

# **Program Outcomes Assessment**

**MED in School Counseling**

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## **General Information (Program Outcomes Assessment)**

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# Standing Requirements

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## Mission Statement

The mission of the Indiana State University School Counseling Program is to educate prospective school counselors for the 21st century as advocates and agents of change who are capable of assessing, developing, implementing, and sustaining programs for youth which will enable them to become full participants in our diverse society.

## Outcomes Library

### 1. MED in School counseling October 2012

#### 1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

Outcome	Mapping
1.1: Students will identify multicultural aspects of K-12 students.	No Mapping
1.2: Students will synthesize readings and demonstrate cultural self-awareness Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.	No Mapping
1.3: Students will develop a personal growth plan Students will analyze self-reflections relative to diversity and develop a personal growth plan.	No Mapping

#### 2: Student will demonstrate the ability to assess K-12 students

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

Outcome	Mapping
2.1: Students will identify strengths and needs of K-12 students Students will identify strengths and needs of K-12 students.	No Mapping
2.2: Students will identify impact of multicultural issues Students will identify how multicultural issues can impact classroom guidance and individual counseling.	No Mapping
2.3: Students will utilize a variety of instruments to assess individual strengths and needs Students will identify and utilize a variety of instruments to assess individual strengths and needs.	No Mapping
2.4: Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences	No Mapping

Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual clients. (H3)

2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and experiences. (J2)

No Mapping

### 3: Students will demonstrate the ability to select appropriate assessment strategies

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

#### Outcome

#### Mapping

3.1: Students will utilize a variety of instruments to assess individual strengths and needs

No Mapping

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

3.2: Students will assist K-12 students with career decisions

No Mapping

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student

No Mapping

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

## Curriculum Map

### Active Curriculum Maps

#### MED in School Counseling October 2012 (See appendix)

**Alignment Set:** 1. MED in School counseling October 2012

**Created:** 10/23/2012 10:17:21 am CDT

**Last Modified:** 10/23/2012 11:06:07 am CDT

## Communication of Outcomes

We communicate our outcomes on our website, student handbook, and syllabi.

#### File Attachments:

1. **Student Handbook** (See appendix)

## Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

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### Archive

#### File Attachments:

1. **School Counseling** (See appendix)  
Program-Related Data 2008-2009
2. **School Counseling Assessment Plan 2001** (See appendix)

## 2009-2010 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

### MED in School Counseling - CACREP Specific Curriculum Standards - 1. Foundations

#### A. Knowledge

##### A.1 History, Philosophies, & Trends

Knows history, philosophy, and trends in school counseling and educational systems.

▼ **Measure:** Coun 535 - Exam  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 535 - Paper  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 731 - Local State Advocacy  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 738B - Final Exam  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

##### A.2 Ethical & Legal Considerations

Understands ethical and legal considerations

▼ **Measure:** Coun 634 - Case Presentation  
Direct - Student Artifact



specifically related to the practice of school counseling.

**Details/Description:**

- Data Points:  
-Identifying Data  
-Presenting Problem  
-Student Psychosocial History  
-Assessment of the Problem  
-Progress in Counseling  
-Reflections on Change  
-Supervisory Questions

**Target:**

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Program Faculty

▼ **Measure:** Coun 628 - Exam  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 738 B - Final Exam  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 738B - Legal Issues Presentation  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 738B - Scenarios  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**A.3 Roles, Functions, Settings, & Professional Identity**

Knows roles, functions,

▼ **Measure:** Coun 634 - Consultation Requirement  
Direct - Student Artifact



settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 635 - Career Fair  
Direct - Other

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 739 B - Consultation Requirement  
Direct - Other

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 739B - RTI/SAT Requirement  
Direct - Other

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

#### A.4 Professional Orgs, Preparation Standards, & Credentials

Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

▼ **Measure:** Coun 535 - Exam  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 535 - Paper  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 738B - Licensure Application  
Direct - Other

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**A.5 Current Models of School Counseling Program & Relationsh**

Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

▼ **Measure:** Coun 535 - Paper  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 731 - RSC  
Direct - Other

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**A.6 Growth & Development, Health & Wellness, Language, Abili**

Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

▼ **Measure:** Coun 632 - Observation Assignment  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 634 - Case Presentation  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 739B - Case Presentation  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

### A.7 School Emergency Management

Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

▼ **Measure:** Coun 615 - Group Proposal  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 615 - Quizzes  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 739B - Review of Crises Management Plan  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

## B. Skills & Practices

### B.1 Ethical & Legal Standards

Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

▼ **Measure:** Coun 615 - Facilitating Group  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 615 - Proposal  
Direct - Student Artifact

**Details/Description:** P. 2-3

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 615 - Quizzes  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**



**Responsible Individual(s):**

▼ **Measure:** Coun 615 - Small Group Log and Reflective Summary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 615 - Theoretical Exercise Presentation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 628 - Assessment Project  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**B.2 School Counselor Identity & Program**

Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

▼ **Measure:** Coun 793B - Needs Assessment  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**MED in School Counseling - CACREP Specific Curriculum Standards - 2. Counseling Prevention and Intervention**

**C. Knowledge**

**C.1 Effective Counseling & Wellness Programs**

Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

▼ **Measure:** Coun 523 - Final  
Direct - Exam

**Details/Description:** P. 4

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

▼ **Measure:** Coun 533 - Midterm  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 533 - Quiz  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 623 - Application Quizzes  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 623 - Core Tenets Assingment  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' Evaluations Items:  
- Individual social personal counseling  
- Individual social-personal counseling preparation, classroom observation, consultation (with teachers and parents) and record keeping  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**C.2 Design, Implement, Manage, & Evaluate Programs**

Knows how to design,

▼ **Measure:** Coun 620 - Online Ethical Cert  
Direct - Other



implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 620 - Research Proposal  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 731 - RSC  
Direct - Other

**Details/Description:** P. 4  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 739B - Program Evaluation  
Direct - Student Artifact

**Details/Description:** P. 3  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 793B - Needs Assessment  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

### C.3 Strategies for Helping Students

Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

▼ **Measure:** Coun 623 - Application Quizzes  
Direct - Other

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 634 - Case Presentation  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** EPSY 621 - Exams  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** EPSY 621 - Intervantion Plan  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** EPSY 621 - Research Presentation  
Direct - Other

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**C.4 Design, Implement, Manage, & Evaluate Transition Progra**

Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

▼ **Measure:** Coun 620 - Program Evaluation Assignment  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** Coun 731 - RSC  
Direct - Other

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**





▼ **Measure:** COUN 739B - RTI Reflection Paper  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:  
- Academic and career counseling  
- Academic and career counseling preparation, consultation, and record keeping  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**C.5 Group Dynamics**

Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:  
- small group counseling, lead or co-lead  
- small group counseling preparation, consultation, record keeping  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**C.6 Skills Needed for Crisis Intervention**

Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

*No measures specified*

**D. Skills and Practices**

**D.1 Self-Awareness, Sensitivity to Others, & Skills**

Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

*No measures specified*

**D.2 Provides Individual & Group Counseling & Classroom Guida**

Provides individual and

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluation of:



group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

- Classroom guidance lessons
- Classroom guidance lessons preparation, consultation, and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**D.3 Prevention & Intervention Plans**

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** For D.3.a -

Supervisors' evaluations of:

- classroom guidance and individual counseling with special education students
- classroom guidance and individual counseling with special education students preparation, consultation, and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**D.4 Procedures for Assessing & Managing Suicide Risk**

Demonstrates the ability to use procedures for assessing and managing suicide risk.

*No measures specified*

**D.5 Recognizes limitations**

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

*No measures specified*

**MED in School Counseling - CACREP Specific Curriculum Standards - 3. Diversity and Advocacy**

**E. Knowledge**

**E.1 Cultural, Ethical, Economic, Legal, & Political Issues**

Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

*No measures specified*

**E.2 Community, Environmental, & Institutional Opportunities**

Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social

*No measures specified*

development of students.

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**E.3 Understands Educational Policies, Programs, & Practices**

*No measures specified*

Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

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**E.4 Understands Multicultural Counseling Issues**

*No measures specified*

Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

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**F. Skills and Practices**

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**F.1 Demonstrates Multicultural Competencies**

*No measures specified*

Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

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**F.3 Advocates for School Policies, Programs, & Services**

*No measures specified*

Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

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**F.4 Engages Parents, Guardians, & Families**

*No measures specified*

Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

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**F.2 Advocates for Experiences to Promote Development**

*No measures specified*

Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

## G. Knowledge

### G.1 Understands the Influence of Multiple Factors

*No measures specified*

Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

### G.2 Signs & Symptoms of Substance Abuse in Children & Adoles

*No measures specified*

Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

### G.3 Identifies Various Forms of Needs Assessments

*No measures specified*

Identifies various forms of needs assessments for academic, career, and personal/social development.

## H. Skills and Practices

### H.1 Assesses & Interprets Students' Strengths & Needs

Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

▼ **Measure:** IIEP Evaluation  
 Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
 Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

### H.2 Selects Appropriate Assessment Strategies

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

▼ **Measure:** IIEP Evaluation  
 Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
 Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**H.3 Analyzes Assessment Information**

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**H.4 Makes Appropriate Referrals**

Makes appropriate referrals to school and/or community resources.

*No measures specified*

**H.5 Assesses Barriers that Impede Students**

Assesses barriers that impede students' academic, career, and personal/social development.

*No measures specified*

**MED in School Counseling - CACREP Specific Curriculum Standards - 5. Research and Evaluation**

**I. Knowledge**

**I.1 Understands How to Critically Evaluate Research**

Understands how to critically evaluate research relevant to the practice of school counseling.

*No measures specified*

**I.2 Knows Models for Program Evaluation**

Knows models of program evaluation for school counseling programs.

*No measures specified*

**I.3 Knows Basic Strategies for Evaluating Counseling Outcome**

Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

*No measures specified*

**I.4 Knows Current Methods of Using Data**

Knows current methods of using data to inform

*No measures specified*

decision making and accountability (e.g., school improvement plan, school report card).

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**I.5 Understands the Outcome Research Data & Best Practices**

*No measures specified*

Understands the outcome research data and best practices identified in the school counseling research literature.

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**J. Skills and Practices**

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**J.1 Applies Relevant Research Findings**

*No measures specified*

Applies relevant research findings to inform the practice of school counseling.

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**J.2 Develops Measurable Outcomes**

*No measures specified*

Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

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**J.3 Analyzes & Uses Data**

*No measures specified*

Analyzes and uses data to enhance school counseling programs.

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**MED in School Counseling - CACREP Specific Curriculum Standards - 6. Academic Development**

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**K. Knowledge**

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**K.1 Relationship of the S. C. Program to the School**

*No measures specified*

Understands the relationship of the school counseling program to the academic mission of the school.

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**K.2 Concepts, Principles, Strategies, Programs, & Practices**

*No measures specified*

Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

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**K.3 Curriculum Design, Lesson Plan Devel., Classroom Mngmt**

*No measures specified*

Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

## L. Skills and Practices

### L.1 Enhances Student Academic Development

*No measures specified*

Conducts programs designed to enhance student academic development.

### L.2 Prepares Students for Postsecondary Options

*No measures specified*

Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

### L.3 Implements Differentiated Instructional Strategies

*No measures specified*

Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

## MED in School Counseling - CACREP Specific Curriculum Standards - 7. Collaboration & Consultation

## M. Knowledge

### M.1 Student Development, Well-Being, & Learning are Enhanced

*No measures specified*

Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

### M.2 Strategies to Promote, Develop, & Enhance Teamwork

*No measures specified*

Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

**M.3 Knows How to Build Effective Working Teams**

Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:  
- Participation on a case management team

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**M.4 Strategies, Theories, Models, Processes of Consultation**

Understands systems theories, models, and processes of consultation in school system settings.

*No measures specified*

**M.5 Strategies for Working w/ Parents, Guardians, Families,**

Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

*No measures specified*

**M.6 Understands Peer Programming Interventions**

Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

*No measures specified*

**M.7 Knows Models for Crisis/Disaster Preparedness**

Knows school and community collaboration models for crisis/disaster preparedness and response.

*No measures specified*

**N. Skills and Practices**

**N.1 Address Problems that Affect Student Success in School**

Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

*No measures specified*

**N.2 Resources to Improve Student Achievement &**

*No measures specified*



**Success**

Locates resources in the community that can be used in the school to improve student achievement and success.

---

**N.3 Consults to Promote Student Development**

*No measures specified*

Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

---

**N.4 Uses Peer Helping Strategies**

*No measures specified*

Uses peer helping strategies in the school counseling program.

---

**N.5 Uses Referral Procedures**

*No measures specified*

Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

## MED in School Counseling - CACREP Specific Curriculum Standards - 8. Leadership

### O. Knowledge

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**O.1 Knows Qualities of Effective Leadership**

*No measures specified*

Knows the qualities, principles, skills, and styles of effective leadership.

---

**O.2 Strategies of Leadership to Enhance Learning Environment**

*No measures specified*

Knows strategies of leadership designed to enhance the learning environment of schools.

---

**O.3 Design, Implement, Manage, & Evaluate a Program**

*No measures specified*

Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

---

**O.4 Role of a School Counselor as a System Change Agent**

*No measures specified*

Understands the important role of the school counselor as a system change agent.

**O.5 Role in Student Assistant Programs, School Leadership**

*No measures specified*

Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

**P. Skills and Practices**

**P.1 Design, Implementation, Management, & Evaluation**

*No measures specified*

Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

**P.2 Presents Educational Programs for Parents & Teachers**

▼ **Measure:** IIEP Evaluation  
Direct - Other

Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

**Details/Description:** Supervisors' evaluation of:  
- plan and present parent education program (may be done in collaboration with counselors and/or teacher(s))  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

 **Assessment Findings**

**Finding per Measure**

**MED in School Counseling - CACREP Specific Curriculum Standards - 1. Foundations**

**A. Knowledge**

**A.1 History, Philosophies, & Trends**

Knows history, philosophy, and trends in school counseling and educational systems.

▼ **Measure:** Coun 535 - Exam  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**Findings for Coun 535 - Exam**

*No Findings Added*

▼ **Measure:** Coun 535 - Paper  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 535 - Paper

*No Findings Added*

▼ **Measure:** Coun 731 - Local State Advocacy  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 731 - Local State Advocacy

*No Findings Added*

▼ **Measure:** Coun 738B - Final Exam  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 738B - Final Exam

*No Findings Added*

**A.2 Ethical & Legal Considerations**

Understands ethical and legal considerations specifically related to the practice of school counseling.

