
Assessment of Master of Art in Counseling in Educational Settings, Department of Educational Services, Administration and Higher Education, Rowan University

[This is an official form of the above-named unit. List your departmental goals as they apply to the Mission and Goals of Rowan University. To assist in aligning your current goals with the University mission and goals, the University mission statement and goals are provided below. Certain units may not be able to respond to every university goal due to the nature of the support that some units provide.]

The MISSION of ROWAN UNIVERSITY

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social, and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

The GOALS of ROWAN UNIVERSITY

(Based on 2009 Middle States Evaluation Report)

- I. To provide a collaborative, nurturing, learning-centered environment to educate students with an excellent liberal education and professional preparation to meet the challenges of the future.
- II. To excel in teaching and scholarship through the integration of best practices, creative knowledge discovery, and research.
- III. To foster an environment that attracts, supports, and retains highly qualified and diverse students, faculty, and staff.
- IV. To be valued for partnership with the community and regional industry for providing opportunities for economic, educational, cultural, and social enrichment

Section One: Mission

[Insert the program's unique mission in support of the University's overall mission and goals, as stated above.]

College of Education Mission:

To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions

with the ultimate goal of ensuring equitable educational opportunities for all learners.

The Counseling in Educational Settings Program at Rowan University prepares professional practitioners in School Counseling. The program seeks to prepare practitioners of the highest quality through a rigorous training process informed by the latest research findings in counselor education. This program fosters reflection and self-activation in our graduates as they partake in a curriculum designed to help them translate theory into action as these apply to realistic settings. Graduates are



expected to be change agents in their school and community. They are able to frame counseling services through a system perspective where all students are served. With enhanced sensibility to diverse students, graduates are prepared to meet the challenges of working in a pluralistic society dedicated to the optimal human development of all of its members.

Section Two: Feedback from the Community and Constituencies

[Please enter a summary of the assessment **feedback** you received from other academic departments and University units for the previous academic year.]

1. Impact Statistics – Graduates

The purpose of this survey is to compile vital statistics pertaining to recent graduates of the Counseling in Educational Settings M.A. program.

Graduates were asked to respond to one question with either a Yes or No. The question was: Are you currently employed either part-time or full-time in the counseling field?

A total of 11 graduates responded to the question, with 9 (81.82%) selecting Yes and 2 (18.18%) selecting No as their response. This shows that 81.82% of graduates that responded to the survey are currently employed in the counseling field either part-time or full-time.

2. CES Survey of Program Alumni

The purpose of this survey is to gather information from alumni who have graduated over the last year (2015) in order to provide a basis for program improvements.

Alumni were asked to respond to eight questions pertaining to the Counseling in Educational Settings (CES) program.

A total of 11 alumni responded to the survey and were given the opportunity to rate the overall training and professional preparation they received from Rowan's M.A. in Counseling in Educational Settings program (Question #7). Of the 11 respondents, 8 (72.73%) provided a rating of Excellent, 2 (18.18%) provided a rating of Very Good, and 1 (9.09%) provided a rating of Adequate/Good.

3. Employer's Survey

The purpose of this survey is to gather information from employers who employ graduates from the Counseling in Educational Settings (CES) program in order to provide a basis for program improvements.

Employers were asked to respond to questions pertaining to their employees from the Counseling in Educational Settings (CES) program.

A total of 9 employers responded to the survey and were given the opportunity to rate the overall training and professional preparation their employee received from Rowan's M.A. in Counseling in Educational Settings program (Question #2). Of the 9 respondents, 8 (88.88%) provided a rating of Excellent, 1 (11.12%) provided a rating of Very Good, and 0 (0%) provided a rating of Adequate/Good.

Terminology:

Program Goals: Broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

Student Learning Goals: Narrower statements describing what students are expected to know and be able to do upon graduation. Related to the skills, knowledge, and behaviors students acquire through the program.

Student Learning Outcomes: Performance indicators that show the student meets Student Learning Goals. How do we know they know; observable and measurable.

Section Three: Summary of the Program's Annual Assessment

[This section represents summary of the assessment executed for one academic year. Your Department Goals are repeated here and under each Department Goal you will summarize the changes that the department has implemented as a result of the assessment and evaluation. Please list all Program Goals and if no changes were made for a particular Program Goal please enter "No Changes Made" under "Improvements." The improvements you state here are all the improvements identified in the table in Section Four.]

Program Goal 1: To prepare professional counselors to work in educational settings as effective providers of responsive services to individuals and groups of students in the areas of academic, social and career development.

Improvements:

- Implemented refinements to signature assessments 1, 2, 4, 5, 6, and 8.
- Updated assessment rubric for each signature assessments and proposed addition of each rubric to respective syllabus.
- Proposed new workshops including Trauma, Suicide, and Ethics.
- Implemented an Urban Cohort that began in Spring 2015 in Camden, NJ in order to better prepare students to work in diverse school settings.
- Proposed recommendations for Fall only cohort, and maintain admissions within the 1:12 faculty to student ratio.
- Proposed summer immersion Multicultural Course to be taught in Puerto Rico.
- Proposed SAC certificate program to expand program offerings to 60 credits by 2020.

