Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

School counseling students must take the Praxis II and a national certification exam. Students have performed well on both measures and demonstration of their knowledge and skills in counseling. All students over the past five years have passed these exams.

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 understanding of current knowledge for counseling practice in a multicultural and pluralistic society

Related Measures

M 1: Complete a Personal Theory/Philosophy of Counseling Paper
Complete a personal theory/philosophy of counseling paper, BCE 512 which addresses multiculturalism and counseling practice, 100 percent of students demonstrate competence (80 percent) on scoring rubrics.
Source of Evidence: Written assignment(s), usually scored by a rubric

M 2: Complete a counseling demonstration based on counseling theory
Complete a counseling demonstration based on counseling theory, BCE 512 which requires incorporation of multiculturalism and counseling practice. One hundred percent of students demonstrate competence at the rate of 80 percent on scoring rubrics.
Source of Evidence: Presentation, either individual or group

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

Related Measures

M 3: Student complete court requirement in BER 500 Educational Research
Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article with demonstrating competence with a rating of meets minimum criteria or better on the critique, satudents respond to 54 questions in the evaluation of an article. Eighty percent of students achieve a minimum rating on scoring rubrics (e.g. demonstrates graduate level of analysis or better versus does not demonstrate graduate level of analysis) on all 54 questions.
Source of Evidence: Academic direct measure of learning - other

M 4: Successful completion of the comprehensive portfolio review, 100 percent pass rate
Successful completion of the comprehensive portfolio review, 100 percent pass rate for all students taking exam
Source of Evidence: Academic direct measure of learning - other

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

OtherOtcm 3: An Improved Outcome Derived from Their 2010-11 Assessment Findings
National graduate examination to replace program examination with a 75 percent pass rate

Related Measures

M 5: Students take Praxis II exam
Students take Praxis II exam with an 80 percent pass rate
Source of Evidence: Academic direct measure of learning - other

M 6: Students Prepare for Praxis II Exam
Survey of students preparation for Praxis II exam
Source of Evidence: Academic direct measure of learning - other

OthOtcn 4: Recognized Quality
The program will improve and sustain a high level of recognized quality. The program will improve and sustain a high level of recognized quality, including national accreditation CACREP. Maintain accreditation through 2014

Related Measures

M 7: The school counseling program in Counselor Education is accredited nationally by CACREP, the Council for Accreditation of Counsel
The school counseling program in Counselor Education is accredited nationally by CACREP, the Council for Accreditation of Counseling and Related Educational Programs. The program has been reaccredited through 2014 and the program will complete assessments, etc which maintain accreditation
Source of Evidence: Academic indirect indicator of learning - other

M 8: Program faculty will complete survey employers of graduates to assess recognized quality, 75 percent of employers expressing satisfaction with graduates
Program faculty will complete survey of employers of graduates to assess recognized quality, 75 percent of employers expressing satisfaction with graduates
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 5: Optimal Level
The program will build and sustain an optimal level of annual program enrollments and degree completion based upon ACHE requirements

Related Measures

M 9: A review of graduates to meet ACHE viability standards, meet minimum viability standards
A review of graduates to meet ACHE viability standards, meet minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other

M 10: 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

OthOtcn 6: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Related Measures

M 11: 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: Academic indirect indicator of learning - other

M 12: This measure is a repeat of a previous measure and does not need to be completed or continued
See previous measure 8 on surveying graduates
Source of Evidence: Academic indirect indicator of learning - other

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

CACREP response
The counseling programs went through reaccreditation from the Council On Counseling and Related Educational Programs this past year. The goal was to achieve reaccreditation and reaccreditation was received. The program did receive reaccreditation with several recommendations/requirements. One requirement concerned full implementation of counselor education assessment plan which is called "Total Counseling," which is designed to assess student progress throughout the program

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Counselor Education faculty discuss CACREP report in faculty meeting and implement "Total Counseling" plan across all counseling courses during AY 2011-2012
Projected Completion Date: 07/2013
Responsible Person/Group: Program faculty and Program Coordinator
Additional Resources: None

Maintain enrollments
Faculty will review enrollment data and develop a plan for maintaining enrollments. Faculty discussions will occur during annual faculty retreat in September

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Program faculty will discuss a plan for maintaining enrollments at faculty retreat.
Responsible Person/Group: Program faculty

increase enrollments
Program faculty will discuss in program meetings how to increase enrollments.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Faculty will develop a plan to increase enrollments during program meetings  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** School counseling 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 understanding of current knowledge for counseling practice in a multicultural and pluralistic society

Connected Document
Counselor Ed MA Curriculum Maps

Related Measures

M 1: Complete a personal theory/philosophy of counseling paper

Complete a personal theory/philosophy of counseling paper, BCE 512 which addresses multiculturalism and counseling practice. 100 percent of students demonstrate competence (80 percent) on scoring rubrics.

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

Target: Target is that 100 percent of student attempting the personal theory counseling paper achieve an 80 percent or better on scoring rubrics

Finding (2012-2013) - Target: Not Reported This Cycle

No school counseling student took BCE 512 so there are no results to report.

M 2: Complete a counseling demonstration based on counseling theory

Complete a counseling demonstration based on counseling theory, BCE 512 which requires incorporation of multiculturalism and counseling practice. One hundred percent of students demonstrate competence at the rate of 80 percent on scoring rubrics.

Source of Evidence: Presentation, either individual or group

Target: Target is 100 percent of students attempting counseling theory demonstration achieve an 80 percent or better based on scoring rubrics

Finding (2012-2013) - Target: Not Reported This Cycle

No school counseling student took BCE 512 so no results to report.

SLO 2: Skills/Abilities

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

Connected Document
Counselor Ed MA Curriculum Maps

Related Measures

M 3: Students complete course requirement in BER 500 Educational Research

Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article with demonstrating competence with a rating of meets minimum criteria or better on the critique, students respond to 54 questions in the evaluation of an article. Eighty percent of students achieve a minimum rating on scoring rubrics (e.g. demonstrates graduate level of analysis or better versus does not demonstrate graduate level of analysis) on all 54 questions.

Source of Evidence: Academic direct measure of learning - other

Target: 100 percent of students taking BER 500 course and completing article critique achieve an 80 percent on project rubrics.

Finding (2012-2013) - Target: Met

two school counseling students attempted the article critique and both achieved an 80 percent or better based upon the scoring rubrics. Students in the school counseling program have demonstrated adequate skills in analyzing and interpreting the professional literature.

M 4: Successful completion of the comprehensive portfolio review, 100 percent pass rate

Successful completion of the comprehensive portfolio review, 100 percent pass rate for all students taking exam
Target: 100 percent of students attempting comprehensive portfolio pass the portfolio.

Finding (2012-2013) - Target: Met
Five school counseling students attempted the comprehensive portfolio and all five passed the exam.

SLO 3: An Improvement Outcome Derived From their 2010-11 Assessment Findings
National graduate examination to replace program examination with an 75 percent pass rate

Source of Evidence: Academic direct measure of learning - other

Target: 80 percent of those taking the NCE exam (national counselor exam) pass the exam.

Finding (2012-2013) - Target: Met
Four students took the Praxis II exam and all four passed. Students in the school counseling program demonstrated skills in writing and basic knowledge through an objective exam, Praxis II.

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

OtherOutc 4: Recognized quality
The program will improve and sustain a high level of recognized quality. The program will improve and sustain a high level of recognized quality, including national accreditation, CACREP. Maintain accreditation through 2014

Source of Evidence: Academic indirect indicator of learning - other

Target: Target is continued accreditation of school counseling program by CACREP, a national accreditation through 2014

Finding (2012-2013) - Target: Met
The school counseling program received a two year renewal from CACREP, a national accreditation through 2014.

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

Established in Cycle: 2011-2012
The counseling programs went through reaccreditation from the Council On Counseling and Related Educational Programs this past...

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

Source of Evidence: Academic indirect indicator of learning - other

Target: Target is for faculty to discuss with colleagues in the College of Education a process for distributing an employer survey. This objective will be dropped because the College has contracted with a national survey organization the surveying of employers.

Finding (2012-2013) - Target: Not Reported This Cycle
The College of Education has contracted with a national survey firm to collect information of employers of graduates. The results will be available for next year's report.
OthOtcm 5: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion based upon ACHE requirements

Connected Document
Counselor Ed MA Curriculum Maps

Related Measures

M 9: A review of graduates to meet ACHE viability standards, meet minimum viability standards
A review of graduates to meet ACHE viability standards, meet minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is to graduate 3.75 students per year based on ACHE guidelines

Finding (2012-2013) - Target: Met
Four students graduated during AY 2012-2013 which meets the ACHE requirement of 3.75 students graduating per year.

M 10: 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 17 students enrolled in the program during the 2010--2012 academic year.

Finding (2012-2013) - Target: Partially Met
There are currently seven students in the school counseling program. This is a significant decrease from the previous year of 17. Faculty will review the enrollments and discuss efforts to increase enrollments.

Related Action Plans (by Established cycle, then alpha):
- Maintain enrollments
  Established in Cycle: 2011-2012
  Faculty will review enrollment data and develop a plan for maintaining enrollments. Faculty discussions will occur during annual...

- Increase enrollments
  Established in Cycle: 2012-2013
  Program faculty will discuss in program meetings how to increase enrollments.

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

OthOtcm 6: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Connected Document
Counselor Ed MA Curriculum Maps

Related Measures

M 11: 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: Academic indirect indicator of learning - other

Target:
Target is achieving a 75 percent satisfaction of graduates of the school counseling program.

Finding (2012-2013) - Target: Not Reported This Cycle
We survey graduates every other year. We will survey graduate satisfaction during Spring 2014, an online survey platform is used (Qualtrics)

M 12: This measure is a repeat of a previous measure and does not need to be completed or continued
See previous measure 8 on surveying graduates

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is the development of a process for contacting employers across the College of Education. Faculty will discuss with colleagues in the College of Education during this next academic year how to develop a employer survey.

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

CACREP response
The counseling programs went through reaccreditation from the Council On Counseling and Related Educational Programs this past year. The goal was to achieve reaccreditation and reaccreditation was received. The program did receive reaccreditation with several recommendations/requirements. One requirement concerned full implementation of counselor education assessment plan which is called "Total Counseling," which is designed to assess student progress throughout the program

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** The school counseling program in Counselor Education is accredited nationally by CACREP, the Council for Accreditation of Counselors.

**Outcome/Objective:** Recognized quality

**Implementation Description:** Counselor Education faculty discuss CACREP report in faculty meeting and implement "Total Counseling" plan across all counseling courses during AY 2011-2012

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** Program faculty and Program Coordinator

**Additional Resources:** None

**Maintain enrollments**

Faculty will review enrollment data and develop a plan for maintaining enrollments. Faculty discussions will occur during annual faculty retreat in September

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

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

Measure: Maintain current enrollments through new admits and retention of students

Outcome/Objective: Optimal level

**Implementation Description:** Program faculty will discuss a plan for maintaining enrollments at faculty retreat.

**Responsible Person/Group:** Program faculty

**increase enrollments**

Program faculty will discuss in program meetings how to increase enrollments.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

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

Measure: Maintain current enrollments through new admits and retention of students

Outcome/Objective: Optimal level

**Implementation Description:** Faculty will develop a plan to increase enrollments during program meetings

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** School counseling program faculty

**Additional Resources:** None
<table>
<thead>
<tr>
<th>Course 1</th>
<th>BCE 512</th>
<th>Student Learning Outcome 1</th>
<th>Students demonstrate an understanding of current knowledge for counseling practice in a multicultural and pluralistic society</th>
<th>Student Learning Outcome 2</th>
<th>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research.</th>
<th>Student Learning Outcome 3</th>
<th>National graduate examination to replace program examination and program norms will be established</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 2</td>
<td>BCE 512</td>
<td>Student Learning Outcome 1</td>
<td>Students demonstrate an understanding of current knowledge for counseling practice in a multicultural and pluralistic society</td>
<td>Student Learning Outcome 2</td>
<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research.</td>
<td>Student Learning Outcome 3</td>
<td>National graduate examination to replace program examination and program norms will be established</td>
<td>Student Learning Outcome 4</td>
<td>Student Learning Outcome 5</td>
</tr>
<tr>
<td>Course 3</td>
<td>BER 500</td>
<td>Student Learning Outcome 1</td>
<td>Students demonstrate an understanding of current knowledge for counseling practice in a multicultural and pluralistic society</td>
<td>Student Learning Outcome 2</td>
<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research.</td>
<td>Student Learning Outcome 3</td>
<td>National graduate examination to replace program examination and program norms will be established</td>
<td>Student Learning Outcome 4</td>
<td>Student Learning Outcome 5</td>
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<tr>
<td>Required Experience</td>
<td>Portfolio</td>
<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Counselor Education research.</td>
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<td>Common Experience</td>
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<td>Required Task</td>
<td>National exam</td>
<td>National graduate examination to replace program examination and program norms will be established</td>
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<td>Common Assignment</td>
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<tr>
<td>Activity 1</td>
<td>Survey of students</td>
<td>National graduate examination to replace program examination and program norms will be established</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<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>Students demonstrate an understanding of current</td>
<td>Students demonstrate the ability to analyze, synthesize, apply</td>
<td>National graduate examination to replace program</td>
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</tr>
<tr>
<td>Course 1</td>
<td>BCE 512</td>
<td>A personal theory/philosophy of counseling paper, BCE 512 which addresses multiculturalism and counseling practice. 100 percent of students achieve a grade of B or better on paper.</td>
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<tr>
<td>Course 2</td>
<td>BCE 512</td>
<td>A counseling demonstration based on counseling theory, BCE 512 which requires incorporation of multiculturalism and counseling practice. One hundred percent of students achieve a grade of B or better on demonstration</td>
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</tr>
<tr>
<td>Course 3</td>
<td>BER 500</td>
<td>BER 500 Educational Research requiring evaluation of professional journal article with a grade of B or better on the critique, respond to 54 questions in the evaluation of an article, 100 percent of students achieve a grade of B or better.</td>
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<tr>
<td>Required Experience Portfolio</td>
<td></td>
<td>Successful completion of the</td>
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<tr>
<td>Common Experience</td>
<td>comprehensive portfolio review, 100 percent pass rate</td>
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<tr>
<td>Required Task</td>
<td>National exam</td>
<td>monitor scores on national exam (not sure what to expect without any previous history)</td>
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<td></td>
<td>Student survey</td>
<td>Survey of students preparation for national exam, 75 percent report prepared for exam</td>
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<td>Activity 1</td>
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Optional Additional Narrative:  Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan