



Spring 2016, Summer 2016, and Fall 2016

Student Learning Outcomes (SLO) Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: College of Education

Department: Counseling

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program: _____

Post Master's Certificate in School Counseling

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

For year 2016, we aligned our Student Learning Outcome (SLO) to the 2016 CACREP standards. These changes required us to identify a new SLO and performance measures. Therefore, the first two data points are assessed using different measures and do not directly related to the outcomes or performance measures from 2015. These changes are fully described in this report. Overall, the changes demonstrate a continued positive impact on student learning. However, during the first point of measure, there are some improvements that need to be made to the Post Master's Certificate Program.

Student Learning Outcome 1

Professional School Counseling students will be able to use accountability data to inform decision making.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

We revised our Student Learning Outcomes Assessment plan since our last submission to align with the 2016 CACREP standards. Therefore, the SLO for this program has also been revised to reflect current knowledge, skills, and abilities that candidates need to possess based on these revised national standards. The effective measure, methodology, and performance outcomes were also revised to ensure the SLO was assessed via multiple measures and multiple points in time. The effective measures now include rubrics in CSLG 7141 and CSLG 7646 and the Praxis II exam.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability.

1. Academic Development and Social/Emotional Data Project: students analyze faux program data to develop SMART goals for students' academic and social/emotional data. (CSLG 7141)
2. Data and Advocacy Project: students analyze school data at their internship sites and develop an intervention to address a student need. (CSLG 7646)
3. Praxis II exam: specifically covers the standard, "knows how to apply data analysis results for program improvement" (p. 10, The Praxis Study Companion).

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. The first point is in CSLG 7141, when students complete and receive feedback on their data project. Projects were evaluated by detailed rubrics. Students were assessed during their first semester in the program. This is a new measure with different rubrics and scoring than the 2015 portfolio measure.
2. The second point is in CSLG 7646, when students complete and receive feedback on their data and advocacy project. Projects were evaluated by detailed rubrics. Students were assessed during the midpoint of the program. This measure replaces the SFECT from 2015.
3. The third point is in their final semester, when students take the state Praxis II exam. The *PRAXIS School Counseling and Guidance* examination consists of 120 items and is taken during the final semester the candidate is enrolled in the program to measure their professional school counseling knowledge. The results are electronically scored by ETS.Org and disseminated to students and the College of Education Teacher Education, Advising, and Licensure (TEAL). The PRAXIS was revised in 2013 with a new passing score. This measure is consistent with the 2015 measure.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. At least 80% of students will meet expectations by scoring a minimum of 3 on the Academic Development and Social/Emotional Data Project scoring rubric.
2. At least 80% of students will meet expectations by scoring a minimum of 3 on the Data and Advocacy Project scoring rubric.
3. At least 80% of students will pass the Praxis II exam.

Assessment Data:				
Spring 2016-Summer 2016-Fall 2016 Assessment Data				
PRAXIS II	Percentage of students passing			
	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Numbers	0	6	1	6
Number passing	0	6	1	6
Pass Rate	0	100%	100%	0

Portfolio	Percentage that Score a Minimum of 3			
	Sum 2015 Based on old measure and SLO	Fall 2015 Based on old measure and SLO	Sum 2016	Fall 2016
Semester				
Number	12	0	14	0
Number scoring minimum of 3			9	0
Meets or Exceeds Expectations	100%	0	64.29	0

Data and Advocacy Project	Percentage that Score a Minimum of 3				
	Semester	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Number		0	0	1	9
Number scoring minimum of 3				1	8
Meets or Exceeds Expectations		0	0	100%	88.89%

Changes to be implemented Fall 2017: Based upon the 2016 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Some students seem to struggle meeting the standard *scoring a minimum of 3 on the Academic Development and Social/Emotional Data Project rubric* as only 64.29 were able to use data and create an action plan. However, when looking at the assignment as a whole, most students were successful in meeting the overall goals of the portfolio. Furthermore, students were able to improve upon the performance measure as demonstrated at the midpoint (Data and Advocacy project) and final (Praxis II).

CSLG 7141 is the first course students take in the program. Given students in the Post Master's Certificate in School Counseling Program are often non-traditional and have been away from school for a number of years, the first thing is to orient students to resources on campus such as technology, writing resources, and library. Next the program faculty will examine the assignment, clarity of directions, and which specific areas of the assignment students may struggle with in particular. We will make those changes and assess improvements to performance on this student learning outcome in 2017.

