

**College of Education and Affiliated Programs
Annual Assessment Report – Spring 2009
School Counseling**

Note: this report presents and analyzes data from the 2007-08 academic year and Fall 2008. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.

Background

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual Report?

The Master of Science in Counseling (School Counseling Option) and the Pupil Personnel Services School Counseling Credential Programs are designed to prepare counselors to work in elementary, middle, and high schools. Both programs support a comprehensive, developmental, and collaborative school counseling model. Based upon the American School Counselor Association's (ASCA) National Standards for K-12 School Counseling Programs and their National Model, our programs further support a balanced, holistic approach that considers the academic, career development, and personal/social needs of K-12 students. Graduates are expected to become proactive leaders who will advocate for their students and themselves, as counseling professionals working toward equity, achievement, and opportunity for all students.

For the 07/08 school year, there were two full-time faculty members and three part-time lecturers. This program is a high-demand program with well over 100 applicants per year. 26 students from this applicant pool matriculated in the 07/08 school year.

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1 Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.	Outcome 2 Describe and address key issues pertaining to counseling in school settings, including professional, ethical, and legal issues, and issues of diversity (including race/ethnicity, gender, disabilities, sexual orientation, and others).	Outcome 3 Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.	Outcome 4 Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.	Outcome 5 Employs counseling skills for effective individual counseling.	Outcome 6 Use technological tools for college and career exploration and relevant counselor resource websites.	Outcome 7 Critically interpret and evaluate school counseling related literature.	Outcome 8 Demonstrate effective written skills.	Outcome 9 Demonstrate effective oral communication skills.	Outcome 10 Articulate their personal philosophy of school counseling.	Outcome 11 Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.
Signature Assignment(s)	Facilitated discussion (695C)	Comp exam question 2	Final paper (644A)	Ethical dilemma present. (695C)	Counseling skills eval (607)	Topics-higher ed planning present (507)	Literature critique (695C)	Final paper (695C)	Ethical dilemma present. (695C)	Final paper (695C)	Final paper
National Standards	Counseling, prevention, intervention; Diversity & advocacy	Foundations; Diversity & advocacy	Foundations; Assessment; Collaboration & Consultation	Foundations	Counseling, prevention, intervention		Research & evaluation			Foundations	Foundations; Academic development; Leadership
State Standards	19 Academic development; 20 Career development; 21 Personal/ social development	18 Professionalism; 22 Leadership; 23 Advocacy	17 Foundations; 22 Leadership; 23 Advocacy; 24 Learning, achievement, & instruction;	18 Professionalism	25 Individual counseling; 26 Group counseling	20 Program evaluation and technology	20 Program evaluation and technology			18 Professionalism	17 Foundations; 18 Professionalism; 19 Academic development; 20 Career development; 21 Personal/social

			<p>27 Collaboration, coordination, team building;</p> <p>28 Organizational systems & program development;</p> <p>29 Prevention education & training</p>								development
Conceptual Framework	Values Diversity, School Improvement, Prepares Leaders	Prepares Leaders, Values Diversity	Prepares Leaders, School Improvement, Values Diversity, Service and Collaboration, Research and Evaluation	Prepares Leaders, Values Diversity	Prepares Leaders, Promotes Growth	Promotes Growth, Values Diversity	Research and Evaluation	Promotes Growth	Prepares Leaders, School Improvement	Prepares Leaders, Promotes Growth, Values Diversity, Service and Collaboration	Values Diversity, School Improvement, Prepares Leaders
NCATE Elements	Student Learning	Knowledge & Skills - Other	Knowledge & Skills - Other	Professional Dispositions	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Professional Dispositions	Knowledge and & - Other

Table 2
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	144	27	26

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 2
	Advancement to Culminating Experience
	#
Thesis (698) ¹	1
Comps ²	21
Project (695) ³	na
Other (Advanced Credential Programs Only)	na

¹ This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 and were still making progress on their theses at this time.

² This is data on the number of students who *applied* to take the comprehensive examination in Fall 2007, Spring 2008, or Summer 2008. The data include students who may not have taken or passed the examination(s).

³ This is data on students who were conducting culminating projects during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 and were still making progress on their theses at this time.

Table 4
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 3
	Exit
	#
Degree	19
Credential ⁴	22

Table 5
Faculty Profile 2007-08

Status	Number
Full-time TT/Lect	2
Part-time Lecturer	3
Total:	5

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

The two tenure track faculty members planned to meet with the one part time faculty member who had a course with one of the signature assignments to review their candidate performance data. Due to multiple factors that required rescheduling of the meeting including the leave status of one full-time faculty member, ultimately the final meeting to review data occurred between the two tenure track faculty members.