▼ **Measure:** Coun 634 - Case Presentation  
Direct - Student Artifact

**Details/Description:**

Data Points:

- Identifying Data
- Presenting Problem
- Student Psychosocial History
- Assessment of the Problem
- Progress in Counseling
- Reflections on Change
- Supervisory Questions

**Target:**

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** Program Faculty

**Findings for Coun 634 - Case Presentation**


**Summary of Findings:** With the exception of one student rated at 1 on both Assessment of the Problem and Progress in Counseling by one of two faculty members, all students were rated at a 2 or higher by all faculty raters on all date points.

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 Data for Coun 634 - Case Presentation (Excel Workbook (Open XML)) (See appendix)

▼ **Measure:** Coun 628 - Exam  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Coun 628 - Exam**

*No Findings Added*

▼ **Measure:** Coun 738 B - Final Exam  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Coun 738 B - Final Exam**

*No Findings Added*

▼ **Measure:** Coun 738B - Legal Issues Presentation  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Coun 738B - Legal Issues Presentation**

*No Findings Added*

▼ **Measure:** Coun 738B - Scenarios  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 738B - Scenarios

*No Findings Added*

**A.3 Roles, Functions, Settings, & Professional Identity**

Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

▼ **Measure:** Coun 634 - Consultation Requirement  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 634 - Consultation Requirement

*No Findings Added*

▼ **Measure:** Coun 635 - Career Fair  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 635 - Career Fair

*No Findings Added*

▼ **Measure:** Coun 739 B - Consultation Requirement  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 739 B - Consultation Requirement

*No Findings Added*

▼ **Measure:** Coun 739B - RTI/SAT Requirement  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 739B - RTI/SAT Requirement

*No Findings Added*

**A.4 Professional Orgs,  
Preparation Standards,  
& Credentials**

Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

▼ **Measure:** Coun 535 - Exam  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 535 - Exam

*No Findings Added*

▼ **Measure:** Coun 535 - Paper  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 535 - Paper

*No Findings Added*

▼ **Measure:** Coun 738B - Licensure Application  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 738B - Licensure Application

*No Findings Added*

**A.5 Current Models of School Counseling Program & Relationsh**

Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

▼ **Measure:** Coun 535 - Paper  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 535 - Paper

*No Findings Added*

▼ **Measure:** Coun 731 - RSC  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 731 - RSC

*No Findings Added*

**A.6 Growth & Development, Health & Wellness, Language, Abili**

Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

▼ **Measure:** Coun 632 - Observation Assignment  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 632 - Observation Assignment

*No Findings Added*

▼ **Measure:** Coun 634 - Case Presentation  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 634 - Case Presentation

*No Findings Added*

▼ **Measure:** Coun 739B - Case Presentation  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 739B - Case Presentation


**Summary of Findings:** Means:

Identifying Data 2.80  
Presenting Problem 2.53  
Student Psychosocial History 2.4  
Assessment of the Problem 2.79  
Progress in Counseling 2.36  
Reflections on Change 2.60  
Supervisory Questions 2.4

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 School Counseling M.Ed. Work Sample Assessment (Adobe Acrobat Document) (See appendix)

**A.7 School Emergency Management**

Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

▼ **Measure:** Coun 615 - Group Proposal  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 615 - Group Proposal

*No Findings Added*

▼ **Measure:** Coun 615 - Quizzes  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 615 - Quizzes



*No Findings Added*

▼ **Measure:** Coun 739B - Review of Crises Management Plan  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 739B - Review of Crises Management Plan

*No Findings Added*

## B. Skills & Practices

### B.1 Ethical & Legal Standards

Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

▼ **Measure:** Coun 615 - Facilitating Group  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 615 - Facilitating Group

*No Findings Added*

▼ **Measure:** Coun 615 - Proposal  
Direct - Student Artifact

**Details/Description:** P. 2-3

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 615 - Proposal

*No Findings Added*

▼ **Measure:** Coun 615 - Quizzes  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**



**Findings** for Coun 615 - Quizzes

*No Findings Added*

▼ **Measure:** Coun 615 - Small Group Log and Reflective Summary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 615 - Small Group Log and Reflective Summary

*No Findings Added*

▼ **Measure:** Coun 615 - Theoretical Exercise Presentation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 615 - Theoretical Exercise Presentation

*No Findings Added*

▼ **Measure:** Coun 628 - Assessment Project  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 628 - Assessment Project

*No Findings Added*

**B.2 School Counselor  
Identity & Program**

Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

▼ **Measure:** Coun 793B - Needs Assessment  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Coun 793B - Needs Assessment**

*No Findings Added*

**MED in School Counseling - CACREP Specific Curriculum Standards - 2. Counseling Prevention and Intervention**

**C. Knowledge**

**C.1 Effective Counseling & Wellness Programs**

Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

▼ **Measure:** Coun 523 - Final  
Direct - Exam

**Details/Description:** P. 4

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Coun 523 - Final**

*No Findings Added*

▼ **Measure:** Coun 533 - Midterm  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Coun 533 - Midterm**

*No Findings Added*

▼ **Measure:** Coun 533 - Quiz  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Coun 533 - Quiz**

*No Findings Added*

▼ **Measure:** Coun 623 - Application Quizzes  
Direct - Exam



**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 623 - Application Quizzes

*No Findings Added*

▼ **Measure:** Coun 623 - Core Tenets Assingment  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 623 - Core Tenets Assingment

*No Findings Added*

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' Evaluations Items:

- Individual social personal counseling
- Individual social-personal counseling preparation, classroom observation, consultation (with teachers and parents) and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for IIEP Evaluation

**Summary of Findings:** - Individual social personal counseling - Mean = 2.87  
- Individual social-personal counseling preparation, classroom observation, consultation (with teachers and parents) and record keeping - Mean = 3.00

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**C.2 Design, Implement, Manage, & Evaluate Programs**

Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

▼ **Measure:** Coun 620 - Online Ethical Cert  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 620 - Online Ethical Cert

*No Findings Added*

▼ **Measure:** Coun 620 - Research Proposal  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 620 - Research Proposal

*No Findings Added*

▼ **Measure:** Coun 731 - RSC  
Direct - Other

**Details/Description:** P. 4

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 731 - RSC

*No Findings Added*

▼ **Measure:** Coun 739B - Program Evaluation  
Direct - Student Artifact

**Details/Description:** P. 3

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 739B - Program Evaluation

*No Findings Added*

▼ **Measure:** Coun 793B - Needs Assessment  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**



**Responsible Individual(s):**

**Findings** for Coun 793B - Needs Assessment

*No Findings Added*

**C.3 Strategies for Helping Students**

Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

▼ **Measure:** Coun 623 - Application Quizzes  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 623 - Application Quizzes

*No Findings Added*

▼ **Measure:** Coun 634 - Case Presentation  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 634 - Case Presentation

*No Findings Added*

▼ **Measure:** EPSY 621 - Exams  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for EPSY 621 - Exams

*No Findings Added*

▼ **Measure:** EPSY 621 - Intervantion Plan  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**



**Responsible Individual(s):**

**Findings** for EPSY 621 - Intervantion Plan

*No Findings Added*

▼ **Measure:** EPSY 621 - Research Presentation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for EPSY 621 - Research Presentation

*No Findings Added*

**C.4 Design, Implement, Manage, & Evaluate Transition Progra**

Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

▼ **Measure:** Coun 620 - Program Evaluation Assignment  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 620 - Program Evaluation Assignment

*No Findings Added*

▼ **Measure:** Coun 731 - RSC  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Coun 731 - RSC

*No Findings Added*

▼ **Measure:** COUN 739B - RTI Reflection Paper  
Direct - Student Artifact

**Details/Description:**

**Target:**



**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for COUN 739B - RTI Reflection Paper

*No Findings Added*

▼ **Measure:** IIEP Evaluation

Direct - Other

**Details/Description:** Supervisors' evaluations of:

- Academic and career counseling
- Academic and career counseling preparation, consultation, and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for IIEP Evaluation

**Summary of Findings:** - Academic and career counseling - Mean = 2.93  
- Academic and career counseling preparation, consultation, and record keeping - Mean = 2.75

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**C.5 Group Dynamics**

Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

▼ **Measure:** IIEP Evaluation

Direct - Other

**Details/Description:** Supervisors' evaluations of:

- small group counseling, lead or co-lead
- small group counseling preparation, consultation, record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for IIEP Evaluation

**Summary of Findings:** - Small group counseling, lead or co-lead - Mean = 2.93  
- Small group counseling preparation, consultation, and record keeping - Mean = 3.00

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**C.6 Skills Needed for Crisis Intervention**

Understands the potential impact of crises,

*No measures specified*



emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

## D. Skills and Practices

### D.1 Self-Awareness, Sensitivity to Others, & Skills

*No measures specified*

Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

### D.2 Provides Individual & Group Counseling & Classroom Guidance

Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluation of:

- Classroom guidance lessons
- Classroom guidance lessons preparation, consultation, and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Findings for IIEP Evaluation

**Summary of Findings:** - Classroom guidance lessons - Mean = 2.92

- Classroom guidance lessons preparation, consultation, and record keeping - Mean = 2.85

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

### D.3 Prevention & Intervention Plans

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** For D.3.a -

Supervisors' evaluations of:

- classroom guidance and individual counseling with special education students
- classroom guidance and individual counseling with special education students preparation, consultation, and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Findings for IIEP Evaluation

**Summary of Findings:** For D.3.a -

Supervisors' evaluations of:

- classroom guidance and individual counseling with special education students - Mean = 3.00
- classroom guidance and individual counseling with special education students preparation,

consultation, and record keeping - Mean = 2.86

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

---

**D.4 Procedures for Assessing & Managing Suicide Risk**

*No measures specified*

Demonstrates the ability to use procedures for assessing and managing suicide risk.

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**D.5 Recognizes limitations**

*No measures specified*

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

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## MED in School Counseling - CACREP Specific Curriculum Standards - 3. Diversity and Advocacy

### E. Knowledge

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**E.1 Cultural, Ethical, Economic, Legal, & Political Issues**

*No measures specified*

Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

---

**E.2 Community, Environmental, & Institutional Opportunities**

*No measures specified*

Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

---

**E.3 Understands Educational Policies, Programs, & Practices**

*No measures specified*

Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

---

**E.4 Understands**

*No measures specified*

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### **Multicultural Counseling Issues**

Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

## **F. Skills and Practices**

### **F.1 Demonstrates Multicultural Competencies**

*No measures specified*

Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

### **F.3 Advocates for School Policies, Programs, & Services**

*No measures specified*

Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

### **F.4 Engages Parents, Guardians, & Families**

*No measures specified*

Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

### **F.2 Advocates for Experiences to Promote Development**

*No measures specified*

Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

## **MED in School Counseling - CACREP Specific Curriculum Standards - 4. Assessment**

### **G. Knowledge**

#### **G.1 Understands the Influence of Multiple Factors**

*No measures specified*

Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

**G.2 Signs & Symptoms of Substance Abuse in Children & Adoles**

*No measures specified*

Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

**G.3 Identifies Various Forms of Needs Assessments**

*No measures specified*

Identifies various forms of needs assessments for academic, career, and personal/social development.

**H. Skills and Practices**

**H.1 Assesses & Interprets Students' Strengths & Needs**

Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for IIEP Evaluation**

**Summary of Findings:** Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment - Mean = 2.77

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**H.2 Selects Appropriate Assessment Strategies**

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for IIEP Evaluation**

**Summary of Findings:** Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment - Mean - 2.77

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**H.3 Analyzes Assessment Information**

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

▼ **Measure:** IIEP Evaluation

Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for IIEP Evaluation**

**Summary of Findings:** Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment - Mean = 2.77

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**H.4 Makes Appropriate Referrals**

*No measures specified*

Makes appropriate referrals to school and/or community resources.

**H.5 Assesses Barriers that Impede Students**

*No measures specified*

Assesses barriers that impede students' academic, career, and personal/social development.

**MED in School Counseling - CACREP Specific Curriculum Standards - 5. Research and Evaluation**

**I. Knowledge**

**I.1 Understands How to Critically Evaluate Research**

*No measures specified*

Understands how to critically evaluate research relevant to the practice of school counseling.

---

**I.2 Knows Models for Program Evaluation**

*No measures specified*

Knows models of program evaluation for school counseling programs.

---

**I.3 Knows Basic Strategies for Evaluating Counseling Outcome**

*No measures specified*

Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

---

**I.4 Knows Current Methods of Using Data**

*No measures specified*

Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

---

**I.5 Understands the Outcome Research Data & Best Practices**

*No measures specified*

Understands the outcome research data and best practices identified in the school counseling research literature.

---

**J. Skills and Practices**

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**J.1 Applies Relevant Research Findings**

*No measures specified*

Applies relevant research findings to inform the practice of school counseling.

---

**J.2 Develops Measurable Outcomes**

*No measures specified*

Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

---

**J.3 Analyzes & Uses Data**

*No measures specified*

Analyzes and uses data to enhance school counseling programs.

---

**MED in School Counseling - CACREP Specific Curriculum Standards - 6. Academic Development**

## K. Knowledge

### **K.1 Relationship of the S. C. Program to the School** *No measures specified*

Understands the relationship of the school counseling program to the academic mission of the school.

### **K.2 Concepts, Principles, Strategies, Programs, & Practices** *No measures specified*

Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

### **K.3 Curriculum Design, Lesson Plan Devel., Classroom Mngmnt** *No measures specified*

Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

## L. Skills and Practices

### **L.1 Enhances Student Academic Development** *No measures specified*

Conducts programs designed to enhance student academic development.

### **L.2 Prepares Students for Postsecondary Options** *No measures specified*

Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

### **L.3 Implements Differentiated Instructional Strategies** *No measures specified*

Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

## MED in School Counseling - CACREP Specific Curriculum Standards - 7. Collaboration & Consultation

### M. Knowledge

#### M.1 Student Development, Well-Being, & Learning are Enhanced

*No measures specified*

Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

#### M.2 Strategies to Promote, Develop, & Enhance Teamwork

*No measures specified*

Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

#### M.3 Knows How to Build Effective Working Teams

Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:  
- Participation on a case management team

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for IIEP Evaluation

**Summary of Findings:** Supervisors' evaluation of participation on a case management team - Mean = 2.93

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

#### M.4 Strategies, Theories, Models, Processes of Consultation

*No measures specified*

Understands systems theories, models, and processes of consultation in school system settings.

#### M.5 Strategies for Working w/ Parents, Guardians, Families,

*No measures specified*

Knows strategies and methods for working with parents, guardians,



families, and communities to empower them to act on behalf of their children.

---

**M.6 Understands Peer Programming Interventions** *No measures specified*

Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

---

**M.7 Knows Models for Crisis/Disaster Preparedness** *No measures specified*

Knows school and community collaboration models for crisis/disaster preparedness and response.

---

**N. Skills and Practices**

---

**N.1 Address Problems that Affect Student Success in School** *No measures specified*

Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

---

**N.2 Resources to Improve Student Achievement & Success** *No measures specified*

Locates resources in the community that can be used in the school to improve student achievement and success.

---

**N.3 Consults to Promote Student Development** *No measures specified*

Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

---

**N.4 Uses Peer Helping Strategies** *No measures specified*

Uses peer helping strategies in the school counseling program.

---

**N.5 Uses Referral Procedures** *No measures specified*

Uses referral procedures with helping agents in the community (e.g., mental

health centers, businesses, service groups) to secure assistance for students and their families.

## MED in School Counseling - CACREP Specific Curriculum Standards - 8. Leadership

### O. Knowledge

**O.1 Knows Qualities of Effective Leadership** *No measures specified*

Knows the qualities, principles, skills, and styles of effective leadership.

**O.2 Strategies of Leadership to Enhance Learning Environment** *No measures specified*

Knows strategies of leadership designed to enhance the learning environment of schools.

**O.3 Design, Implement, Manage, & Evaluate a Program** *No measures specified*

Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

**O.4 Role of a School Counselor as a System Change Agent** *No measures specified*

Understands the important role of the school counselor as a system change agent.

**O.5 Role in Student Assistant Programs, School Leadership** *No measures specified*

Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

### P. Skills and Practices

**P.1 Design, Implementation, Management, & Evaluation** *No measures specified*

Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

## P.2 Presents Educational Programs for Parents & Teachers

Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

### ▼ Measure: IIEP Evaluation

Direct - Other

#### Details/Description: Supervisors' evaluation of:

- plan and present parent education program (may be done in collaboration with counselors and/or teacher(s))

#### Target:

#### Implementation Plan (timeline):

#### Responsible Individual(s):

#### Findings for IIEP Evaluation

#### Summary of Findings: Supervisors' evaluation of:

- plan and present parent education program (may be done in collaboration with counselors and/or teacher(s)) - Mean = 2.80

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

## 📅 Action Plan

### Actions

## 📅 Status Report

### Action Statuses

### Status Summary

The School counseling program modified the number of courses students would take each semester. Students historically had taken 6 hours each academic semester; this has been increased to 9 hours. This change will allow students to graduate in May as opposed to August. Additionally, the requirements for Fieldwork (COUN 793B) have been modified to focus more on quality and less on quantity for their developmental guidance lessons. This focus was also made in Practicum (COUN 634). Graduate students would provide individual counseling for 8 students throughout the course of the semester as opposed to shorter sessions with more students.

### Summary of Next Steps

*No text specified*

## 2010-2011 Assessment Cycle

---

### Assessment Plan

#### Outcomes and Measures

### MED in School Counseling - CACREP Specific Curriculum Standards - 1. Foundations

#### A. Knowledge

##### A.6 Growth & Development, Health & Wellness, Language, Ability

Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

▼ **Measure:** Coun 739B - Case Presentation  
Direct - Student Artifact


**Details/Description:** Means:  
Identifying Data 2.89  
Multicultural Issues/Considerations 2.71  
Student Psychosocial History 2.77  
Assessment of the Problem 2.71  
Counseling Goals 2.00  
Progress in Counseling 2.42  
Reflections on Change 2.63  
Supervisory Questions 2.0

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Supporting Attachments:**

 School Counseling M.Ed. Work Sample Assessment (Adobe Acrobat Document) (See appendix)

### MED in School Counseling - CACREP Specific Curriculum Standards - 2. Counseling Prevention and Intervention

#### C. Knowledge

##### C.1 Effective Counseling & Wellness Programs

Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' Evaluations Items:  
- Individual social personal counseling  
- Individual social-personal counseling preparation, classroom observation, consultation (with teachers and parents) and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

##### C.4 Design, Implement, Manage, & Evaluate Transition Programs

Knows how to design,

▼ **Measure:** IIEP Evaluation  
Direct - Other

implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

**Details/Description:** Supervisors' evaluations of:  
- Academic and career counseling  
- Academic and career counseling preparation, consultation, and record keeping  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

### C.5 Group Dynamics

Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:  
- small group counseling, lead or co-lead  
- small group counseling preparation, consultation, record keeping  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

## D. Skills and Practices

### D.2 Provides Individual & Group Counseling & Classroom Guidance

Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluation of:  
- Classroom guidance lessons  
- Classroom guidance lessons preparation, consultation, and record keeping  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

### D.3 Prevention & Intervention Plans

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** For D.3.a - Supervisors' evaluations of:  
- classroom guidance and individual counseling with special education students  
- classroom guidance and individual counseling with special education students preparation, consultation, and record keeping  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

## MED in School Counseling - CACREP Specific Curriculum Standards - 4. Assessment

### H. Skills and Practices

#### H.1 Assesses & Interprets Students' Strengths & Needs

Assesses and interprets students' strengths and needs, recognizing

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

uniqueness in cultures, languages, values, backgrounds, and abilities.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**H.2 Selects Appropriate Assessment Strategies**

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**H.3 Analyzes Assessment Information**

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**MED in School Counseling - CACREP Specific Curriculum Standards - 7. Collaboration & Consultation**

**M. Knowledge**

**M.3 Knows How to Build Effective Working Teams**

Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:  
- Participation on a case management team

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**MED in School Counseling - CACREP Specific Curriculum Standards - 8. Leadership**

**P. Skills and Practices**

**P.2 Presents Educational Programs for Parents & Teachers**

Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluation of:  
- plan and present parent education program (may be done in collaboration with counselors and/or teacher(s))

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

 **Assessment Findings**

**Finding per Measure**

**MED in School Counseling - CACREP Specific Curriculum Standards - 1. Foundations**

**A. Knowledge**

**A.6 Growth & Development, Health & Wellness, Language, Ability**

Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

▼ **Measure:** Coun 739B - Case Presentation  
Direct - Student Artifact


**Details/Description:** Means:  
Identifying Data 2.89  
Multicultural Issues/Considerations 2.71  
Student Psychosocial History 2.77  
Assessment of the Problem 2.71  
Counseling Goals 2.00  
Progress in Counseling 2.42  
Reflections on Change 2.63  
Supervisory Questions 2.0

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Supporting Attachments:**

 School Counseling M.Ed. Work Sample Assessment (Adobe Acrobat Document) (See appendix)

**Findings for Coun 739B - Case Presentation**

*No Findings Added*

**MED in School Counseling - CACREP Specific Curriculum Standards - 2. Counseling Prevention and Intervention**

**C. Knowledge**

**C.1 Effective Counseling & Wellness Programs**

Knows the theories and

▼ **Measure:** IIEP Evaluation  
Direct - Other

processes of effective counseling and wellness programs for individual students and groups of students.

**Details/Description:** Supervisors' Evaluations Items:

- Individual social personal counseling
- Individual social-personal counseling preparation, classroom observation, consultation (with teachers and parents) and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings for IIEP Evaluation**

**Summary of Findings:** Supervisors' Evaluations Items:

- Individual social personal counseling - Mean = 2.6
- Individual social-personal counseling preparation, classroom observation, consultation (with teachers and parents) and record keeping - Mean = 2.4

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**C.4 Design, Implement, Manage, & Evaluate Transition Progra**

Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:

- Academic and career counseling
- Academic and career counseling preparation, consultation, and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings for IIEP Evaluation**

**Summary of Findings:** Supervisors' evaluations of:

- Academic and career counseling - Mean = 2.5
- Academic and career counseling preparation, consultation, and record keeping - Mean = 2.75

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**C.5 Group Dynamics**

Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:

- small group counseling, lead or co-lead
- small group counseling preparation, consultation, record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---



### Findings for IIEP Evaluation

**Summary of Findings:** Supervisors' evaluations of:

- small group counseling, lead or co-lead - Mean = 2.25
- small group counseling preparation, consultation, record keeping - Mean = 2.00

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

## D. Skills and Practices

### D.2 Provides Individual & Group Counseling & Classroom Guida

Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluation of:

- Classroom guidance lessons
- Classroom guidance lessons preparation, consultation, and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

### Findings for IIEP Evaluation

**Summary of Findings:** Supervisors' evaluation of:

- Classroom guidance lessons - Mean = 2.20
- Classroom guidance lessons preparation, consultation, and record keeping - Mean = 2.20

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

### D.3 Prevention & Intervention Plans

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** For D.3.a -

Supervisors' evaluations of:

- classroom guidance and individual counseling with special education students
- classroom guidance and individual counseling with special education students preparation, consultation, and record keeping

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

### Findings for IIEP Evaluation

**Summary of Findings:** For D.3.a -

Supervisors' evaluations of:

- classroom guidance and individual counseling with special education students - Mean = 2.20
- classroom guidance and individual counseling with special education students preparation, consultation, and record keeping - Mean = 2.20

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

## MED in School Counseling - CACREP Specific Curriculum Standards - 4. Assessment

### H. Skills and Practices

#### H.1 Assesses & Interprets Students' Strengths & Needs

Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Findings for IIEP Evaluation

**Summary of Findings:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment - Mean = 1.5

**Results:** Target Achievement: Not Met

**Recommendations :**

**Reflections/Notes :**

#### H.2 Selects Appropriate Assessment Strategies

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Findings for IIEP Evaluation

**Summary of Findings:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment - Mean = 1.5

**Results:** Target Achievement: Not Met

**Recommendations :**

**Reflections/Notes :**

### H.3 Analyzes Assessment Information

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Findings for IIEP Evaluation

**Summary of Findings:** H.1 - H.3.

Supervisors' evaluation of:  
Collaborating with school counselor and school psychologist and following at least one student through entire pre-referral- assessment - Mean = 1.5

**Results:** Target Achievement: Not Met

**Recommendations :**

**Reflections/Notes :**

## MED in School Counseling - CACREP Specific Curriculum Standards - 7. Collaboration & Consultation

### M. Knowledge

#### M.3 Knows How to Build Effective Working Teams

Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluations of:  
- Participation on a case management team

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Findings for IIEP Evaluation

**Summary of Findings:** Supervisors' evaluations of:  
- Participation on a case management team - Mean = 2.00

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

## MED in School Counseling - CACREP Specific Curriculum Standards - 8. Leadership

### P. Skills and Practices

#### P.2 Presents Educational Programs for Parents & Teachers

Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

▼ **Measure:** IIEP Evaluation  
Direct - Other

**Details/Description:** Supervisors' evaluation of:  
- plan and present parent education program (may be done in collaboration with counselors and/or teacher(s))

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Findings for IIEP Evaluation

**Summary of Findings:** Supervisors' evaluation of:  
- plan and present parent education program (may be done in collaboration with counselors and/or teacher(s)) - Mean = 2.33

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

### ◆ Action Plan

#### Actions

### ◆ Status Report

#### Action Statuses

#### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*



## 2011-2012 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

##### 1. MED in School counseling October 2012

##### 2: Student will demonstrate the ability to assess K-12 students

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

##### 2.4: Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences

Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual clients. (H3)

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A detailed rubric has been created and given to each student.

**Target:** A minimum acceptable level is "B" which translates to 20 points.

**Implementation Plan (timeline):** Data from the Case Presentation COUN 739B will be collected in May 2012.

**Responsible Individual(s):** Course Instructor for Internship, COUN 739B.

##### 2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and experiences. (J2)

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Students will be assessed on their Assessment Packet in Psychological Appraisal in Counseling, COUN 628. A detailed rubric has been created and given to each student.

**Target:** A detailed rubric has been created and given to each student. A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** May of 2012

**Responsible Individual(s):** Course Instructor

### Assessment Findings

#### Finding per Measure

##### 1. MED in School counseling October 2012

##### 2: Student will demonstrate the ability to assess K-12 students

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

##### 2.4: Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences

Students will demonstrate the ability to analyze

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A detailed rubric has been created and given to each student.

**Target:** A minimum acceptable level is "B" which translates to 20 points.

assessment information in a manner that produces valid inferences when evaluating the needs of individual clients. (H3)

**Implementation Plan (timeline):** Data from the Case Presentation COUN 739B will be collected in May 2012.

**Responsible Individual(s):** Course Instructor for Internship, COUN 739B.

#### Findings for Case Presentation

**Summary of Findings:** Please see 2011-2012 Data sheet for aggregated data. Target score on the assignment was 20 points. The average score was 23.29 points.

**Results:** Target Achievement: Met


**Recommendations :** i. Data from Practicum, COUN 634 could be incorporated as an additional measure.

ii. A more detailed specific rubric could be developed to ensure equity in grading.

**Reflections/Notes :** i. The faculty has made a concerted effort to align course documents and rubrics in Practicum, COUN 634, and Internship, COUN 739B, in an effort to note growth from a student's beginning experience through Internship.

ii. This course has been taught by three different instructors during the last three years. A detailed rubric would ensure consistency in grading.

**Substantiating Evidence:**

 School Counseling 2011-2012 Data.pdf (Adobe Acrobat Document) (See appendix)

**2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and experiences. (J2)**

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Students will be assessed on their Assessment Packet in Psychological Appraisal in Counseling, COUN 628. A detailed rubric has been created and given to each student.

**Target:** A detailed rubric has been created and given to each student. A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** May of 2012

**Responsible Individual(s):** Course Instructor

#### Findings for Assessment Packet

**Summary of Findings:** Please see 2011-2012 Data Sheet for aggregated data. Target score for this assignment was 40 points. The average score was 46.67.

**Results:** Target Achievement: Met


**Recommendations :** i. Data from Practicum, COUN 634 could be incorporated as an additional measure.

ii. A more detailed specific rubric could be developed to ensure equity in grading.

**Reflections/Notes :** i. The faculty has made a concerted effort to align course documents and rubrics in Practicum, COUN 634, and Internship, COUN 739B, in an effort to note growth from a student's beginning experience through Internship.

ii. This course has been taught by three different instructors during the last three years. A detailed rubric would be ensure consistency in grading.

**Substantiating Evidence:**

 School Counseling 2011-2012 Data.pdf (Adobe Acrobat Document) (See appendix)

**These Findings are associated with the following Actions:**

**Include Data from 634 and develop Assessment Packet Rubric**  
(Action Plan; 2011-2012 Assessment Cycle)

## Overall Recommendations

No text specified

## Overall Reflection

No text specified

## Action Plan

### Actions

#### 1. MED in School counseling October 2012

##### 2: Student will demonstrate the ability to assess K-12 students

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

**2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and experiences. (J2)**

▼ **Action:** Include Data from 634 and develop Assessment Packet Rubric

#### **This Action is associated with the following Findings**

##### **Findings for Assessment Packet**

(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

**Summary of Findings:** Please see 2011-2012 Data Sheet for aggregated data. Target score for this assignment was 40 points. The average score was 46.67.

**Action Details:** a. Data from Practicum, COUN 634 will be included in future data collections.  
b. A detailed rubric for the Assessment Packet will be developed.

**Implementation Plan (timeline):** a. Data from Practicum, COUN 634, will be collected in May of 2013.  
b. A detailed rubric will be developed for the Assessment Packet in Psychological Appraisal, COUN 628.

**Key/Responsible Personnel:** a. The program coordinator will collect all data for TaskStream. The program coordinator at this time is Dr. Tonya Balch. b. The course instructor in conjunction with the program coordinator will develop the rubric. At this time, the course instructor is Dr. Anna Viviani and the program coordinator is Dr. Tonya Balch.

**Measures:** a. Data collected in May of 2013.  
b. Rubric will be implemented in the spring of 2014.

**Resource Allocations:** None

**Priority:** Medium

## Status Report

### Action Statuses

#### 1. MED in School counseling October 2012

##### 2: Student will demonstrate the ability to assess K-12 students



Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

**2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and experiences. (J2)**

▼ **Action:** Include Data from 634 and develop Assessment Packet Rubric

**Action Details:** a. Data from Practicum, COUN 634 will be included in future data collections.  
b. A detailed rubric for the Assessment Packet will be developed.

**Implementation Plan (timeline):** a. Data from Practicum, COUN 634, will be collected in May of 2013.  
b. A detailed rubric will be developed for the Assessment Packet in Psychological Appraisal, COUN 628.

**Key/Responsible Personnel:** a. The program coordinator will collect all data for TaskStream. The program coordinator at this time is Dr. Tonya Balch. b. The course instructor in conjunction with the program coordinator will develop the rubric. At this time, the course instructor is Dr. Anna Viviani and the program coordinator is Dr. Tonya Balch.

**Measures:** a. Data collected in May of 2013.  
b. Rubric will be implemented in the spring of 2014.

**Resource Allocations:** None

**Priority:** Medium

.....  
**Status** for Include Data from 634 and develop Assessment Packet Rubric

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Data were collected in COUN 634 in May 2013.

Development of Assessment Progress rubric in process

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*

## 2012-2013 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

### 1. MED in School counseling October 2012

#### 1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

##### 1.1: Students will identify multicultural aspects of K-12 students.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Multicultural Counseling Issues/Considerations should be a minimum of 2 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

##### 1.2: Students will synthesize readings and demonstrate cultural self-awareness

Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.

▼ **Measure:** Cultural Immersion Paper  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 666

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** August 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

##### 1.3: Students will develop a personal growth plan

Students will analyze self-reflections relative to diversity and develop a personal growth plan.

▼ **Measure:** Personal Process Journals  
Direct - Student Artifact

**Details/Description:** Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666.

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** August 2013

**Responsible Individual(s):** Program Director and course instructor

#### 2: Student will demonstrate the ability to assess K-12 students

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

##### 2.1: Students will identify strengths and needs of K-12 students

Students will identify

▼ **Measure:** Case Presentation  
Direct - Student Artifact

strengths and needs of K-12 students.

**Details/Description:** Source of assessment: COUN 634  
**Target:** A minimum acceptable level is a "B" which translates to 20 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**2.2: Students will identify impact of multicultural issues**

Students will identify how multicultural issues can impact classroom guidance and individual counseling.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B  
**Target:** A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Data Collection and Analysis, should be a minimum of 2 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**2.3: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B  
**Target:** A minimum acceptable level is a "B" which translates to 20 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628  
**Target:** A minimum acceptable level is a "B" which translates to 40 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**3.2: Students will assist K-12 students with career decisions**

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634  
**Target:** A minimum acceptable level is a "B" which translates to 20 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**3.3: Students will synthesize information from a variety of data sources to develop a**

▼ **Measure:** Case Presentation  
Direct - Student Artifact

### treatment plan for a K-12 student

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

**Details/Description:** Source of assessment: COUN 739B

**Target:**

**Implementation Plan (timeline):** May 2015 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

## Assessment Findings

### Finding per Measure

#### 1. MED in School counseling October 2012

##### 1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

##### 1.1: Students will identify multicultural aspects of K-12 students.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Multicultural Counseling Issues/Considerations should be a minimum of 2 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

##### Findings for Case Presentation


**Summary of Findings:** A detailed rubric has been created and given to each student. Please see Data Sheet for 2012-2013 for aggregated data. Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.76. No student scored below the target score.

**Results:** Target Achievement: Met

**Recommendations :** See Overall Recommendations section below

**Reflections/Notes :** See Overall Reflections section below

**Substantiating Evidence:**

 School Counseling Data Sheet 2012-2013.pdf (Adobe Acrobat Document) (See appendix)

**These Findings are associated with the following Actions:**

**Action Plan 2013-2014**

(Action Plan; 2013-2014 Assessment Cycle)

##### 1.2: Students will synthesize readings and demonstrate cultural self-awareness

Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.

▼ **Measure:** Cultural Immersion Paper  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 666

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** August 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Cultural Immersion Paper

*No Findings Added*

### 1.3: Students will develop a personal growth plan

Students will analyze self-reflections relative to diversity and develop a personal growth plan.

▼ **Measure:** Personal Process Journals  
Direct - Student Artifact

**Details/Description:** Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666.

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** August 2013

**Responsible Individual(s):** Program Director and course instructor

### Findings for Personal Process Journals

*No Findings Added*

## 2: Student will demonstrate the ability to assess K-12 students

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

### 2.1: Students will identify strengths and needs of K-12 students

Students will identify strengths and needs of K-12 students.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Case Presentation


**Summary of Findings:** Please see Data Sheet for 2012-2013. The average student score was 21.32. The target score was 20 points.

**Results:** Target Achievement: Met

**Recommendations :** See Overall Recommendations section below

**Reflections/Notes :** See Overall Reflections below

**Substantiating Evidence:**

 School Counseling Data Sheet 2012-2013.pdf (Adobe Acrobat Document) (See appendix)

### 2.2: Students will identify impact of multicultural issues

Students will identify how multicultural issues can impact classroom guidance and individual counseling.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Data Collection and Analysis, should be a minimum of 2 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Case Presentation

**Summary of Findings:** A detailed rubric has been created and given to each student. Please see Data Sheet for 2012-2013. Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.78. No student scored below a 2 in this category.


**Results:** Target Achievement: Met

**Recommendations :** See Overall Recommendations section below

**Reflections/Notes :** See Overall Reflections section below

We are very pleased that the first year students scored so highly as we have focused on integrating multicultural concepts in to each course.

**Substantiating Evidence:**

 School Counseling Data Sheet 2012-2013.pdf (Adobe Acrobat Document) (See appendix)

### 2.3: Students will utilize a variety of instruments to assess individual strengths and needs

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

#### ▼ Measure: Case Presentation Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Case Presentation

**Summary of Findings:** A detailed rubric has been created and given to each student. Please see Data Sheet for 2012-2013 for aggregated data. Target score on this assignment was 20 points. The average score was 22.93.

**Results:** Target Achievement: Met

**Recommendations :** See Overall Recommendations below

**Reflections/Notes :** See Overall Reflections below

We were pleased that all students scored above the target.

**Substantiating Evidence:**

 School Counseling Data Sheet 2012-2013.pdf (Adobe Acrobat Document) (See appendix)

### 3: Students will demonstrate the ability to select appropriate assessment strategies

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

### 3.1: Students will utilize a variety of instruments to assess individual strengths and needs

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

#### ▼ Measure: Assessment Packet Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Assessment Packet

**Summary of Findings:** Please see Data Sheet for aggregated student scores. The target score for this assignment was 40 points which equates to a "B." The average score was 47.08.


**Results:** Target Achievement: Met

**Recommendations :** Please see Overall Recommendations below.

**Reflections/Notes :** One student scored below target as was asked to re-write the assignment.

See Overall Reflections below

**Substantiating Evidence:**

 School Counseling Data Sheet 2012-2013.pdf (Adobe Acrobat Document) (See appendix)

### 3.2: Students will assist K-12 students with career decisions

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

#### ▼ Measure: Case Presentation Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Case Presentation

**Summary of Findings:** Please see Data Sheet for 2012-2013. The average student score was 21.32. The target score was 20 points.

**Results:** Target Achievement: Met

**Recommendations :** See Overall Recommendations below.

**Reflections/Notes :** We are pleased that the first year students were able to meet their target as a group. Students who scored below the target re-wrote sections in which they scored low.

See Overall Reflections below.

### 3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

#### ▼ Measure: Case Presentation Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:**

**Implementation Plan (timeline):** May 2015 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Case Presentation

**Summary of Findings:** A detailed rubric has been created and given to each student. Please see Data Sheet for 2012-2013 for aggregated data. Target score on this assignment was 20 points. The average score was 22.93.


**Results:** Target Achievement: Met

**Recommendations :** See Overall Recommendations below.

**Reflections/Notes :** We were pleased that all students scored above the target.

See Overall Reflections below

**Substantiating Evidence:**

 School Counseling Data Sheet 2012-2013.pdf (Adobe Acrobat Document) (See appendix)

## Overall Recommendations

### 2. Recommendations for Improvement

a. Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

- i. A formal rubric could be developed for scoring personal process journals.
- ii. Students could track the diversity of the K-12 students that they serve.

b. Students will demonstrate the ability to assess and interpret K-12 student's strengths and needs, recognizing uniqueness in cultures, languages, values, background, and abilities. (H1)

- i. Case presentations would be restricted to diverse students/family situations.

c. Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 student's academic, career, and personal/social development. (H2)

- i. Students would be required to include a minimum number of formal assessments during internship.

## Overall Reflection

### Reflections

a. Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

- i. Faculty has made a concerted effort to infuse multicultural components into all courses. Students are required to take a Multicultural Counseling course and faculty felt this subject was too important to be relegated to a single course. The data would suggest that students are thinking in broader terms.

b. Students will demonstrate the ability to assess and interpret K-12 student's strengths and needs, recognizing uniqueness in cultures, languages, values, background, and abilities. (H1)

- i. Faculty has made a concerted effort to infuse multicultural components into all courses. Students are required to take a Multicultural Counseling course and faculty felt this subject was too important to be relegated to a single course. The data would suggest that students are thinking in broader terms.

c. Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 student's academic, career, and personal/social development. (H2)

- i. Faculty has continued to emphasize the importance of standardized assessments. There has been anecdotal evidence to suggest that students are incorporating them more often. This has been a sticky issue in the K-12 environment as school counselors are not licensed to administer the same instruments as other professionals and there is some boundary issues at the students field placements. Knowing that, we have taken a crawl, walk, run approach.

## Action Plan

### Actions

#### 1. MED in School counseling October 2012

##### **3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)



**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Action:** Rubric for Assessment Packet

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** b. A detailed rubric will be developed for the Assessment Packet in Psychological Appraisal, COUN 628.

**Implementation Plan (timeline):** For 2013-14

**Key/Responsible Personnel:** Program Director and Course Instructor

**Measures:** Rubric completed and implemented

**Resource Allocations:** None required

**Priority:** High

📄 **Status Report**

**Action Statuses**

**1. MED in School counseling October 2012**

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Action:** Rubric for Assessment Packet

**Action Details:** b. A detailed rubric will be developed for the Assessment Packet in Psychological Appraisal, COUN 628.

**Implementation Plan (timeline):** For 2013-14

**Key/Responsible Personnel:** Program Director and Course Instructor

**Measures:** Rubric completed and implemented

**Resource Allocations:** None required

**Priority:** High

**Status** for Rubric for Assessment Packet

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** As of May 2013, the development of the rubric was in progress.

**Status Summary**

*No text specified*

### **Summary of Next Steps**

*No text specified*

# 2013-2014 Assessment Cycle

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## Assessment Plan

### Outcomes and Measures

#### 1. MED in School counseling October 2012

##### **1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.**

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

##### **1.1: Students will identify multicultural aspects of K-12 students.**

Students will identify multicultural aspects of K-12 students.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Multicultural Counseling Issues/Considerations should be a minimum of 2 points.

**Implementation Plan (timeline):** May 2013 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

##### **1.2: Students will synthesize readings and demonstrate cultural self-awareness**

Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.

▼ **Measure:** Cultural Immersion Paper  
Direct - Student Artifact

**Details/Description:** Students will be assessed on formal paper written in Multicultural Counseling, COUN 666.

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** August 2013 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

##### **1.3: Students will develop a personal growth plan**

Students will analyze self-reflections relative to diversity and develop a personal growth plan.

▼ **Measure:** Personal Process Journals  
Direct - Student Artifact

**Details/Description:** Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666.

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** August 2013

**Responsible Individual(s):** Program Director and course instructor

#### **2: Student will demonstrate the ability to assess K-12 students**

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

##### **2.1: Students will identify strengths and needs of K-12 students**

Students will identify

▼ **Measure:** Case Presentation  
Direct - Student Artifact

strengths and needs of K-12 students.

**Details/Description:** Source of assessment: COUN 634  
**Target:** A minimum acceptable level is a "B" which translates to 20 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**2.2: Students will identify impact of multicultural issues**

Students will identify how multicultural issues can impact classroom guidance and individual counseling.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B  
**Target:** A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Data Collection and Analysis, should be a minimum of 2 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**2.3: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B  
**Target:** A minimum acceptable level is a "B" which translates to 20 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628  
**Target:** A minimum acceptable level is a "B" which translates to 40 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**3.2: Students will assist K-12 students with career decisions**

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634  
**Target:** A minimum acceptable level is a "B" which translates to 20 points.  
**Implementation Plan (timeline):** May 2013  
**Responsible Individual(s):** Program Coordinator and Course Instructor

**3.3: Students will synthesize information from a variety of data sources to develop a**

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**treatment plan for a K-12 student**

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

 **Assessment Findings**

**Finding per Measure**

**1. MED in School counseling October 2012**

**1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.**

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

**1.1: Students will identify multicultural aspects of K-12 students.**

Students will identify multicultural aspects of K-12 students.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Multicultural Counseling Issues/Considerations should be a minimum of 2 points.

**Implementation Plan (timeline):** May 2013 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

**Findings for Case Presentation**

**Summary of Findings:** Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.95 this was an increase of .19 from last year. No student scored below the target score.

**Results:** Target Achievement: Exceeded

**Recommendations :** A formal rubric could be developed for scoring personal process journals. This is still in progress.

**Reflections/Notes :** Faculty has made a concerted effort to infuse multicultural components into all courses. Students are required to take a Multicultural Counseling course and faculty felt this subject was too important to be relegated to a single course. The data would suggest that students are thinking in broader terms.

**These Findings are associated with the following Actions:**

**Action Plan 2013-2014**

(Action Plan; 2013-2014 Assessment Cycle)

**1.2: Students will synthesize readings and demonstrate cultural self-awareness**

Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.

▼ **Measure:** Cultural Immersion Paper  
Direct - Student Artifact

**Details/Description:** Students will be assessed on formal paper written in Multicultural Counseling, COUN 666.

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** August 2013 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Cultural Immersion Paper

**Summary of Findings:** Students scored an average of 49 out of 50

**Results:** Target Achievement: Exceeded

**Recommendations :** Students could track the diversity of the K-12 students that they serve. The Bayh College of Education is developing an instrument to be completed in TK20.

**Reflections/Notes :**

**These Findings are associated with the following Actions:**

**Action Plan 2013-2014**

(Action Plan; 2013-2014 Assessment Cycle)

### 1.3: Students will develop a personal growth plan

Students will analyze self-reflections relative to diversity and develop a personal growth plan.

▼ **Measure:** Personal Process Journals  
Direct - Student Artifact

**Details/Description:** Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666.

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** August 2013

**Responsible Individual(s):** Program Director and course instructor

### Findings for Personal Process Journals

**Summary of Findings:** The average score was 49 out of 50 points.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

### 2: Student will demonstrate the ability to assess K-12 students

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

### 2.1: Students will identify strengths and needs of K-12 students

Students will identify strengths and needs of K-12 students.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Case Presentation

*No Findings Added*

### 2.2: Students will identify impact of multicultural issues

▼ **Measure:** Case Presentation  
Direct - Student Artifact

Students will identify how multicultural issues can impact classroom guidance and individual counseling.

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Data Collection and Analysis, should be a minimum of 2 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

**Findings for Case Presentation**

**Summary of Findings:** Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.95. No student scored below a 2 in this category.

**Results:** Target Achievement: Exceeded

**Recommendations :** Case presentations would be restricted to diverse students/family situations. The majority of case presentations involved students from low SES and multi-racial backgrounds.

**Reflections/Notes :** We are very pleased that the first year students scored so highly as we have focused on integrating multicultural concepts in to each course. Faculty has made a concerted effort to infuse multicultural components into all courses. Students are required to take a Multicultural Counseling course and faculty felt this subject was too important to be relegated to a single course. The data would suggest that students are thinking in broader terms.

**2.3: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

**Findings for Case Presentation**

**Summary of Findings:** The average score was 22.27.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** We were pleased that all students scored above the target.

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Findings for Assessment Packet

**Summary of Findings:** The average score was 47.08. One student scored below target as was asked to re-write the assignment.

**Results:** Target Achievement: Exceeded

**Recommendations :** Students would be required to include a minimum number of formal assessments during internship. This has been implemented slowly due to access to assessment.

**Reflections/Notes :** Faculty has continued to emphasize the importance of standardized assessments. There has been anecdotal evidence to suggest that students are incorporating them more often. This has been a sticky issue in the K-12 environment as school counselors are not licensed to administer the same instruments as other professionals and there is some boundary issues at the students field placements. Knowing that, we have taken a crawl, walk, run approach.

### 3.2: Students will assist K-12 students with career decisions

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

#### ▼ Measure: Case Presentation Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

#### Findings for Case Presentation

**Summary of Findings:** The average student score was 21.43.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** We are pleased that the first year students were able to meet their target as a group. Students who scored below the target re-wrote sections in which they scored low.

### 3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

#### ▼ Measure: Case Presentation Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** May 2013

**Responsible Individual(s):** Program Coordinator and Course Instructor

#### Findings for Case Presentation

**Summary of Findings:** The average score was 22.27.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** We were pleased that all students scored above the target.



## Overall Recommendations

## Overall Reflection

## Action Plan

### Actions

#### 1. MED in School counseling October 2012

##### **1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.**

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

##### **1.1: Students will identify multicultural aspects of K-12 students.**

##### ▼ **Action:** Action Plan 2013-2014

##### **This Action is associated with the following Findings**

##### **Findings for Case Presentation**

(Assessment Plan and Assessment Findings; 2012-2013 Assessment Cycle)

**Summary of Findings:** A detailed rubric has been created and given to each student. Please see Data Sheet for 2012-2013 for aggregated data. Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.76. No student scored below the target score.

##### **Findings for Case Presentation**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.95 this was an increase of .19 from last year. No student scored below the target score.

**Action Details:** a. Students will report on the number of diverse K-12 students they have interacted with on a regular basis.

b. Students in Internship will incorporated 1 formal assessment each semester

**Implementation Plan (timeline):** a. Data from Internship, COUN 739B, will be collected in May of 2014.

b. Data from Formal Case Presentations, Reflections on Change section, will be gathered in May of 2014. A list of assessments utilized will be developed.


**Key/Responsible Personnel:** a. The program coordinator will collect all data for TaskStream. The program coordinator at this time is Dr. Tonya Balch. b. The course instructor in conjunction with the program coordinator will collect data during Internship, COUN 739B. At this time, the course instructors are Dr. Anna Viviani and Dr. Tonya Balch.

**Measures:** a. Data collected in May of 2014.

**Resource Allocations:** a. No additional resources are necessary.

**Priority:** High

##### **Supporting Attachments:**

 Action Plan 2013-2014 (Word Document (Open XML)) (See appendix)

##### **1.2: Students will synthesize readings**

##### ▼ **Action:** Action Plan 2013-2014

**and demonstrate cultural self-awareness**

Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.

**This Action is associated with the following Findings**

**Findings for Cultural Immersion Paper**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Students scored an average of 49 out of 50

**Action Details:** See outcome 1.1

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

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**1.3: Students will develop a personal growth plan**

Students will analyze self-reflections relative to diversity and develop a personal growth plan.

*No actions specified*

**2: Student will demonstrate the ability to assess K-12 students**

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

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**2.1: Students will identify strengths and needs of K-12 students**

Students will identify strengths and needs of K-12 students.

*No actions specified*

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**2.2: Students will identify impact of multicultural issues**

Students will identify how multicultural issues can impact classroom guidance and individual counseling.

*No actions specified*

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**2.3: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

*No actions specified*

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**2.4: Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences**

*No actions specified*

Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual clients. (H3)

**2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and experiences. (J2)**

*No actions specified*

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

*No actions specified*

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

**3.2: Students will assist K-12 students with career decisions**

*No actions specified*

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

**3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student**

*No actions specified*

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

 **Status Report**

**Action Statuses**

**1. MED in School counseling October 2012**

**1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.**

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

**1.1: Students will identify multicultural aspects of K-12 students.**

▼ **Action:** Action Plan 2013-2014

**Action Details:** a. Students will report on the number of diverse K-12 students they have interacted with on a regular basis.  
b. Students in Internship will incorporated 1 formal assessment each semester

**Implementation Plan (timeline):** a. Data from Internship, COUN 739B, will be collected in May of 2014.  
b. Data from Formal Case Presentations, Reflections on Change section, will be gathered in May of 2014. A list of assessments utilized will be developed.


**Key/Responsible Personnel:** a. The program coordinator will collect all data for TaskStream. The program coordinator at this time is Dr. Tonya Balch. b. The course instructor in conjunction with the program coordinator will collect data during Internship, COUN 739B. At this time, the course instructors are Dr. Anna Viviani and Dr. Tonya Balch.

**Measures:** a. Data collected in May of 2014.

**Resource Allocations:** a. No additional resources are necessary.

**Priority:** High

**Supporting Attachments:**

 Action Plan 2013-2014 (Word Document (Open XML)) (See appendix)

**Status** for Action Plan 2013-2014

**Current Status:** Completed

**Resource Allocation(s) Status:** a. Data from Internship, COUN 739B, will be collected in May of 2014.  
b. Data from Formal Case Presentations, Reflections on Change section, will be gathered in May of 2014. A list of assessments utilized will be developed.

**Next Steps/Additional Information:**

**1.2: Students will synthesize readings and demonstrate cultural self-awareness**

Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.

▼ **Action:** Action Plan 2013-2014

**Action Details:** See outcome 1.1

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for Action Plan 2013-2014

*No Status Added*

**1.3: Students will develop a personal**

*No actions specified*

**growth plan**

Students will analyze self-reflections relative to diversity and develop a personal growth plan.

**2: Student will demonstrate the ability to assess K-12 students**

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

**2.1: Students will identify strengths and needs of K-12 students**

*No actions specified*

Students will identify strengths and needs of K-12 students.

**2.2: Students will identify impact of multicultural issues**

*No actions specified*

Students will identify how multicultural issues can impact classroom guidance and individual counseling.

**2.3: Students will utilize a variety of instruments to assess individual strengths and needs**

*No actions specified*

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

**2.4: Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences**

*No actions specified*

Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual clients. (H3)

**2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and experiences. (J2)**

*No actions specified*

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths**

*No actions specified*

**and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

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**3.2: Students will assist K-12 students with career decisions**

*No actions specified*

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

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**3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student**

*No actions specified*

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

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**Status Summary**

*No text specified*

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**Summary of Next Steps**

*No text specified*

## 2014-2015 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### 1. MED in School counseling October 2012

##### **3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

##### **3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628

**Target:**

**Implementation Plan (timeline):** May 2015 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

##### **3.2: Students will assist K-12 students with career decisions**

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

▼ **Measure:** MyPlan Assignment  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 635

**Target:**

**Implementation Plan (timeline):** August 2015 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

##### **3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student**

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:**

**Implementation Plan (timeline):** May 2015 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

### Assessment Findings

#### Finding per Measure

#### 1. MED in School counseling October 2012

##### **3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628

**Target:**

**Implementation Plan (timeline):** May 2015 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

**Findings** for Assessment Packet

**Summary of Findings:** i. Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A detailed rubric has been created and given to each student. Please see Data Sheet for 2014-2015 for aggregated data. Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.9. No student scored below the target score.

ii. Students will be assessed on formal paper written in Multicultural Counseling, COUN 666. These scores will be collected in August of 2014. Students scored an average of 49 out of 50.

iii. Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666. These scores will be collected in August of 2014. The average score was 49 out of 50 points.

**Results:** Target Achievement: Met

**Recommendations :** i. A formal rubric could be developed for scoring personal process journals. This is still in progress. More detailed general guidelines were utilized this year and that proved beneficial.

ii. Students reported on working with more diverse students this year. This is highly dependent upon their placement. Scenarios utilized throughout the program could focus on diverse populations.

**Reflections/Notes :** Faculty has made a concerted effort to infuse multicultural components into all courses. Students are required to take a Multicultural Counseling course and faculty felt this subject was too important to be relegated to a single course. The data would suggest that students are thinking in broader terms. This course is considering moving from a summer course to a semester course.

**These Findings are associated with the following Actions:**

**Formal Rubric**

(Action Plan; 2014-2015 Assessment Cycle)

**3.2: Students will assist K-12 students with career decisions**

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

▼ **Measure:** MyPlan Assignment  
Direct - Student Artifact

**Details/Description:** Source of assessment:COUN 635

**Target:**

**Implementation Plan (timeline):** August 2015 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

**Findings** for MyPlan Assignment

**Summary of Findings:** i. Students will be assessed on their Case Presentation assignment in Counseling Practicum, COUN 634. The average score was 22.5 points. Please see Data Sheet for 2014-2015. Students will be scored on the Assessment Packet assignment in Psychological Appraisal in Counseling, COUN 628. The average score was 46 out of 50.

ii. Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A



detailed rubric has been created and given to each student. Please see Data Sheet for 2013-2014. Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.9. No student scored below a 2 in this category. iii. Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A detailed rubric has been created and given to each student. Please see Data Sheet for 2014-2015 for aggregated data. Target score on this assignment was 20 points. The average score was 22.68. We were pleased that all students scored above the target.

**Results:** Target Achievement: Met

**Recommendations :** Case presentations would be restricted to diverse students/family situations. The majority of case presentations involved students from low SES and multi-racial backgrounds.

**Reflections/Notes :** Faculty has made a concerted effort to infuse multicultural components into all courses. Students are required to take a Multicultural Counseling course and faculty felt this subject was too important to be relegated to a single course. The data would suggest that students are thinking in broader terms.

**These Findings are associated with the following Actions:**

**Students could track the diversity of the K-12 students that they serve.**  
(Action Plan; 2014-2015 Assessment Cycle)

**3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student**

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:**

**Implementation Plan (timeline):** May 2015 and every three years thereafter

**Responsible Individual(s):** Program Coordinator and Course Instructor

**Findings for Case Presentation**

**Summary of Findings:** i. Students will be scored on the Assessment Packet assignment in Psychological Appraisal in Counseling, COUN 628. Please see Data Sheet for aggregated student scores. The minimum score for this assignment was 40 points which equates to a "B." The average score was 46. One student scored below target as was asked to re-write the assignment. ii. Students will be assessed on their Case Presentation assignment in Counseling Practicum, COUN 634. Please see Data Sheet for 2014-2015. The average student score was 22.5. The target score was 20 points. We are pleased that the first year students were able to meet their target as a group. Students who scored below the target re-wrote sections in which they scored low. iii. Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A detailed rubric has been created and given to each student. Please see Data Sheet for 2014-2015 for aggregated data. Minimum score on this assignment was 20 points. The average score was 22.68. We were pleased that all students scored above the target.

**Results:** Target Achievement: Met

**Recommendations :** Students would be required to include a minimum number of formal assessments during internship. This has been implemented slowly due to access to assessment.

**Reflections/Notes :** Faculty has continued to emphasize the importance of standardized assessments. There has been anecdotal evidence to suggest that students are incorporating them more often. This has been a sticky issue in the K-12 environment as school counselors are not licensed to administer the same instruments as other professionals and there is some boundary issues at the students field placements. Knowing that, we have taken a crawl, walk, run approach.

**Overall Recommendations**

*No text specified*

## Overall Reflection

No text specified

## Action Plan

### Actions

#### 1. MED in School counseling October 2012

##### 3: Students will demonstrate the ability to select appropriate assessment strategies

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

##### 3.1: Students will utilize a variety of instruments to assess individual strengths and needs

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

##### ▼ Action: Formal Rubric

##### This Action is associated with the following Findings

##### Findings for Assessment Packet

(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

**Summary of Findings:** i. Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A detailed rubric has been created and given to each student. Please see Data Sheet for 2014-2015 for aggregated data. Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.9. No student scored below the target score.

ii. Students will be assessed on formal paper written in Multicultural Counseling, COUN 666. These scores will be collected in August of 2014. Students scored an average of 49 out of 50.

iii. Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666. These scores will be collected in August of 2014. The average score was 49 out of 50 points.

**Action Details:** A formal rubric could be developed for scoring personal process journals. This is still in progress

**Implementation Plan (timeline):** Develop guidelines for personal process journals from Multicultural Counseling, COUN 666, will be reported in May of 2016

**Key/Responsible Personnel:** The program coordinator will collect all data for TaskStream. The program coordinator at this time is Dr. Tonya Balch

**Measures:** Data collected in May of 2016.

**Resource Allocations:** No additional resources are necessary.

**Priority:** High

##### 3.2: Students will assist K-12 students with career decisions

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

##### ▼ Action: Students could track the diversity of the K-12 students that they serve.

##### This Action is associated with the following Findings

##### Findings for MyPlan Assignment

(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

**Summary of Findings:** i. Students will be assessed on their Case Presentation assignment in Counseling Practicum, COUN 634. The average score was 22.5 points. Please see Data Sheet for 2014-2015. Students will be scored on the Assessment Packet assignment in Psychological Appraisal in Counseling, COUN 628. The average score was 46 out of 50.

ii. Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A detailed rubric has been created and given to each student. Please see Data Sheet for 2013-2014.

Target score on the assignment was 20 points. In looking specifically at the row for Multicultural Issues/Considerations, the average score was 2.9. No student scored below a 2 in this category. iii. Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A detailed rubric has been created and given to each student. Please see Data Sheet for 2014-2015 for aggregated data. Target score on this assignment was 20 points. The average score was 22.68. We were pleased that all students scored above the target.

**Action Details:** Students could track the diversity of the K-12 students that they serve.

**Implementation Plan (timeline):** Data from Formal Case Presentations, Identifying Data section, will be gathered in May of 2016.

**Key/Responsible Personnel:** The course instructor in conjunction with the program coordinator will collect data during Internship, COUN 739B. At this time, the course instructor is Dr. Tonya Balch

**Measures:**

**Resource Allocations:**

**Priority:** Medium

**3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student**

*No actions specified*

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

 **Status Report**

**Action Statuses**

**1. MED in School counseling October 2012**

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Action:** Formal Rubric

**Action Details:** A formal rubric could be developed for scoring personal process journals. This is still in progress

**Implementation Plan (timeline):** Develop guidelines for personal process journals from Multicultural Counseling, COUN 666, will be reported in May of 2016

**Key/Responsible Personnel:** The program coordinator will collect all data for TaskStream. The program coordinator at this time is Dr. Tonya Balch

**Measures:** Data collected in May of 2016.

**Resource Allocations:** No additional resources are necessary.

**Priority:** High

**Status for Formal Rubric**

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Develop guidelines for personal process journals from Multicultural Counseling, COUN 666.

**3.2: Students will assist K-12 students with career decisions**

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

▼ **Action:** Students could track the diversity of the K-12 students that they serve.

**Action Details:** Students could track the diversity of the K-12 students that they serve.

**Implementation Plan (timeline):** Data from Formal Case Presentations, Identifying Data section, will be gathered in May of 2016.

**Key/Responsible Personnel:** The course instructor in conjunction with the program coordinator will collect data during Internship, COUN 739B. At this time, the course instructor is Dr. Tonya Balch

**Measures:**

**Resource Allocations:**

**Priority:** Medium

**Status for Students could track the diversity of the K-12 students that they serve.**

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Data from Formal Case Presentations, Identifying Data section, will be gathered in May of 2015.

**3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student**

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

*No actions specified*

**Status Summary**

*No text specified*

**Summary of Next Steps**

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*No text specified*

## 2015-2016 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

### 1. MED in School counseling October 2012

#### 1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

##### 1.1: Students will identify multicultural aspects of K-12 students.

###### ▼ Measure: Case Presentation Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A minimum acceptable level is a "B" which translates to 20 points. Multicultural Counseling Issues/Considerations cell should be a minimum of 2 points.

**Implementation Plan (timeline):** Data from the Case Presentation, specifically the cell, Multicultural Counseling Issues/Consideration in Internship, COUN 739B, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Internship, COUN 739B. Dr. Tonya Balch is the instructor for 2015-2016.

##### 1.2: Students will synthesize readings and demonstrate cultural self-awareness

Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.

###### ▼ Measure: Formal Paper COUN 666 Direct - Student Artifact

**Details/Description:** Students will be assessed on formal paper written in Multicultural Counseling, COUN 666.

**Target:** Students will be assessed on formal paper written in Multicultural Counseling, COUN 666. A minimum acceptable level is a "B" which translates to 32 points.

**Implementation Plan (timeline):** Data from Cultural Immersion Experience in Multicultural Counseling, COUN 666, will be gathered in August 2016.

**Responsible Individual(s):** Course Instructor for Multicultural Counseling, COUN 666. Dr. Tonya Balch is the instructor for 2015-2016.

##### 1.3: Students will develop a personal growth plan

Students will analyze self-reflections relative to diversity and develop a personal growth plan.

###### ▼ Measure: Personal Process Journals Direct - Student Artifact

**Details/Description:** Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666.

**Target:** Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666. A minimum acceptable level is a "B" which translates to 116 points.

**Implementation Plan (timeline):** Data from Personal Process Journals, in Multicultural Counseling, COUN 666, will be collected in August 2016.

**Responsible Individual(s):** Course Instructor for Multicultural Counseling, COUN 666. Dr. Tonya Balch is the instructor for 2015-2016.

## 2: Student will demonstrate the ability to assess K-12 students

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

### 2.1: Students will identify strengths and needs of K-12 students

Students will identify strengths and needs of K-12 students.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** Data from the Case Presentation in Counseling Practicum, COUN 634, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Counseling Practicum, COUN 634. Dr. Tonya Balch is the instructor for 2015-2016.

### 2.2: Students will identify impact of multicultural issues

Students will identify how multicultural issues can impact classroom guidance and individual counseling.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628

**Target:** Students will be scored on the Assessment Packet assignment in Psychological Appraisal in Counseling, COUN 628. A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** Data from the Assessment Packet Assignment in Psychological Appraisal in Counseling, COUN 628, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Psychological Appraisal in Counseling, COUN 628. Dr. Anna Viviani is the instructor for 2016.

### 2.3: Students will utilize a variety of instruments to assess individual strengths and needs

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Data Collection and Analysis, should be a minimum of 2 points.

**Implementation Plan (timeline):** Data from the Case Presentation, specifically the cell, Data Collection and Analysis in Internship, COUN 739B, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Internship, COUN 739B. Dr. Tonya Balch is the instructor for 2015-2016.

### 2.4: Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences

Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual clients. (H3)

*No measures specified*

### 2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and

*No measures specified*

experiences. (J2)

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** Data from the Assessment Packet Assignment in Psychological Appraisal in Counseling, COUN 628, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Psychological Appraisal in Counseling, COUN 628. Dr. Anna Viviani is the instructor for 2016.

**3.2: Students will assist K-12 students with career decisions**

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** Data from the Case Presentation in Counseling Practicum, COUN 634, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Counseling Practicum, COUN 634. Dr. Tonya Balch is the instructor for 2015-2016. r

**3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student**

Students will synthesize information from a variety of assessments and data sources to develop a treatment plan for a K-12 student.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** Data from the Case Presentation, specifically the cell, Data Collection and Analysis in Internship, COUN 739B, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Internship, COUN 739B. Dr. Tonya Balch is the instructor for 2015-2016

 **Assessment Findings**

**Finding per Measure**

**1. MED in School counseling October 2012**

**1: Students will demonstrate skills needed to relate to diverse individuals, groups and classrooms.**

Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (D1)

**1.1: Students will identify multicultural aspects of K-12 students.**

▼ **Measure:** Case Presentation  
Direct - Student Artifact





**Details/Description:** Source of assessment: COUN 739B

**Target:** Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A minimum acceptable level is a "B" which translates to 20 points. Multicultural Counseling Issues/Considerations cell should be a minimum of 2 points.

**Implementation Plan (timeline):** Data from the Case Presentation, specifically the cell, Multicultural Counseling Issues/Consideration in Internship, COUN 739B, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Internship, COUN 739B. Dr. Tonya Balch is the instructor for 2015-2016.

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**Findings for Case Presentation**

*No Findings Added*

**1.2: Students will synthesize readings and demonstrate cultural self-awareness**

Students will synthesize readings with experiential learning and demonstrate an understanding of cultural self-awareness.

▼ **Measure:** Formal Paper COUN 666  
Direct - Student Artifact

**Details/Description:** Students will be assessed on formal paper written in Multicultural Counseling, COUN 666.

**Target:** Students will be assessed on formal paper written in Multicultural Counseling, COUN 666. A minimum acceptable level is a "B" which translates to 32 points.

**Implementation Plan (timeline):** Data from Cultural Immersion Experience in Multicultural Counseling, COUN 666, will be gathered in August 2016.

**Responsible Individual(s):** Course Instructor for Multicultural Counseling, COUN 666. Dr. Tonya Balch is the instructor for 2015-2016.

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**Findings for Formal Paper COUN 666**

*No Findings Added*

**1.3: Students will develop a personal growth plan**

Students will analyze self-reflections relative to diversity and develop a personal growth plan.

▼ **Measure:** Personal Process Journals  
Direct - Student Artifact

**Details/Description:** Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666.

**Target:** Students' reflection and synthesis of readings will be evaluated by scores on Personal Process Journals, Multicultural Counseling, COUN 666. A minimum acceptable level is a "B" which translates to 116 points.

**Implementation Plan (timeline):** Data from Personal Process Journals, in Multicultural Counseling, COUN 666, will be collected in August 2016.

**Responsible Individual(s):** Course Instructor for Multicultural Counseling, COUN 666. Dr. Tonya Balch is the instructor for 2015-2016.

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**Findings for Personal Process Journals**

*No Findings Added*

**2: Student will demonstrate the ability to assess K-12 students**

Student will demonstrate the ability to assess and interpret K-12 students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)

**2.1: Students will identify strengths and needs of K-12 students**

Students will identify strengths and needs of K-12 students.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** Data from the Case Presentation in Counseling Practicum, COUN 634, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Counseling Practicum, COUN 634. Dr. Tonya Balch is the instructor for 2015-2016.

**Findings for Case Presentation**

*No Findings Added*

**2.2: Students will identify impact of multicultural issues**

Students will identify how multicultural issues can impact classroom guidance and individual counseling.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628

**Target:** Students will be scored on the Assessment Packet assignment in Psychological Appraisal in Counseling, COUN 628. A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** Data from the Assessment Packet Assignment in Psychological Appraisal in Counseling, COUN 628, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Psychological Appraisal in Counseling, COUN 628. Dr. Anna Viviani is the instructor for 2016.

**Findings for Assessment Packet**

*No Findings Added*

**2.3: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A minimum acceptable level is a "B" which translates to 20 points. In cell corresponding to Data Collection and Analysis, should be a minimum of 2 points.

**Implementation Plan (timeline):** Data from the Case Presentation, specifically the cell, Data Collection and Analysis in Internship, COUN 739B, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Internship, COUN 739B. Dr. Tonya Balch is the instructor for 2015-2016.

**Findings for Case Presentation**

*No Findings Added*

**2.4: Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences**

*No measures specified*

Students will demonstrate the ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual clients. (H3)

**2.5: Students will demonstrate the ability to develop measurable outcomes for activities, interventions, and experiences. (J2)**

*No measures specified*

**3: Students will demonstrate the ability to select appropriate assessment strategies**

Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a K-12 students' academic, career, and personal/social development. (H2)

**3.1: Students will utilize a variety of instruments to assess individual strengths and needs**

Students will identify and utilize a variety of instruments to assess individual strengths and needs.

▼ **Measure:** Assessment Packet  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 628

**Target:** A minimum acceptable level is a "B" which translates to 40 points.

**Implementation Plan (timeline):** Data from the Assessment Packet Assignment in Psychological Appraisal in Counseling, COUN 628, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Psychological Appraisal in Counseling, COUN 628. Dr. Anna Viviani is the instructor for 2016.

**Findings for Assessment Packet**

*No Findings Added*

**3.2: Students will assist K-12 students with career decisions**

Students will identify a variety of instruments and assessments to assist K-12 students with career decisions.

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 634

**Target:** A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** Data from the Case Presentation in Counseling Practicum, COUN 634, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Counseling Practicum, COUN 634. Dr. Tonya Balch is the instructor for 2015-2016. r

**Findings for Case Presentation**

*No Findings Added*

**3.3: Students will synthesize information from a variety of data sources to develop a treatment plan for a K-12 student**

Students will synthesize information from a variety of assessments and data

▼ **Measure:** Case Presentation  
Direct - Student Artifact

**Details/Description:** Source of assessment: COUN 739B

**Target:** Students will be assessed on their Case Presentation assignment in Internship, COUN 739B. A minimum acceptable level is a "B" which translates to 20 points.

**Implementation Plan (timeline):** Data from the Case Presentation, specifically the cell, Data

sources to develop a treatment plan for a K-12 student.

Collection and Analysis in Internship, COUN 739B, will be collected in May 2016.

**Responsible Individual(s):** Course Instructor for Internship, COUN 739B. Dr. Tonya Balch is the instructor for 2015-2016

**Findings for Case Presentation**

*No Findings Added*

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

 **Action Plan**

 **Status Report**

## 2016-2017 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2017-2018 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2018-2019 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2019-2020 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**



# Appendix

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- A. **MED in School Counseling October 2012** (Curriculum Map)
  - B. **Student Handbook** (Adobe Acrobat Document)
  - C. **School Counseling Assessment Plan 2001** (Adobe Acrobat Document)
  - D. **School Counseling** (Microsoft Word)
  - E. **School Counseling M.Ed. Work Sample Assessment** (Adobe Acrobat Document)
  - F. **Data for Coun 634 - Case Presentation** (Excel Workbook (Open XML))
  - G. **School Counseling M.Ed. Work Sample Assessment** (Adobe Acrobat Document)
  - H. **School Counseling 2011-2012 Data.pdf** (Adobe Acrobat Document)
  - I. **School Counseling 2011-2012 Data.pdf** (Adobe Acrobat Document)
  - J. **School Counseling Data Sheet 2012-2013.pdf** (Adobe Acrobat Document)
  - K. **School Counseling Data Sheet 2012-2013.pdf** (Adobe Acrobat Document)
  - L. **School Counseling Data Sheet 2012-2013.pdf** (Adobe Acrobat Document)
  - M. **School Counseling Data Sheet 2012-2013.pdf** (Adobe Acrobat Document)
  - N. **School Counseling Data Sheet 2012-2013.pdf** (Adobe Acrobat Document)
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  - P. **Action Plan 2013-2014** (Word Document (Open XML))
  - Q. **Action Plan 2013-2014** (Word Document (Open XML))
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**Department of Counseling**  
**Student Outcome Assessment**  
**for**  
**Master's Programs**  
**In**  
**Counseling Psychology**  
**~~Marriage and Family Therapy~~**  
**School Counseling**  
**~~Student Affairs Administration~~**  
**December 14, 2001**

**Will Barratt**  
**Reece Chaney**  
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**Laurie Passmore**

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## Introduction

Members of the Department of Counseling have been developing and conducting on-going evaluation strategies for several years that include the evaluations of program context, program design and inputs, program process and student learning outcomes.

The student outcome assessment and program enhancement needs of each specialty program are addressed in unique ways, but the core practices, as defined by the eight core areas from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) are similar across the programs. Core curriculum evaluations reflect common CACREP program components and program standards, employing similar strategies. Evaluations in the four Master's programs reflect unique program components, student learning outcomes and program standards. The integration of these two types of evaluations is central in our evaluation strategy in the Department.

The following five global student learning outcomes have been identified by members of the Department of Counseling as central to our mission and objectives. The five outcomes listed in this document include reference to standards promulgated for all programs by CACREP and by other organizations which have promulgated standards for professional preparation. These standards specifically articulate program design and student learning outcomes in specialty areas. Specific student learning outcomes for each of the four Master's programs are articulated in the Appended CACREP Standards used for self-study and accreditation.

Program	Standards used
<b>Counseling Psychology MS</b>	CACREP
<b>Marriage and Family Therapy MS</b>	CACREP, Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE)
<b>School Counseling MEd</b>	CACREP, Indiana Public Standards Board (IPSB)
<b>Student Affairs Administration</b>	CACREP, Council for the Advancement of Standards (CAS).

The knowledge and skills necessary for professional counselors and student affairs professionals have been outlined by professional organizations. We have summarized these outcomes into the following five points.

- The student will demonstrate the knowledge criteria articulated in the appropriate CACREP, AAMFT, IPSB, CAS and other standards.
- The student will demonstrate the skill criteria articulated in the appropriate CACREP, AAMFT, IPSB, CAS and other standards.
- The student will demonstrate knowledge and use of appropriate professional ethics.

- The student will demonstrate knowledge and skill in working with diverse individuals, groups, families and organizations.
- The student will participate in professional activities, such as attending professional meetings, publishing papers, and conducting presentations.

## **Program Missions**

### **Counseling Psychology**

The purpose of the master's degree program in counseling psychology is to provide the highest quality training in professional counseling and mental health service delivery. Emphasis is on training for professional practice at the master's level but the program also serves as the first step for those interested in pursuing doctoral study in counseling psychology. Careful attention is paid to those values which support our approach to training in counseling psychology. Those values can be divided into two domains. Scientific conceptualization – which is a commitment to scientific investigation, a psychological approach to problem solving, and critical thinking; and Interpersonal values which support and inform relationships with others, including compassion, self-awareness, genuineness, a commitment to justice, and a authentic appreciation for diversity. The program's philosophy of training is student-centered and developmentally based.

### **Marriage and Family Therapy**

The MFT program is designed to develop counselor/therapists for agencies, hospitals, medical clinics, residential schools and increasingly school-related settings for work with children, adolescents, families and couples. The goal is to increase the number of MFT license eligible quality therapists who are capable of working with life-span developmental issues encountered in an increasingly significant number in the population.

The Marriage and Family Therapy program trains counselors/therapists to deal with mental health, life adjustment and relational issues from a brief, interactional perspective. The methods employed are demonstrably effective treatment methodologies that are demanded by managed care markets and lawmakers across the political spectrum.

### **Student Affairs Administration**

The mission of Indiana State University's Student Affairs Administration program is three fold:

1. Educational - to provide a forum for students where learning, educational discussions and development can occur.
2. Experiential - to promote leadership opportunities and experiences for our students through assistantships, Field Work classes, volunteer work, and interaction with student affairs professionals.
3. Personal- to promote an environment where students have the opportunity to explore individual interests, self analyze, and develop personal strategies to manage one's own strengths.

Through interactions with students, classes, field work experiences, assistantships and co-curricular activities, students become independent learners, taking responsibility for their own education. Graduate students are young professionals who lack a fully developed skill and knowledge base. Supervised professional practice experiences are designed to develop this skill and knowledge base.

## **School Counseling**

The School Counselor program seeks to educate prospective school counselors for the 21st century as advocates and agents of change who are capable of assessing, developing, implementing, and sustaining programs for youth which will enable them to become full participants in our diverse society.

We believe that school counselors play an important role in the creation of an educational environment which fosters the stated beliefs. School counselors are in the unique position to understand the needs of students and their families and to design and coordinate learning experiences to meet those needs. They are accountable for services to students, parents, and teachers and are knowledgeable concerning comprehensive school counseling programs. They are committed to quality educational opportunities and foster high achievement for all.

The School Counselor Program at Indiana State University will provide a variety of opportunities in which students will gain knowledge and experience in:

- applying an understanding of educational, political, economic, systemic and psychosocial forces in the development of programs to meet the diverse needs of society, the community and the individual learner, whether in a rural or urban community;
- developing collaborative programs based upon student needs among

schools, community, business, industry and government;

- applying an understanding of the needs of low-income, minority, and at-risk students and their families in the development of programs and activities designed to "close the achievement gap;" and,
- applying a global perspective to the career and life planning needs of all students and their families.

This vision will become a reality when the school counselors, particularly graduates of the School Counselor Program at Indiana State University, have 100% of their students:

- achieve appropriately in a rigorous course of study
- have a variety of caring individuals who are actively involved in their education
- aspire to and experience success in post-secondary educational experiences

## **Intended Student Learning Outcomes**

The student learning outcomes below provide the basis for evaluating the four counselor education programs in Counseling Psychology, Marriage and Family Therapy, School Counseling and Student Affairs Administration. The learning outcomes are based on the CACREP model.

1. Students will develop a knowledge base relevant to their profession.
2. Students will develop knowledge and skill relevant to scholarly activity research and inquiry.
3. Students will develop knowledge of diversity in their academic career at ISU.
4. Students will develop appropriate clinical knowledge and skills.
5. Students will develop knowledge of professional ethics and standards and apply these ethics and standards.
6. Students will develop an appropriate professional identification.

The tables below outline specific assessment tools, data collection, analysis for research and creativity activities, and using the results for program enhancements for all the programs in Counseling Psychology, Marriage and Family Therapy, School Counseling and Student Affairs Administration.

**Students will develop a knowledge base relevant to their profession.**

Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity (Graduate Program)	Using the Results for Program Enhancement
<ul style="list-style-type: none"> <li>In-class examinations, papers, projects, and final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of program effectiveness by CACREP Committee and Program Committees.</li> </ul>
<ul style="list-style-type: none"> <li>Student portfolios for SC, SAA</li> </ul>	<ul style="list-style-type: none"> <li>Annual examination of portfolios for each graduating students.</li> </ul>	<ul style="list-style-type: none"> <li>Annually evaluated for evidence of scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Multi-year reviews to enhance program content.</li> </ul>
<ul style="list-style-type: none"> <li>Counselor Preparation Comprehensive Exam (CPCE) Exam for MCP</li> </ul>	<ul style="list-style-type: none"> <li>Annual administration of the CPCE for graduating students</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of aggregate student performance relevant to research.</li> </ul>	<ul style="list-style-type: none"> <li>Annual reviews of performance data and comparisons with local and national norms by Program Committee.</li> </ul>
<ul style="list-style-type: none"> <li>Faculty and supervisor evaluation of student performance</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of grade distribution for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual comparisons of ISU student performance with national data when available, and previous ISU student groups by Program Committee.</li> </ul>
<ul style="list-style-type: none"> <li>Student evaluations of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based evaluation of course, material, faculty and supervision.</li> <li>Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Composite of student evaluations reviewed by Program Committee</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the content, delivery and perceived quality of the program.</li> <li>Enhance student placements and supervision.</li> <li>Revise course assignments, delivery and participation.</li> </ul>



Students will develop knowledge and skill relevant to scholarly activity research and inquiry.				
Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity (Graduate Program)	Using the Results for Program Enhancement	
<ul style="list-style-type: none"> <li>In-class examinations, papers, projects, and final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of program effectiveness by CACREP Committee and Program Committees.</li> </ul>	
<ul style="list-style-type: none"> <li>Student portfolios for SC, SAA.</li> </ul>	<ul style="list-style-type: none"> <li>Annual examination of portfolios for each graduating students.</li> </ul>	<ul style="list-style-type: none"> <li>Annually evaluated for evidence of scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Multi-year reviews to enhance program content.</li> </ul>	
<ul style="list-style-type: none"> <li>Counselor Preparation Comprehensive Exam (CPCE) Exam for MCP</li> </ul>	<ul style="list-style-type: none"> <li>Annual administration of the CPCE for graduating students</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of aggregate student performance relevant to research.</li> </ul>	<ul style="list-style-type: none"> <li>Annual reviews of performance data and comparisons with local and national norms by Program Committee.</li> </ul>	
<ul style="list-style-type: none"> <li>Faculty and supervisor evaluation of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of grade distribution for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual comparisons of ISU student performance with national data when available, and previous ISU student groups by Program Committee.</li> </ul>	
<ul style="list-style-type: none"> <li>Student evaluations of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based evaluation of course, material, faculty and supervision.</li> <li>Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Composite of student evaluations reviewed by Program Committee</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the content, delivery and perceived quality of the program.</li> <li>Enhance student placements and supervision.</li> <li>Revise course assignments, delivery and participation.</li> </ul>	

Students will develop knowledge of diversity in their academic career at ISU.				
Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity (Graduate Program)	Using the Results for Program Enhancement	
<ul style="list-style-type: none"> <li>In-class examinations, papers, projects, and final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of program effectiveness by CACREP Committee and Program Committees.</li> </ul>	
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<ul style="list-style-type: none"> <li>Counselor Preparation Comprehensive Exam (CPCE) Exam for MCP</li> </ul>	<ul style="list-style-type: none"> <li>Annual administration of the CPCE for graduating students</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of aggregate student performance relevant to research.</li> </ul>	<ul style="list-style-type: none"> <li>Annual reviews of performance data and comparisons with local and national norms by Program Committee.</li> </ul>	
<ul style="list-style-type: none"> <li>Faculty and supervisor evaluation of student performance</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of grade distribution for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual comparisons of ISU student performance with national data when available, and previous ISU student groups by Program Committee.</li> </ul>	
<ul style="list-style-type: none"> <li>Student evaluations of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based evaluation of course, material, faculty and supervision.</li> <li>Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Composite of student evaluations reviewed by Program Committee</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the content, delivery and perceived quality of the program.</li> <li>Enhance student placements and supervision.</li> <li>Revise course assignments, delivery and participation.</li> </ul>	

<b>Students will develop appropriate clinical knowledge and skills.</b>			
Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity (Graduate Program)	Using the Results for Program Enhancement
<ul style="list-style-type: none"> <li>• Audio and video tapes and work samples of clinical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzed for the use of theory, research and references to literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Skill assessment devices for clinical practice and narrative evaluations of clinical performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzed using 'best practice' in the use of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Clinical comprehensive examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual administration of comprehensive exams for graduating students.</li> </ul>	<ul style="list-style-type: none"> <li>• References to scholarship in the examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Practicum and Internship class case presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of scholarship, research and inquiry into case presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Clinical case notes and time-task logs.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based review of clinical notes collected for portfolio at the semester's end.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Faculty and Supervisor evaluation of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluations.</li> <li>• Annual review of grade distribution for all students.</li> <li>• Semester based evaluation of "outliers" in clinical progress by Program Committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance student time management and skill effectiveness in clinical supervision.</li> </ul>

<ul style="list-style-type: none"> <li>• Student evaluations of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based course, material, faculty and supervision evaluations.</li> <li>• Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the content, delivery and perceived quality of the program.</li> <li>• Enhance student placements and supervision</li> <li>• To improve supervisory roles.</li> </ul>
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**Students will develop knowledge of professional ethics and standards and apply these ethics and standards.**

Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity (Graduate Program)	Using the Results for Program Enhancement
<ul style="list-style-type: none"> <li>In-class examinations, papers projects, ethics case studies and final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>References to scholarship in papers on ethics.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of program effectiveness by CACREP Committee and Program Committees.</li> </ul>
<ul style="list-style-type: none"> <li>Audio and video tape work samples of clinical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>Case analysis reviewed for ethical scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing clinical experiences</li> </ul>
<ul style="list-style-type: none"> <li>Skill assessment devices for clinical practice and narrative evaluations of clinical performance.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing clinical experiences</li> </ul>
<ul style="list-style-type: none"> <li>Clinical case notes and time-task logs.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based review of clarity, readability and succinctness of written work.</li> </ul>	<ul style="list-style-type: none"> <li>Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing clinical experiences</li> </ul>
<ul style="list-style-type: none"> <li>Faculty and Supervisor evaluation of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of grade distribution for all students.</li> <li>Semester based evaluation of "outliers" in clinical progress by Program Committees.</li> </ul>	<ul style="list-style-type: none"> <li>Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance student time management and skill effectiveness in clinical supervision.</li> </ul>

<ul style="list-style-type: none"> <li>• Student evaluations of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based course, material, faculty and supervision evaluations.</li> <li>• Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the content, delivery and perceived quality of the program.</li> <li>• Enhance student placements and supervision</li> <li>• To improve supervisory roles.</li> </ul>
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<b>Students will develop an appropriate professional identification.</b>				
Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity (Graduate Program)	Using the Results for Program Enhancement	
<ul style="list-style-type: none"> <li>In-class examinations, papers projects, and final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Membership and participation.</li> <li>Participation frequency.</li> <li>Work analyzed for references to contemporary scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>Course and socialization enhancement.</li> </ul>	
<ul style="list-style-type: none"> <li>Membership, attendance participation, licensure examination</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Work analyzed for references to contemporary scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>Orientation and socialization enhancement.</li> </ul>	
<ul style="list-style-type: none"> <li>Submission of programs to conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>Course and socialization enhancement.</li> </ul>	
<ul style="list-style-type: none"> <li>Faculty and Supervisor evaluation of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>Course and socialization enhancement.</li> </ul>	
<ul style="list-style-type: none"> <li>Student evaluations of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the content, delivery and perceived quality of the program.</li> <li>Enhance placements and supervision.</li> </ul>	

## **Review of the Outcomes Assessment Plan**

The following sections present a listing of the items presented in the table above.

### **Assessment Tools and Methods**

The following is a list of the assessment tools and methods included in the tables above that are being used in the assessment of student learning to evaluate program effectiveness.

- Audio and video tape work samples of clinical activities.
- Clinical case notes and time-task logs.
- CPCE Exam for MCP
- Faculty and supervisor evaluation of student performance.
- In-class examinations, papers projects, and final examinations.
- Membership, attendance participation, licensure examination
- Practicum case presentations.
- Skill assessment devices for clinical practice and narrative evaluations of clinical performance.
- Student evaluations of courses, instructional material, teaching and supervision.
- Student portfolios for SC, SAA.
- Submission of programs to conferences.

### **Data Collection Methodology and Time Line**

The following is a list of the data collection methodology and time line included in the tables above that are being used in the assessment of student learning to evaluate program effectiveness. Data is collected appropriate to each assessment tool and method. Data from multiple sources is used in evaluation of student performance, and in evaluation of program effectiveness.

#### **Semester Based Data Collection Activities:**

- Semester based course, material, faculty and supervision evaluations.
- Semester based evaluation of “outliers” in clinical progress by Program Committees.
- Semester based evaluation of course, material, faculty and supervision.
- Semester based faculty evaluations of class work.
- Semester based faculty evaluations.
- Semester based review of clarity, readability and succinctness of written work.



- Semester based review of clinical notes collected for portfolio at the semester's end.
- Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.

### **Annual Data Collection Activities:**

- Annual administration of comprehensive exams for graduating students.
- Annual administration of the CPCE for graduating students.
- Annual examination of portfolios for each graduating student.
- Annual review of distribution of student ratings of course material, faculty and supervision.
- Annual review of grade distribution for all students.
- Annual review of student performance by Program Committee.

### **Analysis for Research/Creative Activity (Graduate Program)**

The following is a list of the analysis methods of student research and creative activity used to determine program effectiveness. Data that focuses on scholarly activity, research and inquiry is collected as part of the Department's assessment of student learning outcomes and program effectiveness.

- Analyzed for the use of theory, research and references to literature.
- Analyzed using 'best practice' in the use of inquiry.
- Annual review of aggregate student performance relevant to research.
- Annual review of student performance relevant to scholarly activity and research by Program Committee.
- Annually evaluated for evidence of scholarly activity and research by Program Committee.
- Based on models from effective the literature.
- Case analysis reviewed for ethical scholarship.
- Composite of student evaluations reviewed by Program Committee
- Integration of scholarship, research and inquiry into case presentation.
- Membership and participation.
- Participation frequency.
- References to scholarship in papers on ethics.
- References to scholarship in the examination.
- Semester based review of student performance relevant to scholarly activity and research by Program Committee.
- Work analyzed for references to contemporary scholarship.

## Using the Results for Program Enhancement

The following is a list of the ways in which assessment information will be to evaluate program effectiveness. Evaluation information about student learning outcomes will be used to enhance program effectiveness in the following four areas:

### Use of Results Annually

**Course revision.** Course syllabus, readings and assignments will be modified in light of evaluation results of student learning outcomes.

**Pedagogical revision.** Pedagogical methods will be changed to enhance the effectiveness of the student learning experience.

**Curriculum revision.** Program curriculum, the courses required for a degree, will be modified based on the results of these evaluations.

**Student Assessment revision.** Changes to the assessments of student learning outcomes will result from this evaluation.

The list below summarizes material from the table above.

- Annual comparisons of ISU student performance with national data when available, and previous ISU student groups by Program Committee.
- Annual review of program effectiveness by CACREP Committee and Program Committees.
- Annual reviews of performance data and comparisons with local and national norms by Program Committee.
- Course and socialization enhancement.
- Enhance student placements and supervision.
- Enhance student time management and skill effectiveness in clinical supervision.
- Enhance the content, delivery and perceived quality of the program.
- Enhancing clinical experiences.
- Multi-year reviews to enhance program content.
- Orientation and socialization enhancement.
- Revise course assignments, delivery and participation.
- To improve supervisory roles.

### Use of Results Every Two Years

- CACREP program reviews of course content, pedagogy, curriculum and student assessments.

### **Use of Results Every Three Years**

- Interim CACREP Self-Study Report Submitted (Planned)

### **Use of Results Every Six Years**

- CACREP Self-Study Report Submitted (Planned)
- ISU Program Review Submitted

### **Summary**

Historically, student outcome and program effectiveness information have been regularly used for course, pedagogical curriculum and student assessment modifications. The AAMFT program curriculum was modified in 1999, the MCP program curriculum was modified in 2000 and modifications to the SAA and SC program curricular modifications have been submitted to faculty governance in Fall 2001.

Quality enhancements are an on-going process. Results of on-going evaluation are being used in the current CACREP self study, and will be used in the AAMFT annual reports due January 2002. Results have been used in the ISU program reviews of MCP in 2000-2001 and MFT 1999-2000, and in the AAMFT self-study that was conducted in 1999.

## **Appendix A - CACREP Standards for Marital, Couple, and Family Counseling/Therapy**

In addition to the common core curricular experiences outlined in Section II. K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

### **A. FOUNDATIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY**

1. history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;
2. structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling/therapy (e. g. , the International Association of Marriage and Family Counselors);
3. ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy (e. g. , the *ACA* and *IAMFC Code of Ethics*);
4. Implications of professional issues unique to marital, couple, and family counseling/therapy including recognition, reimbursement, and right to practice;
5. The role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and
6. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

### **B. CONTEXTUAL DIMENSIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY**

1. marital, couple, and family life cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems;
2. human sexuality issues and their impact on family and couple functioning, and strategies for their resolution; and
3. societal trends and treatment issues related to working with diverse family systems (e. g. , families in transition, dual-career couples, and blended families).

### **C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MARITAL, COUPLE, AND FAMILY COUNSELOR/THERAPISTS**

1. family systems theories and other relevant theories and their application in working with couples and families, and other systems (e. g. , legal, legislative, school and community systems) and with individuals;

2. interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions;
3. preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement;
4. specific problems that impede family functioning, including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution; and
5. research and technology applications in marital, couple, and family counseling/therapy.

#### D. CLINICAL INSTRUCTION

For the Marital, Couple, and Family Counseling/Therapy Program, the 600 clock hour internship (Standard III. H) occurs in a counseling setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C. 1 - 2. The requirement includes a minimum of 240 direct service clock hours, defined as work with couples, families, and individuals from a systems perspective, with the majority of the direct service clock hours occurring with couples and family units.

## **Appendix B – CACREP Standards For Mental Health Counseling Programs**

In addition to the common core curricular experiences outlined in Section II. K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

### **FOUNDATIONS OF MENTAL HEALTH COUNSELING**

1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling;
2. roles, functions, and professional identity of mental health counselors;
3. structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling;
4. implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status;
5. ethical and legal considerations related to the practice of mental health counseling (e. g. , the *ACA* and *AMHCA Code of Ethics*); and
6. the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in mental health counseling.

### **CONTEXTUAL DIMENSIONS OF MENTAL HEALTH COUNSELING**

1. assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems;
2. strategies for community needs assessment to design, implement, and evaluate mental health care programs and systems;
3. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and
4. management of mental health services and programs, including administration, finance, and budgeting, in the public and private sectors; principles and practices for establishing and maintaining both independent and group private practice; and concepts and procedures for determining outcomes, accountability, and cost containment.

## KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS

1. general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors;
2. general principles and practices for the promotion of optimal human development and mental health;
3. specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans;
4. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current *Diagnostic and Statistical Manual*;
5. application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches;
6. basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications;
7. principles and guidelines of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management;
8. knowledge and provision of clinical supervision, including counselor development;
9. the application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy; and
10. effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs that affect mental health services in general, and the practice of mental health counseling in particular.

## CLINICAL INSTRUCTION

For the Mental Health Counseling Program, the 600 clock hour internship (Standard III. H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C. 1-2. The requirement includes a minimum of 240 direct service clock hours. Beyond these 600 clock hours, the Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor as defined above. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours.

## Appendix C – CACREP Standards For School Counseling Programs

In addition to the common core curricular experiences outlined in Section II. K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

### A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
5. knowledge of the school setting, environment, and pre-K—12 curriculum;
6. current issues, policies, laws, and legislation relevant to school counseling;
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
10. ethical and legal considerations related specifically to the practice of school counseling (e. g. , the *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*).

### B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;
2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;
3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K—12 students in maximizing their academic, career, and personal/social development;
4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;



5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
7. knowledge of prevention and crisis intervention strategies.

### C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation
  - a. use, management, analysis, and presentation of data from school-based information (e. g. , standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;
  - b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e. g. , the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;
  - c. implementation and evaluation of specific strategies that meet program goals and objectives;
  - d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
  - e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
  - f. strategies for seeking and securing alternative funding for program expansion; and
  - g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.
  
2. Counseling and Guidance
  - a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;
  - b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;
  - c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
  - d. issues that may affect the development and functioning of students (e. g. , abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)
  - e. developmental approaches to assist all students and parents at points of educational transition (e. g. , home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

- f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
  - g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
  - h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
3. Consultation
- a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;
  - b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;
  - c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
  - d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

#### D. CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III. H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C. 1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

## **Appendix D – CACREP Standards For Student Affairs Programs**

In addition to the common core curricular experiences outlined in Section II. K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

### **A. FOUNDATIONS OF STUDENT AFFAIRS**

1. history and philosophy of student affairs in higher education;
2. issues and problems in student affairs in higher education;
3. the purpose and function of student affairs in higher education;
4. legal and ethical considerations specifically related to the practice of student affairs;
5. models for designing, managing, and evaluating student affairs programs, including the use of technological applications;
6. models and methodologies of program development and implementation that use professional standards and other resources; and
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in student affairs;

### **B. CONTEXTUAL DIMENSIONS OF STUDENT AFFAIRS**

1. historical and contemporary theories and student affairs;
2. characteristics of traditional and nontraditional college students;
3. impact of different kinds of college environments;
4. methods of needs analysis that are applicable to college student populations;
5. systematic assessment techniques that are applicable to higher education environments.

### **C. KNOWLEDGE AND SKILL REQUIREMENTS FOR STUDENT AFFAIRS PROFESSIONALS**

1. theories and models of organizational behavior, and consultation that include planning and evaluation of higher education programs;
2. theories, models and practices of leadership, organizational management, and program development;
3. methods of and approaches to organizational change, decision making, and conflict resolution;
4. strategies of group work that are applicable to the development of students in higher education and the management of the organizational structure;
5. theories and methods of personnel selection, supervision, and performance evaluation;
6. history of current practices of policy making, budgeting, and finance in higher education;

7. knowledge and skills related to personal and social planning and development for college student;
8. knowledge of issues that may affect the development and functioning of college students (e.g., attention deficit hyperactivity disorder, sexual assault, various disabilities, eating disorders, substance abuse, stress) and the methods and procedures for coping with and/or deterring them and promoting healthful living;
9. application of procedures to ensure academic success (e.g., study skills, tutoring, academic advising);
10. methods and procedures for promoting positive interpersonal relationships (e.g. interventions for gender identity issues, intimacy development);
11. methods and procedures for student leadership training and development; and
12. consultation skills for working with faculty, professional staff, and student families in areas related to student development and welfare.

#### D. CLINICAL INSTRUCTION

For the Student Affairs Program, the 600 clock hour internship (Standard III. H) occurs in a students affairs setting, under the supervision of a site supervisor, as defined by Section III, Standard C. 1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Student Affairs Programs).

## **Appendix E – CACREP Standards Section II K – Core Curriculum**

### **PROGRAM OBJECTIVES AND CURRICULUM**

K. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow.

1. **PROFESSIONAL IDENTITY** - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession, including significant factors and events;
- b. professional roles, functions, and relationships with other human service providers;
- c. technological competence and computer literacy;
- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. **SOCIAL AND CULTURAL DIVERSITY** - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- f. ethical and legal considerations.

3.HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a.theories of individual and family development and transitions across the life-span;
- b.theories of learning and personality development;
- c.human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d.strategies for facilitating optimum development over the life-span; and
- e.ethical and legal considerations.

4.CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

- a.career development theories and decision-making models;
- b.career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- c.career development program planning, organization, implementation, administration, and evaluation;
- d.interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- e.career and educational planning, placement, follow-up, and evaluation;
- f.assessment instruments and techniques that are relevant to career planning and decision making;
- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
- i.ethical and legal considerations.

5.HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- a.counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- b.an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- c.counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies.

Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d.a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e.a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f.integration of technological strategies and applications within counseling and consultation processes; and

g.ethical and legal considerations.

**6.GROUP WORK** - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a.principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b.group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c.theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d.group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e.approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f.professional preparation standards for group leaders; and

g.ethical and legal considerations.

**7.ASSESSMENT** - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a.historical perspectives concerning the nature and meaning of assessment;

b.basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

c.statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d.reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

- e.validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;
- f.age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g.strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h.an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i.ethical and legal considerations.

8.RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a.the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- b.research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c.use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d.principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- e. use of research to improve counseling effectiveness; and
- f.ethical and legal considerations.



## Program-Related Data

### For Assessment Day and UAS

#### *Program Field Experiences*

Complete the chart showing the relationship among the program's courses and the field experiences provided for all candidates. Programs in the initial teacher preparation program do not need to include student teaching hours, or field experiences taken as part of the professional education program in the College of Education

Course #/Title or Program Requirement	Purpose of Field Experience	Number of required hours in P-12 classroom	Candidate required tasks
<b>COUN 793B</b>	Classroom Developmental Guidance Lessons	15 Direct student services hours 60 total hours	<ol style="list-style-type: none"> <li>1. Observer school counselor</li> <li>2. Collaborate with staff to schedule time in the classroom</li> <li>3. Delivery relevant lessons to K-12 students in the classroom setting</li> </ol>
<b>COUN 634</b>	Individual Counseling sessions	40 hours of direct student services 100 total hours	Individual counseling with students K-12
<b>COUN 739B</b>	Internship	225 hours of direct student services 540 total hours	<ol style="list-style-type: none"> <li>1. Developmental guidance lessons</li> <li>2. individual counseling</li> <li>3. Group counseling</li> <li>4. Participation on School Improvement Committee</li> <li>5. Participation on student services team</li> <li>6. Participate in parent education event</li> <li>7. Plan and implement multicultural event</li> <li>8. Complete an action research</li> </ol>

### *Faculty*

Please provide a list of content faculty and the program chair responsible for the delivery of the program. Adjuncts teaching content courses should be included in the chart, if they are the sole providers of content or content-specific methods courses. Each faculty person is to be identified by highest degree attained, area of specialization, courses taught in the program, and additional responsibilities related to the program.

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
<b>Debra Leggett</b>	Ph.D.	Counselor Ed.	533, 615		2
<b>Catherine Tucker</b>	Ph.D.	Counselor Ed.	535, 793B, 634, 628, 739B		9
<b>Tonya Balch</b>	Ph.D.	Educational Leadership	793B, 634, 620, 739B, 738B	Program Coordinator	5
<b>Peg Bryer</b>	Ed.S.	School Psychology	634, 623, 739B		12

### *Programmatic Changes Made (2006-08)*

Please provide a description of any program-related changes made in the last 2 years and the reasons behind the change.

Change Made (curricular, operations, policies, etc.)	Changed based on what source of data?	Level of Data (Indicate Unit or Programmatic)
<b>Dropped COUN 595Q 1 credit hour</b>	Student feedback relative to efficacy of course	programmatic