Program Goal 2: To prepare professional counselors who are able to consult, advocate and collaborate with other professionals on behalf of students and their families.

Improvements:

- Implemented refinements to signature assessments 5, 7 and 8.
- Updated assessment rubric for each signature assessments and proposed addition of each rubric to respective syllabus.

Program Goal 3: To prepare counselors who can work as change agents with other school professionals and are able to use and apply the latest research findings to assist with the school improvement plan.

Improvements:

- Implemented refinements to signature assessments 3, 5 and 7.
- Redesign of rubric for assessment 3.
- Updated assessment rubric for each signature assessments and proposed addition of each rubric to respective syllabus.
- Proposed design and implementation of training for supervisors of students in Practicum and Internship.



- Implemented refinements to Practicum and Internship Orientation sessions.
- Proposed and implemented refinements to time logs for Practicum and Internship.
- Proposed electronic portfolio for all major assignments.
- Rubrics for all key assessments have been mapped to the College of Education Conceptual Framework competencies (Diversity, Impact, Knowledge, and Technology). Members of the program team attended the College of Education Inter-rater Reliability training to improve validity and reliability the key assessments' rubrics.

Section Four: Assessment Results Matrix

PROGRAM GOALS	STUDENT LEARNING GOALS and corresponding Student Learning Outcomes	QUALITY TARGETS for Student Learning Goals and corresponding Student Learning Outcomes	ASSESSMENT TOOLS	OBSERVED QUALITY of Student Learning Goals and corresponding Student Learning Outcomes	TARGET 3 = exceeded; 2 = met; 1 = not met; X = add X to unplanned target (e.g. 3X)	IMPROVEMENTS IMPLEMENTED or IMPROVEMENTS to be implemented for the next evaluation cycles P = proposed; C = in consideration; I = implemented; or R = rejected
<p>Program Goal 1. To prepare professional counselors to work in educational settings as effective providers of responsive services to individuals and groups of students in the areas of academic, social and career development.</p>	<p>Student Learning Goal 1.1. Has background knowledge of school counseling and fully understands multiple factors regarding student learning and development; is able to assess for maltreatment as well as advocate for all students; fully understands the role of the school counselor</p>					
	<p>Student Learning Outcome 1.1.1. Knows and understands history, philosophy, trends, ethical and legal considerations, professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling and educational systems and educational systems; understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings and</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 2, 4 and 5 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 2, 4 and 5 is</p>	<p>#1 - Ethical Case</p> <p>Item 2 (A1, A2)</p> <p>Item 4 (A4)</p> <p>Item 5 (B2, O5)</p>	<p>Item 2: N =29 1 = 0% 2 = 20.69% 3 = 79.31%</p> <p>The cumulative mean score of all students on item 2 was 2.79; this shows that the quality target has exceeded expectations.</p> <p>Item 4: N = 29 1 = 0%</p>	<p>3</p> <p>3</p>	<p>(I) - Implemented refinements to signature assessments 1, 2, 4, 5, 6, and 8.</p> <p>(I) - Updated assessment rubric for each signature assessments and proposed addition of each rubric to respective syllabus.</p> <p>(P) - Proposed new workshops including Trauma, Suicide, and Ethics.</p>

	<p>demonstrates the ability to articulate, model and advocate for an appropriate school counselor identity program (A1, A2, A4, B2, O5)</p>	<p><i>between 2.1 and 2.5, expectations have been met.</i></p> <p>If the cumulative mean score of all students on items 2, 4 and 5 is <i>greater than 2.5</i>, expectations have been exceeded.</p>		<p>2 = 27.59% 3 = 72.41%</p> <p>The cumulative mean score of all students on item 4 was 2.72; this shows that the quality target has exceeded expectations.</p> <p>Item 5: N = 29 1 = 0% 2 = 34.80% 3 = 65.52%</p> <p>The cumulative mean score of all students on item 5 was 2.66; this shows that the quality target has exceeded expectations.</p>	<p>3</p>	<p>(I) - Implemented an Urban Cohort that began in Spring 2015 in Camden, NJ in order to better prepare students to work in diverse school settings.</p> <p>(P) - Proposed recommendations for Fall only cohort, and maintain admissions within the 1:12 faculty to student ratio.</p> <p>(P) - Proposed summer immersion Multicultural Course to be taught in Puerto Rico.</p> <p>(P) - Proposed SAC certificate program to expand program offerings to 60 credits by 2020.</p>
	<p>Student Learning Outcome 1.1.2. 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; able to understand cultural, ethical, economic, legal, and political issues surrounding diversity; knows the signs and symptoms of substance abuse and use procedures for</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 3 and 4 is <i>less than 2.1</i>, expectations have not been met.</p>	<p>#1 - Ethical Case</p> <p>Item 3 (A6, E1, G2)</p> <p>Item 4 (D4)</p>	<p>Item 3: N = 29 1 = 0% 2 = 27.59% 3 = 72.41%</p> <p>The cumulative mean score of all students on item 3 was 2.72; this shows that the quality target has exceeded expectations.</p> <p>Item 4: N = 29</p>	<p>3</p> <p>3</p>	

