

Report : Assessment Cycle Details for : MEd in Counselor Education

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Workspace : Academic Program Assessment

Assessment Plan: 2018-2019 Assessment Cycle: Assessment Plan and Assessment Findings & Continuous Improvements

Assessment Plan Template : Academic Program Assessment Rev.

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Mission Statement

The mission of the Counselor Education Programs at The Citadel is to prepare elementary and secondary school counselors and college student affairs specialists to have the knowledge, skills, and dispositions to be principled educational leaders who are knowledgeable, reflective, and ethical professionals who are committed to the provision of a school environment focused toward a learner-centered education.

Measures and Findings

MEd in Counselor Education Outcome Set

❖ Outcome

1. Content in Profession

The student will demonstrate knowledge of the major content areas in the profession.

Mapped to:

No Mapping

Measure

CPCE - Counselor Preparation Comprehensive Examination

PROGRAM LEVEL; DIRECT - EXAM

Details/Description:

The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs.

Acceptable Target (short-term goal):

Mean score of 75 is passing

Ideal Target (long-term goal):

Mean score of 82

Implementation Plan (timeline):

Students take the CPCE during Internship I.

Key/Responsible Personnel:

Program Coordinator

Supporting Attachments:

Findings

for CPCE - Counselor Preparation Comprehensive Examination

Summary of Findings:

M - 82.5

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students continue to perform well on the exam . One area of weakness was the human development section. This course is taken at various times in the program. Faculty will continue to encourage students to review these theoretical frameworks during practicum/ internship course to help refresh students knowledge base, as well as recommend additional review by students in preparation for the exam.

Recommendations for Continuous Improvement Next Cycle:

Substantiating Evidence:

Measure

Final Evaluation of Counselor Trainee

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Content knowledge criteria from the Final Evaluation of Counselor Trainee form (SOE Form A) completed by field site supervisor

Acceptable Target (short-term goal):

Mean score of 3.75/5.00 on following criteria:

1. Used theoretical rationale as basis for counseling procedures
2. Demonstrates knowledge of and sensitivity to issues of multiculturalism and diversity
3. Knowledge of and skill in the use of group procedures within a counseling context
4. Knowledge of interventions with special populations (e.g., exceptional & high-risk students)

(5-point scale: Excellent=5, Very good=4, Average=3, Fair=2, Poor=1)

Ideal Target (long-term goal):

Mean score of 4.25/5.00 on following criteria:

1. Used theoretical rationale as basis for counseling procedures
2. Demonstrates knowledge of and sensitivity to issues of multiculturalism and diversity
3. Knowledge of and skill in the use of group procedures within a counseling context
4. Knowledge of interventions with special populations (e.g., exceptional & high-risk

students)

(5-point scale: Excellent=5, Very good=4, Average=3, Fair=2, Poor=1)


Implementation Plan (timeline):

Final evaluation completed at end of field experience

Key/Responsible Personnel:

Field site supervisor

Supporting Attachments:

 Final Evaluation of Counselor Trainee (Form A) by field site supervisor (Microsoft Word)

Findings

for Final Evaluation of Counselor Trainee

Summary of Findings:

1. M = 4.39
2. M = 4.78
3. M = 4.53
4. M = 4.41

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students continue to be well-prepared for the field experiences. Faculty focused on ethical dilemmas with students as an area of improvement.

Recommendations for Continuous Improvement Next Cycle:

Continue to focus on ethical dilemmas and theory application with students.

Substantiating Evidence:

Measure

Portfolio

PROGRAM LEVEL; DIRECT - PORTFOLIO

Details/Description:

Section 1 of the overall Unit Portfolio Assessment Rubric measures Content Knowledge. The Portfolio is the capstone assessment for the MED in Counselor Education.