Data

3. Question 3 is in two parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.
 - b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present

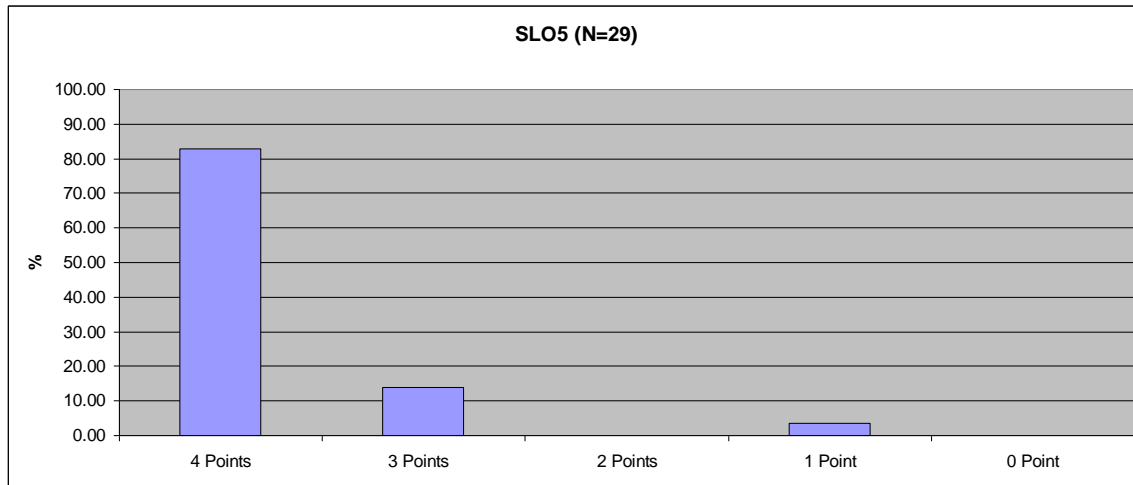
⁴ Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2007, Fall 2007, and Spring 2008.

descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

The signature assignments that were reviewed were the Counseling Skills evaluation assignment from COUN 607 related to SLO 5, the Higher Education planning presentation from COUN 507 related to SLO 6, the Ethical Dilemma presentation from COUN 695C related to SLO 9, and the Final Paper from COUN 695C related to SLO 10.

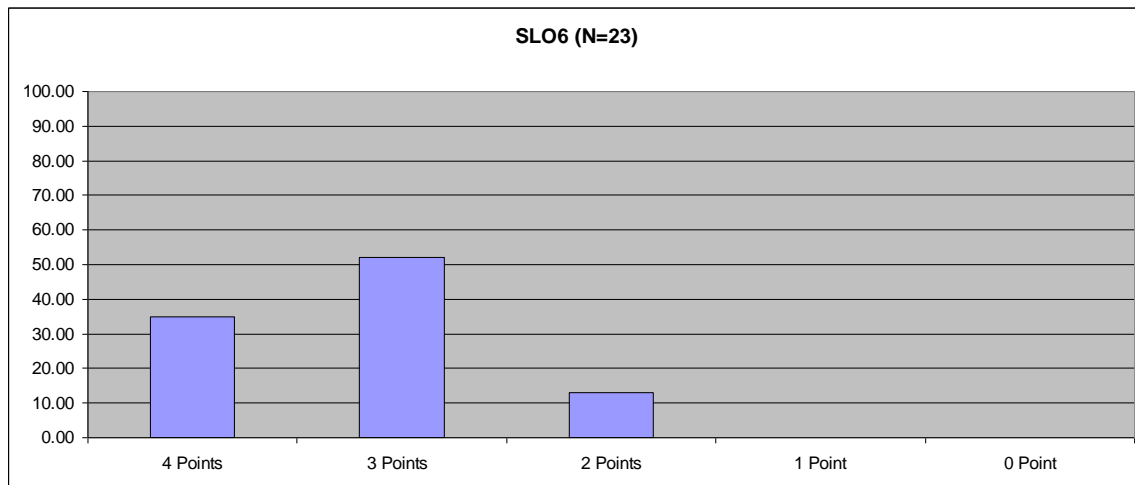
SLO 5 Assignment: Each student worked with a child/adolescent under supervision in the CSULB Ed Psych Clinic, applying theoretical counseling approaches involving academic, career, personal, and/or social foci.

