process of reviewing the Assessment Course for possible needed changes in order to increase performance on the comprehensive exam.
(03/28/2016)

Use of Results: Overall, the TExES 152 state certification exam reflected an increase in student performance in applying Program Management, Guidance Program, Counseling, and Assessment from the 2016/2017 cycle. The curriculum committee agreed to review the teacher prep program for the TExES certification exam to ensure continued competency.
(06/01/2018)

Use of Results: Overall, the targeted percentages for the TExES 152 state certification exam were not met and reflects deficiencies in student performance in Program Management, Guidance Program, Counseling and Assessment. However, it was noted student performance percentages increased from the 2015-2016 cycle to the 2016-2017 cycle. The course curriculum committee agreed to leave the targeted percentages the same.
(05/29/2017)

Use of Results: Overall, the TExES 152 state certification exam

| Student Learning Outcomes | Assessment Methods | Results | Use of Results |
|---|--|--|--|
| | | <p>The TExES 152 certification Exam scores, Program Management, Guidance Program, Counseling and Assessment: Mean student score (goal is 81%) = 73% Mean student score at 91% (goal is 10%) =0% (06/10/2016)</p> <hr/> <p>Reporting Period: 2014 - 2015 Conclusion: Target Not Met The TExES 152 certification Exam scores, Program Management, Guidance Program, Counseling and Assessment: Mean student score (goal is 81%) = 75% Mean student score at 91% (goal is 10%) =5% (03/28/2016)</p> | <p>reflected deficiencies in student performance in Program Management, Guidance Program, Counseling and Assessment. Since student performance decreased from the 2014-2015 cycle and targeted percentages were not met, the course curriculum committee agreed to leave the targeted percentages the same. (06/14/2016)</p> <hr/> <p>Use of Results: Although we missed our target of 10%, by 5%, the curriculum committee found no changes were needed in order to facilitate increased performance. Curriculum committee will continue to monitor performance and changes that may be needed. (03/28/2016)</p> |
| <p>SLO 3 - Graduate students in the school counseling and clinical counseling program will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards. Outcome Status: Active</p> | <p>Departmental Comprehensive Exam - 3a. Faculty will evaluate using a Comprehensive Exam Assessment applying Ethics in the provisions of counseling and education. Twenty-seven questions on the comprehensive examination address this domain. (ethics) Target: The overall target of the program is a minimum of 70% of students passing Ethics on the comprehensive exam.</p> | <p>Reporting Period: 2017 - 2018 Conclusion: Target Met Results: Ethics: 26/27, 96% (06/01/2018)</p> <hr/> <p>Reporting Period: 2016 - 2017 Conclusion: Target Met Ethics=89%, 17/19 Students, grades ranging between 70%-93% (05/23/2017)</p> | <p>Use of Results: Overall the comprehensive exam reflected an increased competency in the Ethics domain from the 2016/2017 cycle. Targets for the 2017/2018 cycle were exceeded. The Curriculum Committee plans to review the exam questions in the Ethics domain to ensure accuracy and make changes as the committee evaluates are needed. (06/01/2018)</p> <hr/> <p>Use of Results: The curriculum committee examined the domain of Ethics on the comprehensive exam. Although targeted</p> |

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percentages were met, student performance from the 2016-2017 assessment cycle decreased from the 2015-2016 assessment cycle. The committee agreed to decrease targeted percentage. The new goal is to have all counseling students achieve an overall score of at least 75% in Ethics on the comprehensive exam. The decrease in student performance may be related to the Ethics course, which has since been revised. (05/30/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met
Ethics=100% (06/07/2016)

Use of Results: The comprehensive exam reflected no deficiencies in student performance in Ethics. Since targeted percentages from the 2015-2016 assessment cycle increased from the 2014-2015 assessment cycle and targets were met, the committee agreed to increase targeted percentage. The new goal is to have all counseling students achieve an overall score of at least 80% in Ethics on the comprehensive exam. (06/14/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met
Comprehensive Exam scores:
Ethics: 94% (03/28/2016)

Use of Results: Overall, the comprehensive examination reflected no areas of deficiency in student performance in Ethics. The Curriculum Committee reviewed individual exam questions and determined no revisions were needed at this time. Curriculum Committee will

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Certification Exam - 3b. Faculty will evaluate using the TExES 152 state certification exam for school counselors, applying Ethics. Twenty-four questions on the exam address this domain.

Target: The overall target of the program is for a minimum of an 81% mean student score, and 10% of students to achieve a 91%.

Reporting Period: 2017 - 2018

Conclusion: Target Met

Results:

Ethics: 10/10, 100% (06/01/2018)

continue to monitor (03/28/2016)

Use of Results: Overall the TExES 152 state certification exam reflected an increased competency in the Ethics domain from the 2016/2017 cycle. Targets for the 2017/2018 cycle were exceeded. The Curriculum Committee plans to review the teacher prep program for the TExES certification exam to ensure continued competency in Ethics. (06/01/2018)

Reporting Period: 2016 - 2017

Conclusion: Target Not Met

27% of students met the minimum score of 81% and 18% of students met the excellent score of 91%.

3/11 students met the minimum score, scores ranging from 88%-96%

2/11 students met the excellent score, scores ranging from 92%-96% (05/23/2017)

Use of Results: The curriculum committee examined the domain of Ethics on the TExES certification exam. Although targeted percentages were met, student performance from the 2016-2017 assessment cycle decreased from the 2015-2016 assessment cycle. The committee agreed to decrease targeted percentage. The new goal is to have 100% of counseling students achieve an overall mean score of at least 81% and 10% of counseling students achieve a mean score of 91% or higher. The decrease in student performance may be related to the Ethics course, which has since been revised. (05/30/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

The overall target of the program is for a minimum of an 81%=96% mean student score, and 10% of students to achieve a 91%=58%. (06/10/2016)

Use of Results: Overall, the TExES 152 state certification exam reflected no deficiencies in student performance in Ethics. Since targeted percentages from

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the 2015-2016 assessment cycle increased from the 2014-2015 assessment cycle, the curriculum committee agreed to increase targeted percentages. The new goal is to have 100% of counseling students achieve an overall mean score of at least 85% and 15% of counseling students achieve a mean score of 91% or higher. (06/14/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

The TExES 152 certification Exam scores, Ethics: Mean student score (goal is 81%) = 84% Mean student score at 91% (goal is 10%) =20% (03/28/2016)

Use of Results: The curriculum committee found no changes were needed in order to facilitate increased performance. Curriculum committee will continue to monitor performance and changes that may be needed. (03/28/2016)