Acceptable Target (short-term goal):

Mean score of 2.25/3.00

(3-point scale: Target=3, Acceptable=2, Needs Improvement=1)

Ideal Target (long-term goal):

Mean score of 2.75/3.00

(3-point scale: Target=3, Acceptable=2, Needs Improvement=1)

Implementation Plan (timeline):


Portfolios are completed and presented during the student's final internship

Key/Responsible Personnel:

School Counseling Field Experiences Coordinator, Counselor Education Division
Coordinator

Supporting Attachments:

 Counselor Education Writing Rubric (Word Document (Open XML))

 Unit Portfolio Assessment Rubric 2012-2013.doc (Microsoft Word)

Findings for Portfolio

Summary of Findings:

M = 3.0

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Faculty review student work before final presentations.

Recommendations for Continuous Improvement Next Cycle:

Continue to proofread/edit student work.

Substantiating Evidence:

Measure

Praxis II - Professional School Counselor

PROGRAM LEVEL; DIRECT - EXAM

Details/Description:

The Professional School Counselor test (formally called Counseling and Guidance) measures whether entry-level school counselors have the standards -- relevant knowledge, skills, and abilities -- believed necessary for competent professional practice.

Acceptable Target (short-term goal):

Mean score of 156 (qualifying score)

Ideal Target (long-term goal):

Mean score of 175 (qualifying score)


Implementation Plan (timeline):

Students must pass the Praxis II prior to enrolling in their practicum course.

Key/Responsible Personnel:

Coordinator of School Counseling Field Experiences

Supporting Attachments:

 Praxis II Exam for Professional School Counselors (Adobe Acrobat Document)

Findings

for Praxis II - Professional School Counselor

Summary of Findings:

All students meet or exceed the minimum score of 155 set by the state of South Carolina for school counselor certification.

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Approaching

Continuous Improvements Made This Cycle:

Students complete the exam only after having completed EDUC 521 - Program Planning, which focuses most heavily on the role of the school counselor during the program of study.

Recommendations for Continuous Improvement Next Cycle:

Continue to ensure students complete the needed coursework to be successful on the Praxis-II exam.

Substantiating Evidence:

Measure

Project/Written Assignment

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT**Details/Description:**

Projects/Written Assignments demonstrating content knowledge:

- 1.) Written assignment (Resource Notebook) in EDUC 514: Exceptional Child
- 2.) Paper in EDUC 551: Counseling Theories
- 3.) Paper in EDUC 552: Group counseling

Acceptable Target (short-term goal):

- 1.) Mean score of 29.00/35.00
- 2.) Mean score of 80/100%

3.) Mean score of 80/100%

Ideal Target (long-term goal):

- 1.) Mean score of 31.00/35.00
- 2.) Mean score of 86/100%
- 3.) Mean score of 86/100%




Implementation Plan (timeline):

Courses are taught every academic year

Key/Responsible Personnel:

Course instructor

Supporting Attachments:

-  EDUC 551 Final Paper Guidelines.doc (Microsoft Word)
-  EDUC 552 Major Paper Assignment (Word Document (Open XML))
-  Resource Notebook Guidelines.pdf (Adobe Acrobat Document)

Findings

for Project/Written Assignment

Summary of Findings:

EDUC 551 - 91/100

EDUC 552 - 92/100

EDUC 514 - 27.5/30

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Provide students with the opportunity to submit a rough draft for review before final submission.

Recommendations for Continuous Improvement Next Cycle:

APA format is a weakness for some students. Encouraging students to practice this format in all paper/assignment submissions will help to further improve their structure.

Substantiating Evidence:

Measure

Student Exit Survey

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

Questions on Exit Survey related to content knowledge

Acceptable Target (short-term goal):

Mean score of 4.00/5.00 on following criteria:

1. Knowledge of my content field
2. Knowledge of professional, state, and institutional standards

(5-point scale: 5=very sat., 4=sat. 3=dissatisfied, 2=very diss., 1=no opinion)

Ideal Target (long-term goal):

Mean score of 4.50/5.00 on following criteria:

1. Knowledge of my content field
2. Knowledge of professional, state, and institutional standards

(5-point scale: 5=very sat., 4=sat. 3=dissatisfied, 2=very diss., 1=no opinion)


Implementation Plan (timeline):

Students complete the Exit Survey during their final semester of graduate degree program

Key/Responsible Personnel:

Counselor Education Division Coordinator

Supporting Attachments:

 Student Exit Survey (formerly Program Completer Survey) (Microsoft Word)

Findings

for Student Exit Survey

Summary of Findings:

1. M = 4.83
2. M = 4.83

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Faculty continue to focus on state organizations and standards across the curriculum.

Recommendations for Continuous Improvement Next Cycle:

Share this information as part of initial advising sessions, too.

Substantiating Evidence:

2. Professional Dispositions

Measure

The student will demonstrate the following dispositions: reflection, commitment to creating a safe environment, caring attitude, respect for diverse cultures, and professionalism (dress, communication, and attendance).

Mapped to:

No Mapping

Professional Dispositions Assessment

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Relevant criteria from Professional Dispositions Assessment conducted at the end of EDUC 514, 515, 551, 629, 650/652, 651/653, 634, and 655/656. Assessments conducted by 1.student, 2.faculty, 3.cooperating faculty

Acceptable Target (short-term goal):

Students, Faculty, and Cooperating Faculty mean scores on the following criteria:

Reflection – 2.00/3.00
Safe environment – 2.00/3.00
Caring attitude – 2.00/3.00
Respect for diverse cultures – 2.00/3.00
Professionalism – 2.00/3.00

(3-point scale: 3=target, 2=acceptable, 1=unacceptable)

Ideal Target (long-term goal):

Students, Faculty, and Cooperating Faculty mean scores on the following criteria:

Reflection – 2.50/3.00
Safe environment – 2.50/3.00
Caring attitude – 2.50/3.00
Respect for diverse cultures – 2.50/3.00
Professionalism – 2.50/3.00

(3-point scale: 3=target, 2=acceptable, 1=unacceptable)

Implementation Plan (timeline):

Assessments conducted at the end of EDUC 514, 515, 551, 629, 650/652, 651/653, 634, and 655/656

Key/Responsible Personnel:

Student, Faculty, and Cooperating Faculty

Supporting Attachments:

 Professional Education Unit Dispositions Score Sheet.doc (Microsoft Word)

Findings

for Professional Dispositions Assessment

Summary of Findings:

1. M = 2.77
2. M = 2.92
3. M = 2.89
4. M = 2.79
5. M = 2.85
6. M = 2.81

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students continue to demonstrate high levels of professional dispositions from beginning to end in the program.

Recommendations for Continuous Improvement Next Cycle:

Student reflection was one of the lower areas. Faculty will include more reflective questioning in classroom discussions, and reflection assignments in the field experiences course work.

Substantiating Evidence:

Measure

Reflective Essay

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Reflective essay in EDUC 515 scored against rubric

Acceptable Target (short-term goal):

Mean score of 4.00/5.00

Ideal Target (long-term goal):

Mean score of 4.50/5.00


Implementation Plan (timeline):

Essay completed in EDUC 515

Key/Responsible Personnel:

Course instructor

Supporting Attachments:

 515 Philosophy Assignment.docx (Word Document (Open XML))

Findings

for Reflective Essay

Summary of Findings:

M= 5.0

Students are able to reflect the values of a professional school counselor that will meet the academic, career, and personal social needs of a diverse student body.

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Continue to focus on the role of the school counselor and the ASCA National Model to give students a foundation for being successful school counselors.

Recommendations for Continuous Improvement Next Cycle:

Continued focus on ASCA Model.

Substantiating Evidence:

3. Research

The student will be able to conduct research integrating statistical procedures, descriptive and inferential data interpretation, published research analysis, APA format, and technology use.

Mapped to:

No Mapping

Measure

Final Evaluation of Counselor Trainee

PROGRAM LEVEL; DIRECT - OTHER**Details/Description:**

Relevant criteria from the Final Evaluation of Counselor Trainee (Form A) completed by field site supervisor

Acceptable Target (short-term goal):

Mean score of 3.50/5.00 on following criteria:

1. Knowledge and/or skill in use of assessment procedures with students as part of counseling
2. Demonstrated knowledge and/or skill in use of assessment procedures with students as part of overall school testing programs
3. Skill in helping others involved with the counselor to understand and use assessment data

(5-point scale: Excellent=5, Very good=4, Average=3, Fair=2, Poor=1)

Ideal Target (long-term goal):

Mean score of 4.00/5.00 on following criteria:

1. Knowledge and/or skill in use of assessment procedures with students as part of counseling
2. Demonstrated knowledge and/or skill in use of assessment procedures with students as part of overall school testing programs
3. Skill in helping others involved with the counselor to understand and use assessment data

(5-point scale: Excellent=5, Very good=4, Average=3, Fair=2, Poor=1)

Implementation Plan (timeline):

Completed at the end of the field experience

Key/Responsible Personnel:

Field experience supervisor

Supporting Attachments:

Findings

for Final Evaluation of Counselor Trainee

Summary of Findings:

1. M = 4.5
2. M = 4.4
3. M = 4.4

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Increased focus on the assessments created/developed in EDUC 521 to meet the ASCA Standards.

Recommendations for Continuous Improvement Next Cycle:

Continue to build on assessment knowledge through the ASCA National Model.

Substantiating Evidence:

Measure

Research Papers/Projects

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students complete research papers/projects in EDUC 512 and 549 that require research integrating statistical procedures, descriptive and inferential data interpretation, published research analysis, APA format, and technology use. Papers/projects are evaluated with Research Competencies Rubric.

Acceptable Target (short-term goal):

Mean 2.25/3.00

Ideal Target (long-term goal):

Mean 2.75/3.00

Implementation Plan (timeline):

EDUC 512 and 549 are instructed every academic year.

Key/Responsible Personnel:

Course instructor

Supporting Attachments:

Research Competencies Rubric (Microsoft Word)

Findings

for Research Papers/Projects

Summary of Findings:

Mean - waiting on instructor

Acceptable Target Achievement (short-term goal):

Ideal Target Achievement (long-term goal):

Continuous Improvements Made This Cycle:

Recommendations for Continuous Improvement Next Cycle:

Substantiating Evidence:

4. Written Communication

The student will communicate effectively in writing that demonstrates coherent organization, control of syntax / mechanics, and integration of credible sources.

Mapped to:

No Mapping

Measure

Admission Writing Sample

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Writing samples submitted by students during Personal Group Interview (PGI) conducted as a program admission requirement. Writing Sample is evaluated against Counseling program Writing Rubric.

Acceptable Target (short-term goal):

Mean score of 2.00/3.00

(3=Target, 2=Acceptable, 1=Unacceptable)

Ideal Target (long-term goal):

Mean score of 2.50/3.00

(3=Target, 2=Acceptable, 1=Unacceptable)


Implementation Plan (timeline):

Applicants are assessed prior to admission into the program.

Key/Responsible Personnel:

Counselor Education Division Coordinator

Supporting Attachments:

 Writing Rubric.docx (Word Document (Open XML))

Findings

for Admission Writing Sample

Summary of Findings:

Mean - 2.5

Acceptable Target Achievement (short-term goal):

Met

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students submit this work prior to entering the program.

Recommendations for Continuous Improvement Next Cycle:

Continue to use this tool as a way to assess students writing ability upon entrance into the program, as well as progress/improvements during the program.

Substantiating Evidence:

Measure***Final Evaluation of Counselor Trainee***

PROGRAM LEVEL; DIRECT - OTHER**Details/Description:**

Relevant criteria from the Final Evaluation of Counselor Trainee (Form A) completed by field experience supervisor

Acceptable Target (short-term goal):

Mean score of 3.50/5.00 on following criteria:

1. Ability to communicate with others

(5-point scale: Excellent=5, Very good=4, Average=3, Fair=2, Poor=1)

Ideal Target (long-term goal):

Mean score of 4.00/5.00 on following criteria:

1. Ability to communicate with others

(5-point scale: Excellent=5, Very good=4, Average=3, Fair=2, Poor=1)


Implementation Plan (timeline):

Completed at the end of the field experience

Key/Responsible Personnel:

Field site supervisor

Supporting Attachments:

 Final Evaluation of Counselor Trainee (Form A) by field site supervisor (Microsoft Word)

Findings

for Final Evaluation of Counselor Trainee

Summary of Findings:

M - 4.72

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Recommendations for Continuous Improvement Next Cycle:

Substantiating Evidence:

Measure

Portfolio

PROGRAM LEVEL; DIRECT - PORTFOLIO

Details/Description:

The Portfolio is the capstone assessment for the MEd in Counselor Education. It includes multiple written papers and projects completed throughout the program. Overall quality of written work within the portfolio is evaluated with the Counselor Education Program Writing Rubric.

Acceptable Target (short-term goal):

Mean 2.25/3.00

Ideal Target (long-term goal):

Mean 2.75/3.00


Implementation Plan (timeline):

Portfolios are completed and evaluated during the student's final internship

Key/Responsible Personnel:

School Counseling Field Experiences Coordinator, Counselor Education Division
Coordinator

Supporting Attachments:

 Writing Rubric.docx (Word Document (Open XML))

Findings

for Portfolio

Summary of Findings:

M- 3.0

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students submit a draft of the portfolio to faculty for review before presentations.

Recommendations for Continuous Improvement Next Cycle:

Students will submit a draft of the portfolio to faculty for review before presentations.

Substantiating Evidence:

5. Oral Communication

The student will demonstrate competency in oral communication, including attention to delivery, organization, and content.

Mapped to:

No Mapping

Measure

Final Evaluation of Counselor Trainee

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Relevant criteria from the Final Evaluation of Counselor Trainee (Form A) completed by field site supervisor

Acceptable Target (short-term goal):

Mean score of 3.50/5.00 on following criteria:

1. Ability to communicate with others
2. Verbally conducts self in professional manner

(5-point scale: Excellent=5, Very good=4, Average=3, Fair=2, Poor=1)

Ideal Target (long-term goal):

Mean score of 4.00/5.00 on following criteria:

1. Ability to communicate with others
2. Verbally conducts self in professional manner

(5-point scale: Excellent=5, Very good=4, Average=3, Fair=2, Poor=1)


Implementation Plan (timeline):

Completed at the end of the field experience

Key/Responsible Personnel:

Field site supervisor

Supporting Attachments:

 Final Evaluation of Counselor Trainee (Form A) by field site supervisor (Microsoft Word)

Findings

for Final Evaluation of Counselor Trainee

Summary of Findings:

1. M - 4.72
2. M - 4.72

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):**Continuous Improvements Made This Cycle:**

Provide feedback to students based on class presentations and guidance lessons.

Recommendations for Continuous Improvement Next Cycle:

Continue to provide feedback to students based on class presentations and guidance lessons.

Substantiating Evidence:

Measure***Oral Presentations/Speeches***

PROGRAM LEVEL; DIRECT - OTHER**Details/Description:**

Oral Presentations/Speeches scored against Counseling program rubric

Acceptable Target (short-term goal):

Mean score of 2.00/3.00 on the following:

1. Personal group interview speech (program admission)
2. EDUC 552 (mid-program)
3. Portfolio Presentation (Internship II, end of program)

(3-point scale: 3=target, 2=acceptable, 1=unacceptable)

Ideal Target (long-term goal):

Mean score of 2.50/3.00 on the following:

1. Personal group interview speech (program admission)
2. EDUC 552 (mid-program)
3. Portfolio Presentation (Internship, end of program)

(3-point scale: 3=target, 2=acceptable, 1=unacceptable)


Implementation Plan (timeline):

Assessments are conducted prior to admission, at mid-point, and at end of program.

Key/Responsible Personnel:

Counselor Education Division Coordinator, EDUC 552 course instructor

Supporting Attachments:

 Interpersonal Comm Skills Rubric.docx (Word Document (Open XML))

Findings

for Oral Presentations/Speeches

Summary of Findings:

1. M - no longer conduct interviews.
2. M - waiting on instructor
3. M - 3.0

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Recommendations for Continuous Improvement Next Cycle:

Substantiating Evidence: