

Report : Assessment Cycle Details for : MEd in Counselor Education

Report Generated by Taskstream

Workspace : Academic Program Assessment

Assessment Plan: 2017-2018 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:

Fall 2017 - M = 90

Spring 2018 - M = 91

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Overall student performed well on the CPCE and are higher than mean score in prior administrations of the exam.

Recommendations for Continuous Improvement Next Cycle:

Students continue to perform well on the exam. One area of weakness was the ethics section. This information is covered in many courses. Faculty will review the ethical standards and examples at the beginning of the internship course to help refresh students knowledge base.

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:

Fall 2017

1. 4.61
2. 4.86
3. 4.70
4. 4.48

Spring 2018

1. 4.33
2. 4.88
3. 4.75
4. 4.50

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students perform well in these core areas of counseling: counseling theories, working with diverse populations, group counseling, and working with students with special needs.

Recommendations for Continuous Improvement Next Cycle:

Continue to support students work in these core areas within the coursework, as well as field experiences/internships. To help further improve student knowledge, faculty will spend more time reviewing counseling theories across these courses.

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:

Fall 2017 = 3.0

Spring 2018 = 2.83

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Use rubric as a guide in reviewing other student assignments earlier in the program.

Recommendations for Continuous Improvement Next Cycle:

Students perform well and most exceed expectations by the end of the program. Faculty will continue to give specific feedback to students to help improve presentation skills, which will facilitate better classroom guidance lessons as professional school counselors.

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:

Students continue to have a mean score at or above a 155 which is needed for certification in school counseling for the state of South Carolina.

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Approaching

Continuous Improvements Made This Cycle:

Make sure students have completed the EDUC 521: Program Planning course which focuses on the ASCA (American School Counselor Association) Model. The ASCA model is a focus on this test for certification.

Recommendations for Continuous Improvement Next Cycle:

Students do well on this exam. In order to continue and build on this knowledge base, faculty will review the ASCA Model at the end of the course to help give students an even better knowledge base going into the 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 514
M = 26/28

EDUC 551
M = 94%

EDUC 552
M = 91%

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Provide feedback to students and allow draft submissions prior to the assignment due date.

Recommendations for Continuous Improvement Next Cycle:

Students writing and APA format tends to be a weakness. Including more detailed information about APA format will help students to improve upon their overall work.

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:

Fall 2017 (n =1)

1. M = 5.0

2. M = 4.0

Spring 2018 (n=23)

1. M = 4.45

2. M = 4.52

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Approaching

Continuous Improvements Made This Cycle:

Continue to focus on ethical standards across multiple courses, especially practicum and internship.

Recommendations for Continuous Improvement Next Cycle:

Classroom management was noted as one of the weaker areas on the student survey. As the program transitions to 60 credit hours to meet CACREP standards, faculty will consider including a class in the curriculum to further develop this skill set.

Substantiating Evidence:

2. Professional Dispositions

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

Measure

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:

Fall 2017

1. M = 2.73
2. M = 2.79
3. M = 2.80
4. M = 2.72
5. M = 2.72
6. M = 2.87

Spring 2018

1. M = 2.83
2. M = 2.91
3. M = 2.92
4. M = 2.93
5. M = 2.88
6. M = 2.87

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:

Fall 2017

M = 4.50

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Greater focus on dispositions in the introductory course.

Recommendations for Continuous Improvement Next Cycle:

Writing and APA format can be weak for some students. Faculty will share a handout on APA format, and encourage students to use the academic support center on campus.

Substantiating Evidence:

3. Research

The student will be able to conduct research integrating statistical

Measure

Final Evaluation of Counselor Trainee

procedures, descriptive and inferential data interpretation, published research analysis, APA format, and technology use.

Mapped to:

No Mapping

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:

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

Findings

for Final Evaluation of Counselor Trainee

Summary of Findings:

Fall 2017 (n = 21)

1. M = 4.40
2. M = 4.25
3. M = 4.25

Spring 2018 (n = 8)

1. M = 4.75
2. M = 5.00
3. M = 5.00

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Encourage data collection/research as part of internships/field experiences.

Recommendations for Continuous Improvement Next Cycle:

Continue to encourage data collection/research in field experiences, as well as conducting research projects with faculty.

Students/interns will collect data on one counseling experience from the group/guidance lesson and share with the class.

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:

Fall 2017 (n=12)

1. Demonstrates use of statistical procedures. (Mean=2.1)
2. Interprets descriptive and inferential data. (Mean=2.1)
3. Paraphrases information from research articles. (Mean=2.8)

4. Cites references within action research study using correct APA format. (Mean=2.8)
5. Uses technology to present course projects. (Mean=2.2)

Spring 2018 (n=20)

1. Demonstrates use of statistical procedures. (Mean=2.4)
2. Interprets descriptive and inferential data. (Mean=2.4)
3. Paraphrases information from research articles. (Mean=2.6)
4. Cites references within action research study using correct APA format. (Mean=2.6)
5. Uses technology to present course projects. (Mean=2.7)

Acceptable Target Achievement (short-term goal):

Met

Ideal Target Achievement (long-term goal):

Approaching

Continuous Improvements Made This Cycle:

During this cycle, focus was on paraphrasing information from research articles and citing references using APA format. Additional web-based sources were provided to assist students with these skills and the mean scores for Fall 2017 and Spring 2018 were similar, mean=2.8 and mean =2.6, respectively.

Recommendations for Continuous Improvement Next Cycle:

Recommendations for the next cycle include redesigning the research competency rubric to focus on program specific research requirements. Counselor education faculty will meet the the Course Content Leader to identify research indicators for counselor education students.

Substantiating Evidence:

- ④ Fall 2017 Research Competency Assessment Report (Adobe Acrobat Document)
- ④ Spring 2018 Research Competency Assessment Report (Adobe Acrobat Document)

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:

Rolling admissions 2017-2018

M=2.50

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Continue to seek out high quality students.

Recommendations for Continuous Improvement Next Cycle:

Continue to seek out high quality students.

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:

Fall 2017 (n=21)

M = 4.81

Spring 2018 (n = 8)

M = 4.88

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students continue to perform well in written communication.

Recommendations for Continuous Improvement Next Cycle:

Students continue to perform well in written communication. Faculty can review APA format with the students (as noted) across the curriculum.

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:

Fall 2017 and Spring 2018

M = 2.83

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Review student portfolios before final submission/presentation to faculty.

Recommendations for Continuous Improvement Next Cycle:

Encourage students to begin working earlier on the portfolio, and review a draft at the end of the practicum, or beginning of the internship experience.

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:

Fall 2017

1. M = 4.81
2. M = 4.76

Spring 2018

1. M = 4.88
2. M = 4.75

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students work and communicate in professional manner with colleagues.

Recommendations for Continuous Improvement Next Cycle:

Students work and communicate in professional manner with colleagues.

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))
-  Public Speaking Rubric.docx (Word Document (Open XML))

Findings

for Oral Presentations/Speeches

Summary of Findings:

1. Personal group interviews are no longer conducted.
2. Data was not collected by the course instructor.
3. M = 2.83

Acceptable Target Achievement (short-term goal):

Exceeded

Ideal Target Achievement (long-term goal):

Exceeded

Continuous Improvements Made This Cycle:

Students conduct presentations in multiple classes to support the ability to teach classroom guidance lesson and present professionally.

Recommendations for Continuous Improvement Next Cycle:

Students conduct presentations in multiple classes to support the ability to teach

classroom guidance lesson and present professionally.

Substantiating Evidence: