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| **COVER PAGE** | |
| **College:** | Burton College of Education |
| **Department:** | Department of Graduate Professions |
| **Academic Program:** | M.Ed. School Counseling |
| **Person Responsible:** | Dr. Christine Anthony |
| **Date Submitted:** | May 19, 2014 |
| **Reporting Period:** | Fall, 2013 – Spring, 2014 |
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| **Program Modality and Location** | |
| Is this program offered via Distance Learning? Select all that apply. (Note: Traditional means face to face.) | ☐ 100% Distance only |
| ☐ 100% Distance & Traditional |
| ☐ 50-99% Distance/Traditional |
| ☒ 100% Traditional or less than 50% Distance/Traditional |
| Is this program offered at an off-site location?  (I.e. 50% or more of the program’s credits may be obtained off-site.) | Choose an item. |
| If yes to previous, provide addresses for each location where 50% or more of program may be earned. | Click here to enter text. |
| **Assessment of Distance Learning Program** | |
| If degree or certificate is packaged in both traditional format ***and*** 50% to 100% via distance learning, indicate **how the** **assessments** can be used to evaluate the effectiveness of the distance learning offerings separately from the traditional format. (Note: Delivery method should not affect program content or requirements; assessments used for evaluation of f2f program should also be used for evaluation of online delivery of program.) | |
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| **Example of Program Improvement** |
| Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was. If possible, also show evidence of the improvement. You may look at data from the previous two academic years to support this case.  (E.g. In 2011-12, evidence showed our students were not meeting expectations for critical thinking; in ’13-14 we modified existing assignment in [course] and the results show an improvement of X% over previous year.) |
| After review of the data from the COUN 640 Career Test Power Point presentation, designed to formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments, the assignment was redesigned as a Career Guidance Lesson Plan assignment that reflected a more comprehensive assessment [included resources from websites, course materials, titles of appropriate trade books and career test] and alignment with both CACREP standards and LaSCM Career Domain standards. |
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| **Program Highlights from the Reporting Year** |
| Identify and briefly discuss any successes of the program not captured in program goals or learning assessments. |
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| **Academic Program:** | M.Ed. School Counseling |
| **Person Responsible:** | Dr. Christine Anthony |
| **Date Submitted:** | May 20, 2014 |
| **Reporting Period:** | Fall, 2013 – Spring, 2014 |

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| **Program Mission:** | The Master of Education in School Counseling endeavors to prepare its graduates to work in school settings, to assist administrative functions appropriate to that setting, to improve the lives of students and their families at all grade levels, and to demonstrate knowledge and positive dispositions regarding ethical responsibility. It is our goal to provide graduates with the resources and knowledge needed to facilitate positive change in individuals and institutions through excellence in teaching, creative scholarly activity and guided learning-counselor interventions in school counseling. Graduate students receive a specific School Counseling curriculum consisting of 48 credit hours with emphasis in:   * educational leadership and professionalism and ethical responsibility * critical thinking skills in applied research methodology and knowledge in assessment * analysis of the global community; the development of sound judgment in a multicultural society * individual, group and career counseling theories and techniques, consultation, collaboration * effective oral, written, and technological communication * school service   Graduate students are encouraged to continue refining their school counseling careers by pursuing additional graduate credits in counseling related course work and further professional development which will aid in promoting expertise in specific counseling areas, especially valuable for students who are seeking licensure. |
| **Institutional Mission Reference:** | McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate students and services to the employers and communities in its region. McNeese uses a traditional admissions process based on courses completed, GPA, and standardized test scores. |

