Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Employer survey plan and process
Program faculty will meet with faculty in the College of Education to develop and implement a college-wide employer survey

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Program faculty and college faculty meet to discuss employer survey process
Responsible Person/Group: Program faculty and college faculty

Increase enrollments
Counselor education program faculty will develop a plan to increase enrollments. Faculty will discuss with staff of the College of Continuing Studies whom assist with marketing the program methods of increasing enrollments.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Counselor education program faculty will develop a plan to increase enrollments
Projected Completion Date: 05/2014
Responsible Person/Group: Counselor Education program faculty
Additional Resources: None
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students demonstrate an advanced understanding of counseling theories through critique and evaluation

Connected Document
EdS Counselor Ed Curriculum Maps

Related Measures

M 1: Personal theory/philosophy of counseling paper,
Complete a personal theory/philosophy of counseling paper, BCE 618, 100 percent achieve an 80 percent on paper based on scoring rubrics

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Target is that 100 percent of those attempting the counseling theories paper achieve an 80 percent or greater on scoring rubrics

Finding (2012-2013) - Target: Not Reported This Cycle
BCE 618 is offered every other year. The course was offered last Spring 2012 and it will be offered again Spring 2014.

M 2: Powerpoint presentation of counseling theory
Complete a powerpoint presentation of counseling theory, BCE 618, 100 percent achieve an 80 percent on presentation based on scoring rubrics

Source of Evidence: Presentation, either individual or group

Target:
Target is 100 percent of students attempting presentation of counseling theory will achieve an 80 percent or above on scoring rubrics

Finding (2012-2013) - Target: Not Reported This Cycle
BCE 618 is offered every other year. It was last offered Spring 2012 and it will be offered again Spring 2014. No data available this year.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research

Connected Document
EdS Counselor Ed Curriculum Maps

Related Measures

M 3: Students successfully complete comprehensive portfolio with 100 percent pass rate
Students successfully complete comprehensive portfolio with 100 percent pass rate

Source of Evidence: Portfolio, showing skill development or best work

Target:
Target is 100 percent of student successfully pass the portfolio review.

Finding (2012-2013) - Target: Met
Four students attempted the comprehensive portfolio and all four successfully passed. This resulted in a 100 percent pass rate. Students in the Ed.S. program continue to demonstrate an overall understanding of the counseling profession through successful completion the portfolio.

M 4: BER 500 Educational Research
Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article and achieve an 80 percent on the critique, respond to 54 questions in the evaluation of an article, 100 percent pass rate based on scoring rubrics

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Target is 100 percent of students completing an article critique with an 80 percent or above based on scoring rubrics addressing 54 questions

Finding (2012-2013) - Target: Not Reported This Cycle
No Ed.S. students attempted BER 500 therefore no data is available.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm 3: Recognized quality
The program will improve and sustain a high level of recognized quality

Connected Document
EdS Counselor Ed Curriculum Maps

Related Measures

M 5: performance on culminating requirement, portfolio, 100 percent pass rate
performance on culminating requirement, portfolio, 100 percent pass rate
Source of Evidence: Portfolio, showing skill development or best work
Target:
Target is 100 percent of students successfully complete portfolio review
Finding (2012-2013) - Target: Met
Four students attempted the Ed.S. portfolio and all four passed successfully. This resulted in a 100 percent pass rate

M 6: program faculty will complete survey employers of graduates to assess recognized quality, 75 percent of employers expressing satisfaction
Program faculty will complete survey of employers of graduates to assess recognized quality, 75 percent of graduates expressing satisfaction with program
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is that program graduates express satisfaction with program, 75 percent report satisfaction
Finding (2012-2013) - Target: Not Reported This Cycle
The biannual survey was last completed for aY 2012. No data was collected this AY. The next survey data will be collected Spring 2014.

OthOtm 4: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion based on meeting ACHE requirements

Connected Document
EdS Counselor Ed Curriculum Maps

Related Measures

M 7: A review of graduates to meet ACHE viability standards, meet minimum requirements for viability
A review of graduates to meet ACHE viability standards, meet minimum requirements for viability
Source of Evidence: Academic indirect indicator of learning - other
Target:
ACHE standards for Ed.S. students are 3.75 graduates a year.
Finding (2012-2013) - Target: Met
Eight students graduated from the Ed.S. program during this past AY. The number of graduates meets the ACHE requirement of 3.75 per year

M 8: Maintain current enrollments through new admits and retention of students
Maintain current enrollments through new admits and retention of students
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is to maintain current enrollments. There were 21 students during academic year 2011-2012.
Finding (2012-2013) - Target: Partially Met
There were 13 students enrolled in the Ed.S. program during this past academic year. This is a decrease from 21 and 22 the previous two years. We did not maintain current enrollments and new efforts need to be made to increase enrollments
Related Action Plans (by Established cycle, then alpha):
Increase enrollments
Established in Cycle: 2012-2013
Counselor education program faculty will develop a plan to increase enrollments. Faculty will discuss with staff of the College ...
For full information, see the Details of Action Plans section of this report.