Table 6



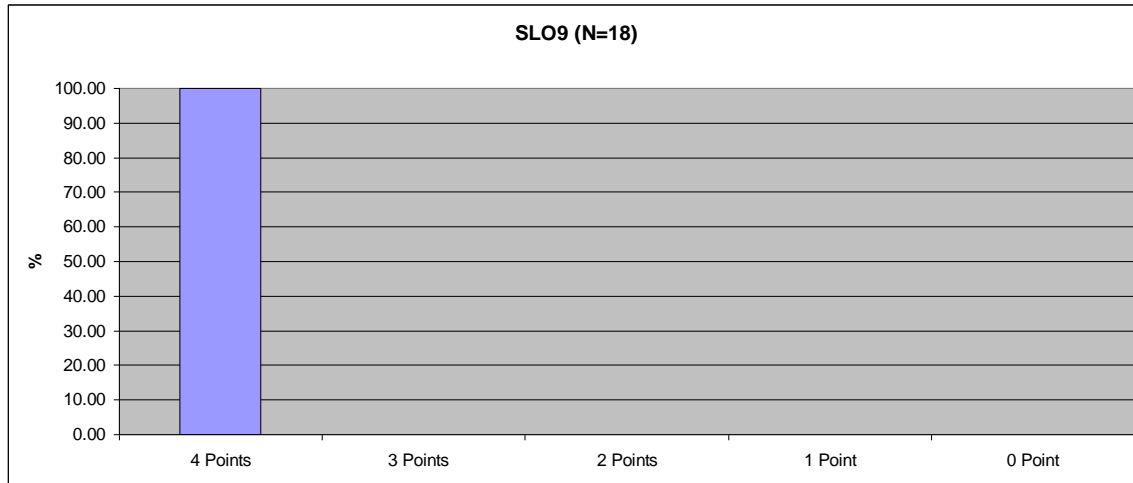
SLO 6 Assignment: In groups of three or four, students explored a designated topic in higher education planning and prepared a two-part presentation using on-line resources and materials to deliver the information to both students/counselors.

Table 7



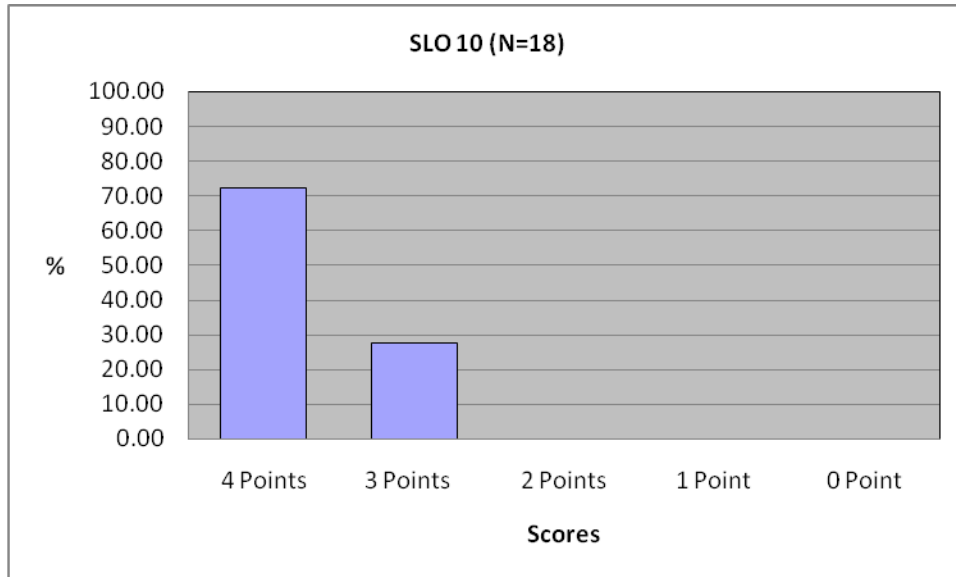
SLO 9 Assignment: Either individually, in pairs, or in groups of three or four (depending on size of class), students prepared and delivered a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending on size of class) school-based ethical dilemmas that were distributed in class several weeks before.

Table 8



SLO 10 Assignment: In an 8-12 page paper, students described their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor.

Table 9



All signature assignments were class assignments completed by all students in each section of the class. Scores reflect grades for the individual signature assignments.

Table 10

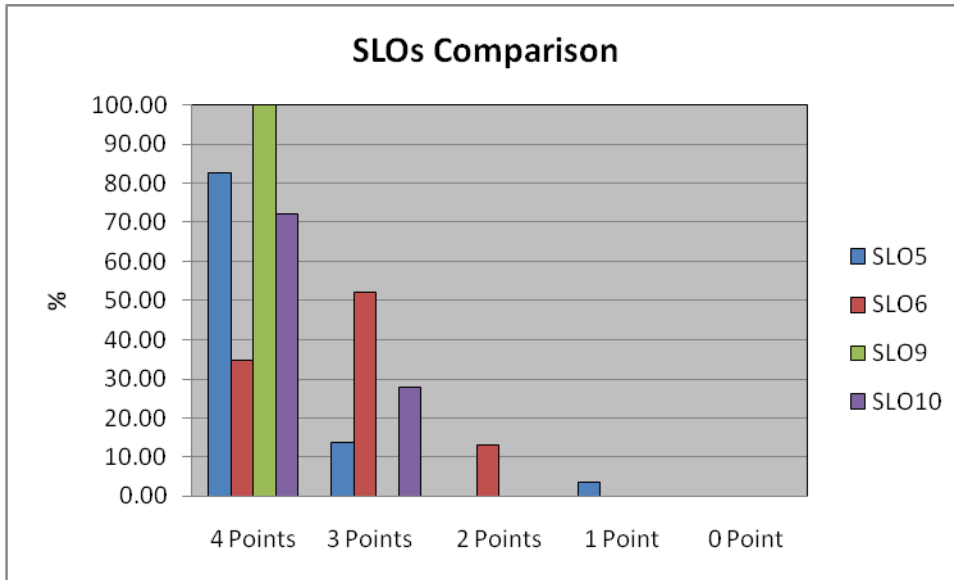
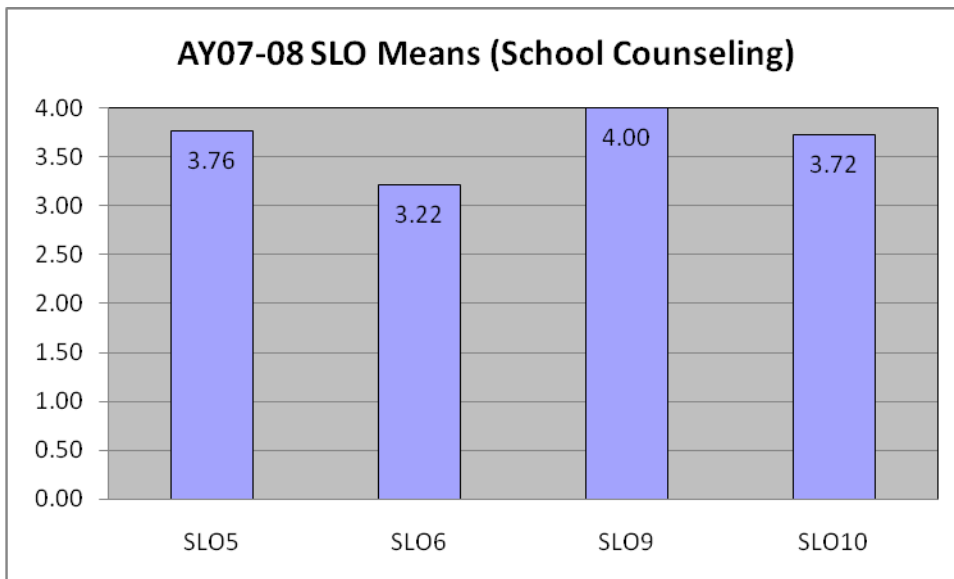


Table 11



4. **Complementary Data:** You may summarize *additional* information about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data related to things such as student perceptions, community views of the program, or general faculty observations. If you elect not to respond to this prompt, please write "N/A."

N/A

Analysis and Actions

5. What do the data for each outcome say regarding: a) candidate performance and, b) program effectiveness? Please note particular areas of strength and particular areas in need of improvement.

As reflected in Table 6 above, approx. 83% (24) of the students taking COUN 607 in AY 07-08 exceeded expectations on this assignment; approx. 13% (4 students) met expectations, and approx. 4% (1 student) did not meet expectations.

As reflected in Table 7 above, approx. 36% (8) of the students taking COUN 507 in AY 07-08 exceeded expectations on this assignment; approx. 51% (12 students) met expectations, and approx. 13% (3 students) met some expectations.

As reflected in Table 8 above, all students taking COUN 695C in AY 07-08 earned full credit on this assignment.

As reflected in Table 9 above, approx. 72% (13) of the students taking COUN 695C in AY 07-08 exceeded expectations on this assignment and approx. 28% (5 students) met expectations.

Overall, the faculty were pleased with candidate performance on these SLOs; however, we identified a need to modify the scoring for SLO 6 due to overall lack of clarity about what we were seeing in terms of candidate performance.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

In the past, candidate performance data and program effectiveness data were not analyzed in this systematic manner making any comparisons difficult.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5 and prioritize the action items.

Action Items

<i>Priority</i>	<i>Action or Proposed Changes To Be Made</i>	<i>By Whom?</i>	<i>By When?</i>
<i>1</i>	<i>Will link assignments and SLOs more tightly to reflect overlap</i>	<i>Coordinator</i>	<i>Sp 09</i>
<i>2</i>	<i>Will more fully develop rubrics for all signature assignments</i>	<i>Coordinator and course instructors</i>	<i>Sp 09</i>
<i>3</i>	<i>Will involve part timers in developing rubrics to allow for more consistency, reliability/calibration, and accountability</i>	<i>Coordinator and course instructors</i>	<i>Sp 09</i>