	<p>assessing and managing suicide risk</p>	<p>If the cumulative mean score of all students on items 3 and 4 is <i>between</i> 2.1 and 2.5, expectations have been met.</p> <p>If the cumulative mean score of all students on items 3 and 4 is <i>greater than</i> 2.5, expectations have been exceeded.</p>		<p>1 = 0% 2 = 27.59% 3 = 72.41%</p> <p>The cumulative mean score of all students on item 4 was 2.72; this shows that the quality target has exceeded expectations.</p>		
	<p>Student Learning Goal 1.2. Understands counseling theories and consultation in a school setting and is able to carry out effective programs; demonstrates awareness of self and others, and understands that environmental, community, and institutional factors influence student development</p>					
	<p>Student Learning Outcome 1.2.1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students; understands systems theories, models and processes of consultation in school system settings (C1, M4)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 4 and 5 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on</p>	<p>#2 - Theory Paper</p> <p>Item 4 (C1) Item 5 (M4)</p>	<p>Item 4: N = 26 1 = 0% 2 = 7.69% 3 = 92.31%</p> <p>The cumulative mean score of all students on item 4 was 2.92; this shows that the quality target has exceeded expectations.</p> <p>Item 5: N = 26</p>	<p>3</p> <p>3</p>	

		<p>items 4 and 5 is <i>between</i> 2.1 and 2.5, expectations have been met.</p> <p>If the cumulative mean score of all students on items 4 and 5 is <i>greater than</i> 2.5, expectations have been exceeded.</p>		<p>1 = 0% 2 = 34.62% 3 = 65.38%</p> <p>The cumulative mean score of all students on item 5 was 2.65; this shows that the quality target has exceeded expectations.</p>		
	<p>Student Learning Outcome 1.2.2. Demonstrates self-awareness, sensitivity to others and the skills needed to relate to diverse individuals, groups and classrooms; understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity and excellence in terms of student learning (D1, E1)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 6 and 8 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 6 and 8 is <i>between</i> 2.1 and 2.5, expectations have been met.</p> <p>If the cumulative mean score of all students on items 6 and 8 is <i>greater than</i> 2.5, expectations have been exceeded.</p>	<p>#2 - Theory Paper</p> <p>Item 6 (E1) Item 8 (D1)</p>	<p>Item 6: N = 26 1 = 0% 2 = 23.08% 3 = 76.92%</p> <p>The cumulative mean score of all students on item 6 was 2.77; this shows that the quality target has exceeded expectations.</p> <p>Item 8: N = 26 1 = 0% 2 = 0% 3 = 100%</p> <p>The cumulative mean score of all students on item 8 was 3; this shows that the quality target has exceeded expectations.</p>	3	3
	<p>Student Learning Goal 1.3.</p>					

	<p>Understands and conducts all aspects of school counseling programs, including design, implementation, evaluation and presentation to others; is able to counsel students, advocate for students and refer students when necessary</p>					
	<p>Student Learning Outcome 1.3.1. Understands models of school counseling programs and knows how to design, implement, manage, assess and evaluate comprehensive school counseling programs to enhance the academic, career, and personal/social development of students; understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies; understands various peer programming interventions; knows the qualities, principles, skills, styles and strategies of effective leadership (A5, C2, H3, K3, M6, O1, O2, O3)</p>	<p>The levels of performance for this assessment is: 1= inadequate 2= needs improvement 3= good 4= excellent</p> <p>If the cumulative mean score of all students on items 1, 4, 5, 6, 7 and 10 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 1, 4, 5, 6, 7 and 10 is <i>between</i> 2.1 and 3.0, expectations have been met.</p> <p>If the cumulative mean score of all students on items 1, 4, 5, 6, 7 and 10 is <i>between</i> 3.1 and 4, expectations have been exceeded.</p>	<p>#3 – Comprehensive School Counseling Program</p> <p>Item 1 (O3) Item 4 (H3) Item 5 (A5) Item 6 (C2, K3, O1) Item 7 (M6) Item 10 (O2)</p>	<p>Item 1: N = 13 1 = 0% 2 = 23.08% 3 = 0% 4 = 69.23% (No response =7.69%) The cumulative mean score of all students on item 1 was 3.5; this shows that the quality target has exceeded expectations.</p> <p>Item 4: N = 13 1 = 0% 2 = 0% 3 = 0% 4 = 92.31% (No response =7.69%) The cumulative mean score of all students on item 4 was 4; this shows that the quality target has exceeded expectations.</p> <p>Item 5:</p>	<p>4</p> <p>4</p>	

				<p>N = 13 1 = 0% 2 = 0% 3 = 0% 4 = 92.31% (No response =7.69%) The cumulative mean score of all students on item 5 was 4; this shows that the quality target has exceeded expectations.</p> <p>Item 6: N = 13 1 = 0% 2 = 30.77% 3 = 0% 4 = 61.54% (No response =7.69%) The cumulative mean score of all students on item 6 was 3.33; this shows that the quality target has exceeded expectations.</p> <p>Item 7: N = 13 1 = 0% 2 = 23.08% 3 = 0% 4 = 69.23% (No response =7.69%) The cumulative mean score of all students on item 7 was 3.5; this shows that the quality</p>	<p>4</p> <p>4</p> <p>4</p>	
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	<p>counseling related educational programs for use with parents and teachers (D2, D3, F2, L1, L2, L3, N2, N4, N5, P1, P2)</p>	<p>If the cumulative mean score of all students on items 6, 7, 9 and 11 is <i>between</i> 3.1 and 4, expectations have been exceeded.</p>		<p>The cumulative mean score of all students on item 7 was 3.5; this shows that the quality target has exceeded expectations.</p> <p>Item 9: N = 13 1 = 0% 2 = 0% 3 = 23.08% 4 = 69.23 (No response =7.69%) The cumulative mean score of all students on item 9 was 3.75; this shows that the quality target has exceeded expectations.</p> <p>Item 11: N = 13 1 = 0% 2 = 23.08% 3 = 0% 4 = 69.23% (No response =7.69%) The cumulative mean score of all students on item 11 was 3.5; this shows that the quality target has exceeded expectations.</p>	<p>4</p> <p>4</p>	
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PROGRAM GOALS	STUDENT LEARNING GOALS and corresponding Student Learning Outcomes	QUALITY TARGETS for Student Learning Goals and corresponding Student Learning Outcomes	ASSESSMENT TOOLS	OBSERVED QUALITY of Student Learning Goals and corresponding Student Learning Outcomes	TARGET 3 = exceeded; 2 = met; 1 = not met; X = add X to unplanned target (e.g. 3X)	IMPROVEMENTS IMPLEMENTED or IMPROVEMENTS to be implemented for the next evaluation cycles P = proposed; C = in consideration; I = implemented; or R = rejected
<p>Program Goal 2. To prepare professional counselors who are able to consult, advocate and collaborate with other professionals on behalf of students and their families.</p>	<p>Student Learning Goal 2.1. Understands school counselor's role in relation to school counseling program; is aware of self and of others, and able to assess student strengths/ barriers to determine helping strategies; understands how development is effected by multiple factors; understands the professional identity of the school counselor and knows strategies to collaborate with school staff, parents, and community members</p>					
	<p>Student Learning Outcome 2.1.1. Understands the relationship of the school counseling program to the academic mission of the school and is aware of the operation of the school emergency management plan; understands the influence of multiple factors that may affect the personal, social, and academic functioning of</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 2, 7 and 22 is <i>less</i></p>	<p>#5 - Supervisor's Evaluation</p> <p>Item 2 (K1) Item 7 (A7) Item 22 (C1)</p> <p>#7 - Internship Portfolio/Case Study Findings</p>	<p>Item 2: N = 29 1 = 0% 2 = 17.24% 3 = 79.31% (No Response: 3.45%) The cumulative mean score of all students on item 2 was 2.82; this shows that the quality target has exceeded expectations.</p>	<p>3</p>	<p>(I) - Implemented refinements to signature assessments 5, 7 and 8.</p> <p>(I) - Updated assessment rubric for each signature assessments and proposed addition of each rubric to respective syllabus.</p>

	<p>students and knows the theories and processes of effective counseling and wellness programs; understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (A7, C1, G1, K1, M1)</p>	<p><i>than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 2, 7 and 22 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on items 2, 7 and 22 is <i>greater than 2.5</i>, expectations have been exceeded.</p>	<p>Item 3 (G1, M1)</p>	<p>Item 7: N = 29 1 = 0% 2 = 20.69% 3 = 75.86% (No response: 3.45%) The cumulative mean score of all students on item 7 was 2.79; this shows that the quality target has exceeded expectations.</p> <p>Item 22: N = 29 1 = 0% 2 = 20.69% 3 = 75.86% (No response: 3.45%) The cumulative mean score of all students on item 22 was 2.79; this shows that the quality target has exceeded expectations.</p> <p>Item 3: N = 35 1 = 0% 2 = 31.43% 3 = 60% (No response = 8.57%) The cumulative mean score of all students on item 3 was 2.66; this shows that the quality target has exceeded expectations.</p>	<p>3</p> <p>3</p> <p>3</p>	
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	<p>Student Learning Outcome 2.1.2. Demonstrates self-awareness, sensitivity to others; assesses and interprets students' strengths and needs, knows strategies for helping students and provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of students; demonstrates the ability to use procedures to assess risk factors and barriers that impede students' academic, career and personal/social development (C3, D1, D2, D4, H1)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 6, 7, 9 and 10 is <i>less than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 6, 7, 9 and 10 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on items 6, 7, 9 and 10 is <i>greater than 2.5</i>, expectations have been exceeded.</p> <p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p>	<p>#5 - Supervisor's Evaluation</p> <p>Item 6 (D1) Item 7 (D4) Item 9 (C3) Item 10 (D2)</p> <p>#7 - Internship Portfolio/Case Study Findings</p> <p>Item 3 (H1)</p>	<p>Item 6: N = 29 1 = 0% 2 = 34.48% 3 = 62.07% (No response: 3.45%) The cumulative mean score of all students on item 6 was 2.64; this shows that the quality target has exceeded expectations.</p> <p>Item 7: N = 29 1 = 0% 2 = 20.69% 3 = 75.86% (No response: 3.45%) The cumulative mean score of all students on item 7 was 2.79; this shows that the quality target has exceeded expectations.</p> <p>Item 9: N = 29 1 = 0% 2 = 20.69% 3 = 72.41% (No response: 3.45%) The cumulative mean score of all students on item 9 was 2.78; this shows that the quality target has exceeded expectations.</p>	<p>3</p> <p>3</p> <p>3</p>	
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		<p>If the cumulative mean score of all students on item 3 is <i>less than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on item 3 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on item 3 is <i>greater than 2.5</i>, expectations have been exceeded.</p>		<p>Item 10: N = 29 1 = 0% 2 = 13.79% 3 = 82.76% (No response: 3.45%) The cumulative mean score of all students on item 10 was 2.86; this shows that the quality target has exceeded expectations.</p> <p>Item 3: N = 35 1 = 0% 2 = 31.43% 3 = 60% (No response = 8.57%) The cumulative mean score of all students on item 3 was 2.66; this shows that the quality target has exceeded expectations.</p>	<p>3</p> <p>3</p>	
	<p>Student Learning Outcome 2.1.3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the school; knows school and community collaboration models for crisis/disaster preparedness and response; knows strategies to build effective working teams of</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 6 and 22 is <i>less</i></p>	<p>#5 - Supervisor's Evaluation</p> <p>Item 6 (M7) Item 22 (A3)</p> <p>#7 - Internship Portfolio/Case Study Findings</p>	<p>Item 6: N = 29 1 = 0% 2 = 34.48% 3 = 62.07% (No response: 3.45%) The cumulative mean score of all students on item 6 was 2.64; this shows that the quality</p>	<p>3</p>	

	<p>school staff, parents, and community members to promote the academic, career, and personal/social development of students and empower families to act on behalf of their children (A3, M2, M3, M5, M7)</p>	<p><i>than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 6 and 22 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on items 6 and 22 is <i>greater than 2.5</i>, expectations have been exceeded.</p> <p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on item 3 is <i>less than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on item 3 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on</p>	<p>Item 3 (M2, M3, M5)</p>	<p>target has exceeded expectations.</p> <p>Item 22: N = 29 1 = 0% 2 = 20.69% 3 = 75.86% (No response: 3.45%) The cumulative mean score of all students on item 22 was 2.97; this shows that the quality target has exceeded expectations.</p> <p>Item 3: N = 35 1 = 0% 2 = 31.43% 3 = 60% (No response = 8.57%) The cumulative mean score of all students on item 3 was 2.66; this shows that the quality target has exceeded expectations..</p>	<p>3</p> <p>3</p>	
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		<p>item 3 is <i>greater than</i> 2.5, expectations have been exceeded.</p>				
	<p>Student Learning Outcome 2.1.4. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision and makes appropriate referrals to school and/or community resources when appropriate; works with parents, guardians and families and consults with teachers, staff and community-based organizations to promote student academic, career and personal/social development (D5, H4, N1, N3)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on item 7 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on item 7 is <i>between</i> 2.1 and 2.5, expectations have been met.</p> <p>If the cumulative mean score of all students on item 7 is <i>greater than</i> 2.5, expectations have been exceeded.</p> <p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p>	<p>#5 - Supervisor's Evaluation</p> <p>Item 7 (D5)</p> <p>#7 - Internship Portfolio/Case Study Findings</p> <p>Item 3 (N1, N3)</p>	<p>Item 7: N = 29 1 = 0% 2 = 20.69% 3 = 75.86% (No response: 3.45%) The cumulative mean score of all students on item 7 was 2.79; this shows that the quality target has exceeded expectations.</p> <p>Item 3: N = 35 1 = 0% 2 = 31.43% 3 = 60% (No response = 8.57%) The cumulative mean score of all students on item 3 was 2.66; this shows that the quality target has exceeded expectations.</p>	<p>3</p> <p>3</p>	

		<p>If the cumulative mean score of all students on item 3 is <i>less than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on item 3 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on item 3 is <i>greater than 2.5</i>, expectations have been exceeded.</p>				
	<p>Student Learning Goal 2.2. Identifies opportunities that enhance and impede student development; understands multicultural counseling and ability to develop programs that will meet the needs of students and help close the achievement gap; is able to advocate for school policies for multicultural students and promote to community members</p>					
	<p>Student Learning Outcome 2.2.1. Identifies community, environmental, and institutional opportunities that enhance -as well as barriers that impede- the development of students and understands the ways in which educational</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p>	<p>#8 - Educational Advocacy Plan Item 4 (E2, E4) Item 5 (E3)</p>	<p>Item 4: N = 45 1 = 0% 2 = 46.67% 3 = 53.33%</p> <p>The cumulative mean score of all students on</p>	3	

	<p>policies, programs and practices can be developed, adapted and modified to be culturally congruent with the needs of students; understands multicultural counseling issues, as well as the impact on student achievement; understands the concepts, principles, strategies, programs and practices designed to close the achievement gap and promote student academic success (E2, E3, E4)</p>	<p>If the cumulative mean score of all students on items 2, 4 and 5 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 2, 4 and 5 is <i>between</i> 2.1 and 2.5, expectations have been met.</p> <p>If the cumulative mean score of all students on items 2, 4 and 5 is <i>greater than</i> 2.5, expectations have been exceeded.</p>		<p>item 4 was 2.53; this shows that the quality target has exceeded expectations.</p> <p>Item 5: N = 45 1 = 0% 2 = 31.11% 3 = 68.89%</p> <p>The cumulative mean score of all students on item 5 was 2.69; this shows that the quality target has exceeded expectations.</p>	<p>3</p>	
	<p>Student Learning Outcome 2.2.2. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development; advocates for school policies, programs, services and learning experiences that enhance a positive school climate and engages parents, guardians, and families to promote the academic, career, and personal/social development of students (F1, F3, F4)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 8, 9 and 10 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on</p>	<p>#8 - Educational Advocacy Plan</p> <p>Item 8 (F1) Item 9 (F3) Item 10 (F4)</p>	<p>Item 8: N = 45 1 = 0% 2 = 40% 3 = 57.78% (No response = 2.22%)</p> <p>The cumulative mean score of all students on item 8 was 2.59; this shows that the quality target has exceeded expectations.</p> <p>Item 9: N = 45 1 = 0%</p>	<p>3</p> <p>3</p>	

		<p>items 8, 9 and 10 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on items 8, 9 and 10 is <i>greater than 2.5</i>, expectations have been exceeded.</p>		<p>2 = 33.33% 3 = 66.67%</p> <p>The cumulative mean score of all students on item 9 was 2.67; this shows that the quality target has exceeded expectations.</p> <p>Item 10: N = 45 1 = 0% 2 = 37.78% 3 = 62.22%</p> <p>The cumulative mean score of all students on item 10 was 2.62; this shows that the quality target has exceeded expectations.</p>	3	
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PROGRAM GOALS	STUDENT LEARNING GOALS and corresponding Student Learning Outcomes	QUALITY TARGETS for Student Learning Goals and corresponding Student Learning Outcomes	ASSESSMENT TOOLS	OBSERVED QUALITY of Student Learning Goals and corresponding Student Learning Outcomes	TARGET 3 = exceeded; 2 = met; 1 = not met; X = add X to unplanned target (e.g. 3X)	IMPROVEMENTS IMPLEMENTED or IMPROVEMENTS to be implemented for the next evaluation cycles P = proposed; C = in consideration; I = implemented; or R = rejected
<p>Program Goal 3. To prepare counselors who can work as change agents with other school professionals and are able to use and apply the latest research findings to assist with the school improvement plan.</p>	<p>Student Learning Goal 3.1. Understands and conducts all aspects of school counseling programs, including facilitation of groups, prevention and intervention; understands how to appropriately identify, use and evaluate needs assessments to obtain data; understands the role of the school counselor as a change agent to enhance the development of students</p>					
	<p>Student Learning Outcome 3.1.1. Understands the important role of the school counselor as a system change agent; 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; knows how to design, implement, manage, and evaluate transition programs</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 2, 9, 10 and 21 is <i>less than 2.1</i>,</p>	<p>#5 – Supervisor’s Evaluation Item 2 (D3) Item 9 (C4) Item 10 (C5)</p> <p>#7 - Internship Portfolio/Case Study Findings</p> <p>Item 5 (E3, O4)</p>	<p>Item 2: N = 29 1 = 0% 2 = 17.24% 3 = 79.31% (No response: 3.45%) The cumulative mean score of all students on item 2 was 2.82; this shows that the quality target has exceeded expectations.</p> <p>Item 9: N = 29</p>	<p>3</p> <p>3</p>	<p>(I) Implemented refinements to signature assessments 3, 5, and 7.</p> <p>(I) Redesign of rubric for assessment 3.</p> <p>(P) Proposed modifications to Assessment 6 rubric in order to better</p>

	<p>as well as prevention and intervention plans related to multiple factors that affect student learning and development; understands group dynamics and the facilitation of teams to enable students to overcome barriers and impediments to learning (C4, C5, D3, E3)</p>	<p>expectations have not been met.</p> <p>If the cumulative mean score of all students on items 2, 9, 10 and 21 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on items 2, 9, 10 and 21 is <i>greater than 2.5</i>, expectations have been exceeded.</p> <p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on item 5 is <i>less than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on item 5 is <i>between 2.1 and 2.5</i>, expectations have been met.</p>		<p>1 = 0% 2 = 20.69% 3 = 72.41% (No response: 6.9%) The cumulative mean score of all students on item 9 was 2.78; this shows that the quality target has exceeded expectations.</p> <p>Item 10: N = 29 1 = 0% 2 = 13.79% 3 = 86.21% (No response: 3.45%) The cumulative mean score of all students on item 10 was 2.86; this shows that the quality target has exceeded expectations.</p> <p>Item 5: N =35 1 = 0% 2 = 5.71% 3 = 80% (No response: 14.29%) The cumulative mean score of all students on item 5 was 2.93; this shows that the quality target has exceeded expectations.</p>	<p>3</p> <p>3</p>	<p>assess student learning outcomes.</p> <p>(I) Implemented Practicum and Internship Orientation sessions.</p>
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		<p>If the cumulative mean score of all students on item 5 is <i>greater than 2.5</i>, expectations have been exceeded.</p>				
	<p>Student Learning Outcome 3.1.2. Identifies various forms of needs assessments and selects appropriate assessment strategies for academic, career, and personal/social development; knows models of program and outcome evaluation related to school counseling and understands how to critically evaluate research relevant to the practice of school counseling; understands and knows how to use the outcome research data to inform decision making and accountability (G3, H2, I1, I2, I3, I4, I5)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 3, 4 and 5 is <i>less than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 3, 4 and 5 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on items 3, 4 and 5 is <i>greater than 2.5</i>, expectations have been exceeded.</p>	<p>#7 - Internship Portfolio/Case Study Findings</p> <p>Item 3 (G3, H2) Item 4 (I1, I2, I3) Item 5 (I4, I5)</p>	<p>Item 3: N = 35 1 = 0% 2 = 31.43% 3 = 60% (No response: 8.57%) The cumulative mean score of all students on item 3 was 2.66; this shows that the quality target has exceeded expectations.</p> <p>Item 4: N = 35 1 = 0% 2 = 0% 3 = 85.71% (No response: 14.29%) The cumulative mean score of all students on item 4 was 3; this shows that the quality target has exceeded expectations.</p> <p>Item 5: N = 35 1 = 0% 2 = 5.71% 3 = 80% (No response: 14.29%) The cumulative mean score of all students on item 5</p>	<p>3</p> <p>3</p> <p>3</p>	

				was 2.93; this shows that the quality target has exceeded expectations.			
	<p>Student Learning Outcome 3.1.3. Knows how to design, implement, manage and evaluate comprehensive school counseling programs to enhance academic, career, and personal/social development; understands the potential impact of crises, emergencies, and disasters and knows the skills needed for crisis intervention; develops measurable outcomes for school counseling programs, activities, interventions and experiences; analyzes and applies relevant research findings to enhance the practice of school counseling (C2, C6, J1, J2, J3)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on items 2 and 7 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 2 and 7 is <i>between</i> 2.1 and 2.5, expectations have been met.</p> <p>If the cumulative mean score of all students on items 2 and 7 is <i>greater than</i> 2.5, expectations have been exceeded.</p> <p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p>	<p>#5 – Supervisor’s Evaluation</p> <p>Item 2 (C2) Item 7 (C6)</p> <p>#7 - Internship Portfolio/Case Study Findings</p> <p>Item 4 (J2) Item 5 (J1, J3)</p>	<p>Item 2: N = 29 1 = 0% 2 = 17.24% 3 = 79.31% (No response: 3.45%) The cumulative mean score of all students on item 2 was 2.82; this shows that the quality target has exceeded expectations.</p> <p>Item 7: N = 29 1 = 0% 2 = 20.69% 3 = 75.86% (No response: 3.45%) The cumulative mean score of all students on item 7 was 2.79; this shows that the quality target has exceeded expectations.</p> <p>Item 4: N = 35 1 = 0% 2 = 0% 3 = 85.71% (No response: 14.29%) The cumulative mean score of all students on item 4 was 3; this shows that the</p>	3	3	3

		<p>If the cumulative mean score of all students on items 4 and 5 is <i>less than</i> 2.1, expectations have not been met.</p> <p>If the cumulative mean score of all students on items 4 and 5 is <i>between</i> 2.1 and 2.5, expectations have been met.</p> <p>If the cumulative mean score of all students on items 4 and 5 is <i>greater than</i> 2.5, expectations have been exceeded.</p>		<p>quality target has exceeded expectations.</p> <p>Item 5: N = 35 1 = 0% 2 = 5.71% 3 = 80% (No response: 14.29%) The cumulative mean score of all students on item 5 was 2.93; this shows that the quality target has exceeded expectations.</p>	3	
	<p>Student Learning Goal 3.2. Understands and is able to abide by both legal and ethical school counseling standards; is able to provide both individual and group counseling and understands group dynamics; is able to analyze program effectiveness</p>					
	<p>Student Learning Outcome 3.2.1. Understands ethical and legal considerations specifically related to the practice of school counseling and demonstrates the ability to apply and adhere to those ethical and legal standards; analyzes assessment information in a manner that produces valid inferences (A2, B1, H3)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on item 2 is <i>less than</i> 2.1,</p>	#6 - Curriculum Item 2 (A2, B1, H3)	<p>Item 2: N = 11 1 = 0% 2 = 0% 3 = 100%</p> <p>The cumulative mean score of all students on item 2 was 3; this shows that the quality target has exceeded expectations.</p>	3	

		<p>expectations have not been met.</p> <p>If the cumulative mean score of all students on item 2 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on item 2 is <i>greater than 2.5</i>, expectations have been exceeded.</p>				
	<p>Student Learning Outcome 3.2.2. Understands group dynamics and the facilitation of teams and provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development (C5, D2)</p>	<p>The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</p> <p>If the cumulative mean score of all students on item 3 is <i>less than 2.1</i>, expectations have not been met.</p> <p>If the cumulative mean score of all students on item 3 is <i>between 2.1 and 2.5</i>, expectations have been met.</p> <p>If the cumulative mean score of all students on item 3 is <i>greater than</i></p>	<p>#6 - Curriculum Item 3 (C5, D2)</p>	<p>Item 3: N = 11 1 = 0% 2 = 0% 3 = 100%</p> <p>The cumulative mean score of all students on item 3 was 3; this shows that the quality target has exceeded expectations.</p>	<p>3</p>	



		2.5, expectations have been exceeded .				
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Section Five: Assessment Tools Utilized

[List all assessment tools utilized in your evaluation process. Some general assessment tools include: surveys, employer evaluations, industry standards, portfolios, government criteria/standards, IERP Banner reports, employee survey, Alumni Survey (1-3-5 years out), graduation survey, internship performance, project results, etc.]

Assessment Tool	Targeted Audience	Purpose of Assessment Tool	Timetable
Assessment Tool 1: Ethical Case - Introduction to Counseling and Guidance	Current students	The purpose of this assessment is to compile vital statistics to assess student progress toward Program Goal #1.	Once per semester
Assessment Tool 2: Theory Paper - Individual Counseling Procedures	Current students	The purpose of this assessment is to compile vital statistics to assess student progress toward Program Goal #1.	Once per semester
Assessment Tool 3: Comprehensive School Counseling Program - Design and Administration of Developmental Counseling Programs	Current students	The purpose of this assessment is to compile vital statistics to assess student progress toward Program Goal #1 & #3.	Once per semester
Assessment Tool 5: Supervisor's Evaluation - Internship in Counseling	Current students	The purpose of this assessment is to compile vital statistics to assess student progress toward Program Goal #1, #2 & #3.	Once per semester (at midpoint and again at end of internship experience)
Assessment Tool 6: Curriculum - Group Counseling	Current students	The purpose of this assessment is to compile vital statistics to assess student progress toward Program Goal #1.	Once per semester
Assessment Tool 7: Internship Portfolio - Internship in Counseling	Current students	The purpose of this assessment is to compile vital statistics to assess student progress toward Program Goal #2 & #3.	Once per academic year, at end of internship experience
Assessment Tool 8: Educational Advocacy Plan - Multicultural Counseling and Advocacy in Educational Settings	Current students	The purpose of this assessment is to compile vital statistics to assess student progress toward Program Goal #1 & #2.	Once per semester
Assessment Tool 9: Impact Statistics - Graduates	Program alumni	The purpose of this assessment is to gather statistics from recent graduates regarding employment in the field.	Once per academic year
Assessment Tool 10: CES Survey of Program Alumni	Program alumni	The purpose of this assessment is to gather information from alumni to provide a basis for program improvement.	Once every three years
Assessment Tool 11: Employer Survey	Employers	The purpose of this indirect assessment is to collect feedback from employers regarding the program and the	Once every year



		preparedness of our graduates to work in the field	
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Prepared by: Dr. Hector Rios and Reviewed by Dr. Rihab Saadeddine

Date: _____, 2016