



College of Education and Affiliated Programs
Annual Assessment Report – Fall 2012
School Counseling

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 urban 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, the ACSA National Model and the Education Trust's Transformed School Counselor Initiative, our programs further supports a balanced, holistic approach that considers the academic, college and 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. Table 1 presents the program's learning outcomes as well as how they map to local, state and national standards.

School Counseling Program Faculty & Enrollment

For the 11/12 school year, there was 2 full-time faculty member, one .5 time faculty member, and four part-time lecturers. This program is a high-demand program with over 100 applicants per year. 21 students from this applicant pool matriculated in the 11/12 school year. Figures 2-6 present data on enrollment and faculty.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11
SLOs	Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.	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).	Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.	Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.	Employs counseling skills for effective individual counseling.	Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.	Critically interpret and evaluate school counseling related literature.	Demonstrate effective written skills.	Demonstrate effective oral communication skills.	Articulate their personal philosophy of school counseling.	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	Presentation (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)	Presentation (644A)
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

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11
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; 27 Collaboration, coordination, team building; 28 Organizational systems & program development; 29 Prevention education & training	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 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, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	109	34	21

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12)¹ – Transition Point 2 (Advancement to Culminating Experience)

	Number
Thesis (698)²	1
Comps³	31

Table 4

Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)

	Number
Passed	24
Failed	4
Total⁴	28

¹ Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

² This is data on students who were enrolled in thesis work during Fall 2011 and Spring 2012. This figure may include students who actually “crossed into” this transition point prior to Fall 2011 and were still making progress on their theses at this time.

³ This is data on the number of students who *applied* to take the comprehensive examination in Fall 2011, Spring 2012, or Summer 2012. The data include students who may not have taken or passed the examination(s).

⁴ The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

Table 5

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)

	Number
Degree	21
Credential⁵	22

Table 6

Faculty Profile 2011-12⁶

Status	Number
Full-time TT/Lecturer	3
Part-time Lecturer	4
Total:	7

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.

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.

⁵ 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 2011, Fall 2012, and Spring 2012.

⁶ Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

Table 7*Program Student Learning Outcomes and Signature Assignments*

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.	COUN 695C: Facilitated Discussion	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will facilitate a 50-60 minute class discussion on one of several possible selected topics such as school violence, child abuse, racism in the schools, working with LGBTQ students, alcohol and other drug abuse, gender issues in the schools, students with eating disorders / other body image issues, working with students with disabilities, suicide, self-mutilation / other forms of self-harm, etc.
SLO 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).	Comprehensive Exam	The School Counseling Comprehensive Examination is a six-hour supervised exam taken by all non-thesis students in December or May of their final semester in the program. It consists of three (3) questions. Question Two deals with the role of the school counselor in addressing critical issues such as those included in SLO #2. Students have three hours to complete Question Two and Question Three.
SLO 3: Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.	COUN 644A: Presentation	
SLO 4: Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.	COUN 695C: Ethical Dilemma Presentation	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will prepare and deliver a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending upon size of class) school-based ethical dilemmas that will be distributed in class.

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 5: Employs counseling skills for effective individual counseling.	COUN 607: Counseling Skills Evaluation	This course has been designed to provide candidates with an opportunity to work with individual children and adolescents under supervision in a counseling setting. Practical application of theoretical counseling approaches to cases involving academic, career, personal, and social adjustment will be undertaken, with consultation, supervision, and case management provide by the instructor and on-site school counselors. During the course candidates will deliver one-one-one counseling to a client for a period of 8 weeks during which the instructor will observe and evaluate the candidate's counseling skills based on the rubric below.
SLO 6: Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.	COUN 507: Topics Higher-Ed Planning	In groups of 3 – 4, candidates will explore a designated topic in higher education planning and prepare a two-part presentation using on line resources and materials to deliver the information to both students and counselors.
SLO 7: Critically interpret and evaluate school counseling related literature.	COUN 695C: Literature Critique	During class, students will write a critique of a brief research article that will be assigned reading for that date. They will be aware (per course syllabus) that they will be asked to write this literature critique on the date specified in the course outline.
SLO 8: Demonstrate effective written skills.	COUN 695C: Final Paper	In an 8-12 page paper, students will describe their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor.
SLO 9: Demonstrate effective oral communication skills.	COUN 695C: Ethical Dilemma Presentation	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will prepare and deliver a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending upon size of class) school-based ethical dilemmas that will be distributed in class
SLO 10: Articulate their personal philosophy of school counseling.	COUN 695C: Final Paper	In an 8-12 page paper, students will describe their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor.
SLO 11: Describe the role of the professional school counselor according to the American School	COUN 644A: Presentation	

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.		

Figure 1

AY11-12 SLO Comparison

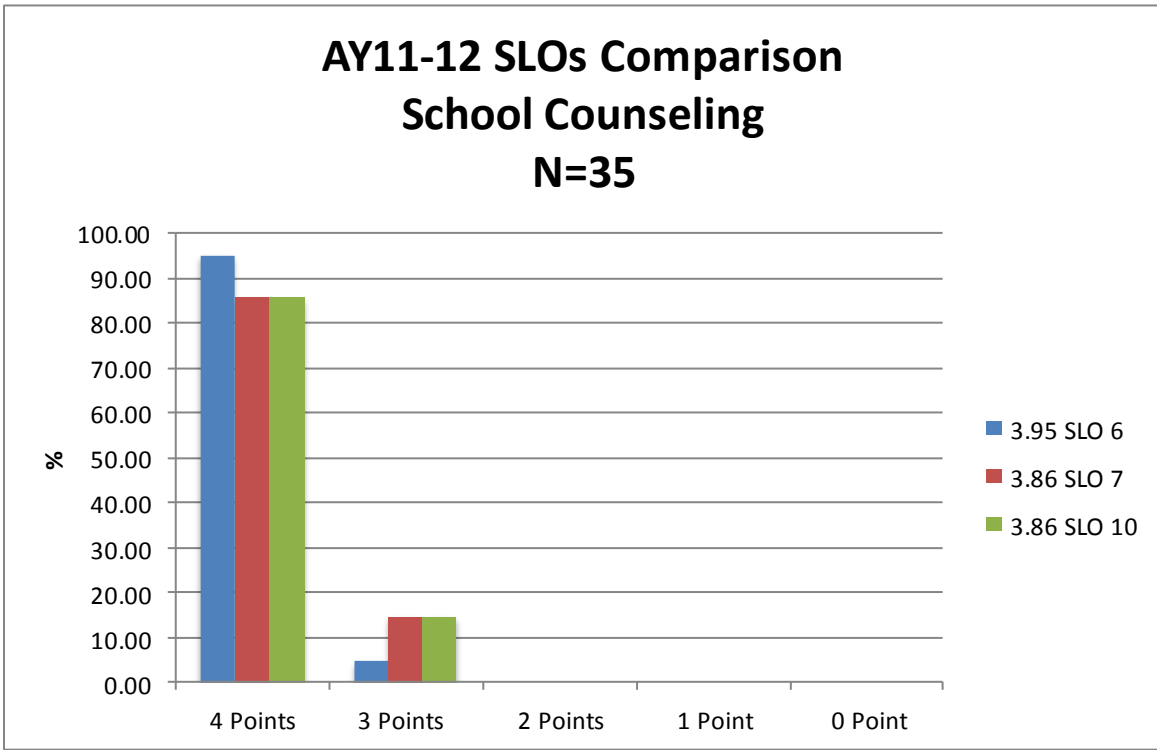
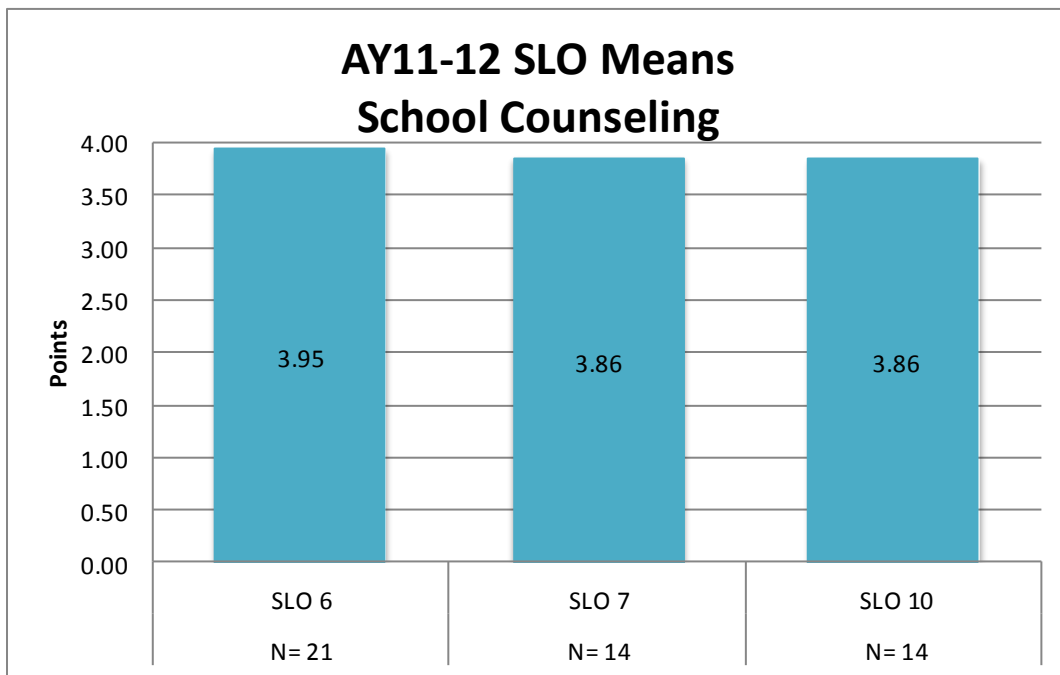


Figure 2

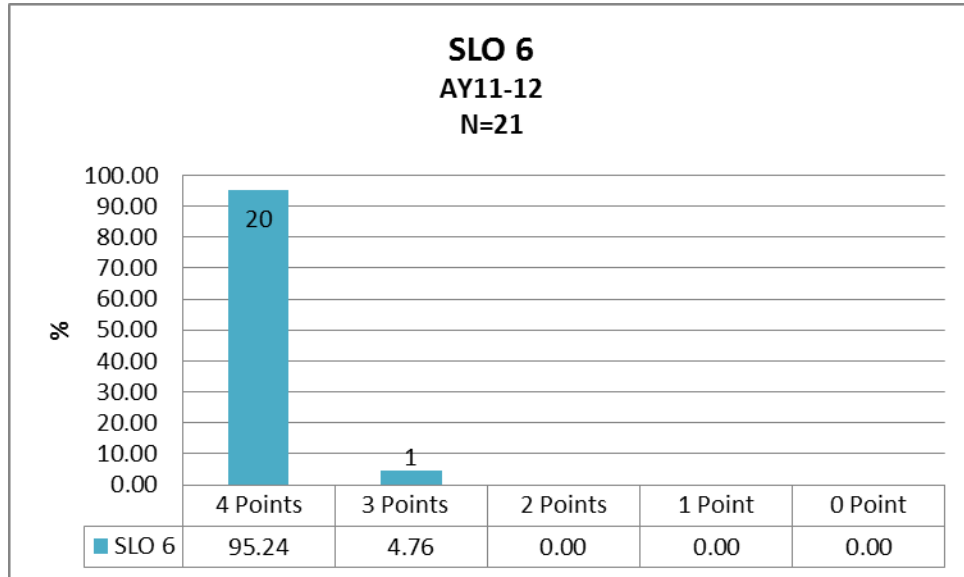
AY11-12 SLO Means



Outcome 6: Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.

Figure 3

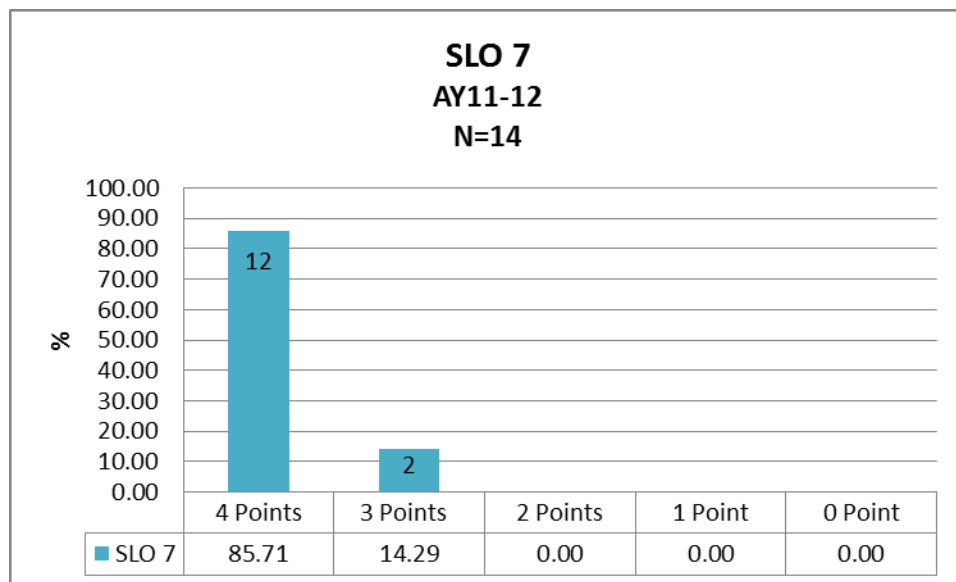
AY11-12 Score Distribution-SLO 6



Outcome 7: Critically interpret and evaluate school counseling related literature.

Figure 4

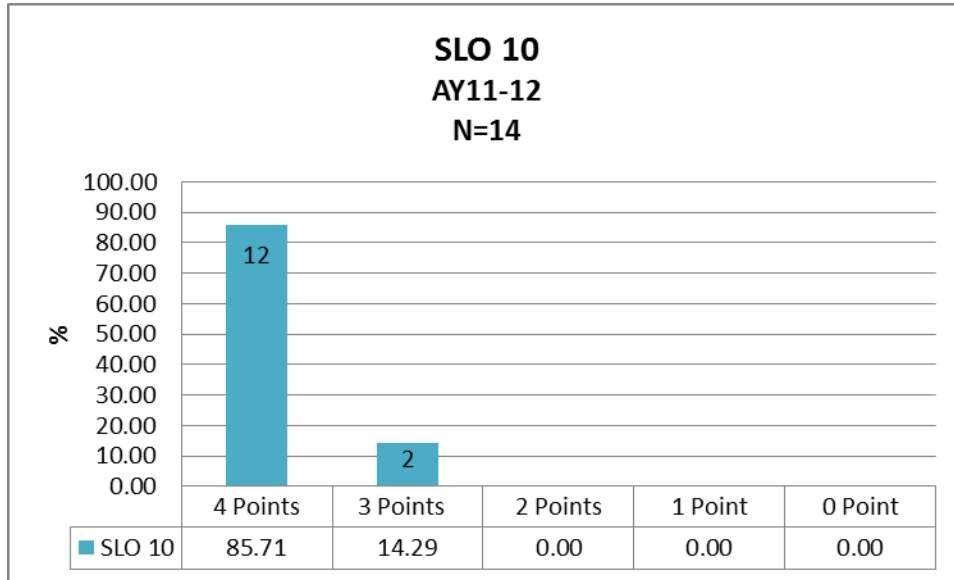
AY11-12 Score Distribution-SLO 7



Outcome 10: Articulate their personal philosophy of school counseling.

Figure 5

AY11-12 Score Distribution-SLO 10



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

14. To what degree has your program contributed to your ability to :

	A great deal	Somewhat	Not at all	Rating Average	Response Count
Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	66.7% (10)	33.3% (5)	0.0% (0)	1.33	15
Read, understand, interpret and apply high quality research in your professional work?	53.3% (8)	46.7% (7)	0.0% (0)	1.47	15
Collaborate with colleagues and community organizations to support school/program improvement?	80.0% (12)	20.0% (3)	0.0% (0)	1.20	15
Act as a leader, whatever your role, to promote learning and success for all students/clients?	80.0% (12)	20.0% (3)	0.0% (0)	1.20	15
Act as a change agent to support innovative practices?	80.0% (12)	20.0% (3)	0.0% (0)	1.20	15
Engage in an ongoing process of inquiry to support and improve your practice?	73.3% (11)	26.7% (4)	0.0% (0)	1.27	15
Act as an advocate both for those you serve and yourself?	80.0% (12)	20.0% (3)	0.0% (0)	1.20	15
			answered question		15
			skipped question		1

In Exit Survey, the majority (80%+) of students responded the program contributed a great deal for the development of abilities to: (1) collaborate with colleagues and community organizations to support school/program improvement, (2) act as a leader, whatever your role, to promote learning and success for all students/clients, (3) act as a change agent to support innovative practice, and (4) act as an advocate both for those they serve and themselves. These elements closely mirror program goals, and therefore the effectiveness of the program is evidenced. As stated earlier, in our program, “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.”

4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

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.

Faculty reviewed the data summary that was prepared by the assessment office. In the discussion, the following areas of strength and areas in need of improvement were identified and discussed:

(1) Areas of Strength

Scores of SLOs assessed in program courses were high overall, with the majority of scores being 4 and a few being 3. The faculty understands that those high scores reflect the effectiveness of educational practices in the program.

- a. Scores of SLOs assessed in COUN 695c were expected to be high as: (1) this is generally the last course that students take in the program, and therefore (2) student performances in this course should demonstrate student growth throughout the program. High scores of SLOs assessed in COUN 695c suggest that our students have effectively developed knowledge and skills in the program.
- b. Scores of SLOs assessed in COUN 507 were expected to be high as a large amount of time and efforts was directed at helping students master skills that were necessary for successfully completing the signature assignments in this course. For instance, the assignments in this course included presentations in front of groups, which tend to be a challenge for many of the program students who generally do not have experiences in teaching. Program faculty aimed at fostering student skills in making effective presentations in COUN 507. High levels of assessment data on SLOs in COUN 507 suggest student mastery of this important skill set. We believe this in turn illuminates the effectiveness of educational practices in the program.

(2) Areas in Need of Improvement

- a. It will be essential that the program collect and review criteria scores and subscales to become able to have a more in-depth, nuanced discussion of the data.
- b. The data (AY2011-2012) do not reflect the new SLOs. However, data that relate to the new SLOs will become available in Spring 2013.
- c. Comprehensive examination (Comps): The format of the comprehensive examination has been a topic of discussion in the program. The program faculty is considering employing a take-home case study approach. For instance, in such a case study, students might be required to develop a program to address a real-life problem at a school. To facilitate our efforts to modify the format of the Comps, it is important that practices in other programs in the college (e.g., models developed by SDHE, action research in the Librarianship program) be reviewed. The program faculty expects that the new format of the Comps will shift the focus in COUN 695C,

while allowing it to be more comprehensive than “preparing students for the Comps.”

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

Program effectiveness, as assessed with student performances, has been positive.

In relation to candidate performance and program effectiveness, the findings from the past assessments and those from this cycle of assessment are largely congruent.

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.

Table 8

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
1.	Collect and submit criteria scores for Signature Assignment	Program faculty	Starting in Spring 2013	
2.	Review data related to new SLOs, and examine the appropriateness of new sets program SLOs in light of student progress	Program faculty	Starting in Fall 2013	
3.	Review different models of Comps in the College to prepare for a possible format change in the program Comps	Program faculty	Spring 2013	