OthOtm 5: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
EdS Counselor Ed Curriculum Maps

Related Measures

M 9: Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating
Graduate survey and assessment of satisfaction completed Spring 2013, a 75 percent satisfaction rating

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
Target is that 75 percent of those graduates surveyed report satisfaction with their program

**Finding (2012-2013) - Target: Not Reported This Cycle**
The graduate survey is completed biannually. The last graduate satisfaction survey was completed Spring 2012. The next survey will be completed Spring 2014.

**M 10: Survey of employers of graduates with at least a 75 percent satisfaction rating**
Develop a survey of employers of graduates and identify a method of distribution

Source of Evidence: Employer survey, incl. perceptions of the program

**Target:**
Target is deferred until next year. We will develop and identify methods of distributing employer survey within the college of education.

**Finding (2012-2013) - Target: Not Reported This Cycle**
The College of Education has contracted with a natural survey firm to collect data from employers on satisfaction with graduates. The data should be available the next reporting cycle.

**Related Action Plans (by Established cycle, then alpha):**

**Employer survey plan and process**

*Established in Cycle: 2011-2012*

Program faculty will meet with faculty in the College of Education to develop and implement a college-wide employer survey

For full information, see the Details of Action Plans section of this report.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Employer survey plan and process**

Program faculty will meet with faculty in the College of Education to develop and implement a college-wide employer survey

*Established in Cycle: 2011-2012*

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Outcome/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of employers of graduates with at least a 75 percent satisfaction rating</td>
<td>Program Value</td>
</tr>
</tbody>
</table>

Implementation Description: Program faculty and college faculty meet to discuss employer survey process

**Increase enrollments**

Counselor education program faculty will develop a plan to increase enrollments. Faculty will discuss with staff of the College of Continuing Studies whom assist with marketing the program methods of increasing enrollments.

*Established in Cycle: 2012-2013*

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Outcome/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain current enrollments through new admits and retention of students</td>
<td>Optimal level</td>
</tr>
</tbody>
</table>

Implementation Description: Counselor education program faculty will develop a plan to increase enrollments

Projected Completion Date: 05/2014

Responsible Person/Group: Counselor Education program faculty

**Additional Resources:** None
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students demonstrate an advanced understanding of counseling theories through critique and evaluation

Connected Document
EdS Counselor Ed Curriculum Maps

Related Measures

M 1: Personal theory/philosophy of counseling paper,
Complete a personal theory/philosophy of counseling paper, BCE 618, 100 percent achieve an 80 percent on paper

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Target is that 100 percent of those attempting the counseling theories paper achieve an 80 percent or greater on scoring rubrics

Finding (2011-2012) - Target: Met
Thirteen students attempted the personal counseling theories paper and all thirteen successfully completed the paper based on scoring rubrics

M 2: Powerpoint presentation of counseling theory
Complete a powerpoint presentation of counseling theory, BCE 618, 100 percent achieve an 80 percent on presentation

Source of Evidence: Presentation, either individual or group

Target:
Target is 100 percent of students attempting presentation of counseling theory will achieve an 80 percent or above on scoring rubrics

Finding (2011-2012) - Target: Met
Thirteen students attempted the counseling theory presentation and 100 percent achieved an 80 percent or above on the scoring rubrics

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research

Connected Document
EdS Counselor Ed Curriculum Maps

Related Measures

M 3: Students successfully complete comprehensive portfolio with 100 percent pass rate
Students successfully complete comprehensive portfolio with 100 percent pass rate

Source of Evidence: Portfolio, showing skill development or best work

Target:
Target is 100 percent of student successfully pass the portfolio review.

Finding (2011-2012) - Target: Met
Eight students attempted a portfolio review and submitted a portfolio. All eight students successfully completed a portfolio review.

M 4: BER 500 Educational Research
Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article and achieve an 80 percent on the critique, respond to 54 questions in the evaluation of an article, 100 percent pass rate.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Target is 100 percent of students completing a article critique with an 80 percent or above based on scoring rubrics addressing 54 questions
**Finding (2011-2012) - Target: Met**

One student completed the critique and achieved a score of 80 percent or above on the scoring rubrics.

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### Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcm 3: Recognized quality**

The program will improve and sustain a high level of recognized quality

**Connected Document**

- EdS Counselor Ed Curriculum Maps

**Related Measures**

- **M 5:** performance on culminating requirement, portfolio, 100 percent pass rate
  - **Source of Evidence:** Portfolio, showing skill development or best work
    - **Target:**
      - Target is 100 percent of students successfully complete portfolio review
      - **Finding (2011-2012) - Target: Met**
        - Eight students successfully completed the portfolio review

**OthOtcm 4: Optimal level**

The program will build and sustain an optimal level of annual program enrollments and degree completion

**Connected Document**

- EdS Counselor Ed Curriculum Maps

**Related Measures**

- **M 7:** A review of graduates to meet ACHE viability standards, meet minimum requirements for viability
  - **Source of Evidence:** Academic indirect indicator of learning - other
    - **Target:**
      - ACHE standards for Ed.S. students are 3.75 graduates a year.
      - **Finding (2011-2012) - Target: Met**
        - There were nine graduates during 2011. Target met for program viability

**OthOtcm 5: Program Value**

The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Document**

- EdS Counselor Ed Curriculum Maps

**Related Measures**

- **M 9:** Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating
  - **Source of Evidence:** Student satisfaction survey at end of the program
    - **Target:**
      - Target is that 75 percent of those graduates surveyed report satisfaction with their program
      - **Finding (2011-2012) - Target: Met**
        - Target met with all respondents reporting satisfaction with their program, reporting excellent, good or fair. No respondents indicated a poor rating.

**M 10:** Survey of employers of graduates with a least a 75 percent satisfaction rating

Develop a survey of employers of graduates and identify a method of distribution

**Source of Evidence:** Employer survey, incl. perceptions of the program

**Target:**
Target is deferred until next year. We will develop and identify methods of distributing employer survey within the college of education.

**Finding (2011-2012) - Target: Not Reported This Cycle**
Not reported this cycle

**Related Action Plans (by Established cycle, then alpha):**

**Employer survey plan and process**
*Established in Cycle: 2011-2012*
Program faculty will meet with faculty in the College of Education to develop and implement a college-wide employer survey

For full information, see the *Details of Action Plans* section of this report.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Employer survey plan and process**
Program faculty will meet with faculty in the College of Education to develop and implement a college-wide employer survey

*Established in Cycle: 2011-2012*

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Survey of employers of graduates with a least a 75 percent satisfaction rating
- **Outcome/Objective:** Program Value

**Implementation Description:** Program faculty and college faculty meet to discuss employer survey process

**Responsible Person/Group:** Program faculty and college faculty
<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>BER 500</td>
<td>Students demonstrate an advanced understanding of counseling theories through critique and evaluation</td>
<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2</td>
<td>BCE 618</td>
<td>Students demonstrate an advanced understanding of counseling theories through critique and evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td>BCE 618</td>
<td>Students demonstrate an advanced understanding of counseling theories through critique and evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Experience Portfolio</td>
<td></td>
<td></td>
<td>Students demonstrate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research

### Curriculum Map II (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>BER 500</td>
<td>Students demonstrate an advanced understanding of counseling theories through critique and evaluation</td>
<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research</td>
<td>8 or better on the critique, respond to 54 questions in the evaluation of an article, 100 percent pass rate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 2</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 618</td>
<td>Complete a personal theory/philosophy</td>
</tr>
<tr>
<td>Course 3</td>
<td>BCE 618</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>Required Experience</strong></td>
<td><strong>Portfolio</strong></td>
</tr>
<tr>
<td></td>
<td>Complete a powerpoint presentation of counseling theory, BCE 618, 100 percent achieve a grade of B or better</td>
</tr>
<tr>
<td></td>
<td>Students successfully complete comprehensive portfolio with 100 percent pass rate</td>
</tr>
<tr>
<td><strong>Common Experience</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required Task</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Common Assignment</strong></td>
<td></td>
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<tr>
<td>Activity 1</td>
<td></td>
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<tr>
<td>Activity 2</td>
<td></td>
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<tr>
<td>Activity 3</td>
<td></td>
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<tr>
<td>Activity 4</td>
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