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| **Assessment Methods Utilized** | **Data Repository Location** |
| ☒ Standardized Exam (nationally normed) | School Counseling office files, Farrar, 337; Farrar, 135 or electronic records |
| ☐ Standardized Exam (nationally normed) |  |
| ☐ Major Field Examination |  |
| ☒ Internally-developed Examination | Faculty members’ offices |
| ☒ Student Opinion Survey (SOS) | Department of Education Professions office files: Farrar, 240 |
| ☐ National Survey of Student Engagement (NSSE) |  |
| ☐ Employer Survey |  |
| ☐ Graduate Survey |  |
| ☐ Alumni Survey |  |
| ☐ Exit Survey/Interview/Exam |  |
| ☐ Program-specific Survey |  |
| Scoring of Essay |  |
| ☐ Portfolio Evaluation |  |
| ☒ Capstone Project | Faculty office files: Farrar, 337; Farrar, 135 |
| ☒ Presentation | Faculty members’ offices |
| ☐ Research Paper |  |
| ☒ Research Project | Faculty office files: Dr. Dustin Hebert, SEED Center |
| ☐ Course Summary |  |
| ☐ Excel Spreadsheet |  |
| ☐ Access Database |  |
| ☒ Other - Please describe |  |
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| **Common Objective** | |
| **Program Objective 1** | Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
| Track student enrollments. Maintain or exceed ’12-’13 levels of declared majors: | School Counseling Enrollment  Summer, 2012: 26  Fall, 2012: 34  Spring, 2013: 41 | School counseling degree plan is increased from 36 to 48 hour program. |
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| **Common Objective** | |
| **Program Objective 2** | Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
| Program faculty will meet 3 times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities. | [Provide number of faculty meetings… Meeting Minutes on file in Farrar, 337 office.] | The program faculty will discuss any programmatic changes that are not necessarily reflected in learning outcome actions or in other program objectives. |
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| **Program-unique Objective** | |
| **Program Objective 3** | Create an environment that effectively provides candidates with emerging technology tools. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
| The program faculty will document meetings and classroom uses addressing emerging technologies. | Sign in sheets from faculty meetings in DEP office.  Copy of student use of Promethean technology on Moodle site. | The program faculty will discuss successes, drawbacks and feedback from students as a result of implementing emerging technologies in the classroom through Promethean board. |
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| **Student Learning Outcome 1** | Graduates apply critical thinking in academic and professional environments. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| 100% pass rate on EDUC 687 and 697 Curriculum Guidance Intervention capstone project will be used to improve school counseling program effectiveness. | 100 % pass rate was achieved during the fall, 2013 and 100% pass rate for spring, 2014 semesters. | This assessment will serve as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |
| Minimum score of 80% pass rate on COUN 659 development of an intervention plan for an emergency school situation assignment. | 80 % pass rate was achieved during the fall, 2013 on this assignment. | Course instructor will use this assignment as program assessment data to evaluate the students’ ability to think critically in crisis situations. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |

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| **Student Learning Outcome 2** | Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| Minimum score of 80% pass rate on COUN 635 Understanding Poverty PowerPoint presentation. | 92.5% pass rate on COUN 635 Understanding Poverty PowerPoint presentation. | This assessment will serve as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |
| Minimum score of 80% pass rate on COUN 635 Counseling Theories PowerPoint presentation. | 89.3% pass rate on COUN 635 Counseling Theories PowerPoint presentation. | This assessment will serve as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |

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| **Student Learning Outcome 3** | Graduates analyze the global community to make sound judgments in academic and professional environments. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
| Minimum score of 80% on COUN 637 analyzing ethical dilemmas’ assignment. | 80% pass rate was achieved for fall, 2013. | Course instructor will use written assessment relating to the analysis of ethical dilemmas as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |
| Minimum mean score of 80% on COUN 626 Cross-Cultural Experience paper analyzing attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities. | 80% pass rate was achieved for the fall, 2013. | Course instructor will use written assessment on cross-cultural analysis as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |

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| **Student Learning Outcome 4** | **Student Learning Outcome** 1 Graduates demonstrate an understanding of the important role of the school counselor as a system change agent. CACREP Leadership Standard O.4 |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
| Minimum score of 80% on COUN 610 School Counselor Agents of Change assignment. | 100% pass rate for the spring, 2014. | Course instructor will use the school counselor candidates’ Agents of Change assignment to serve as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |
| 100% pass rate on COUN 687 and 697 Curriculum Guidance Intervention capstone project will be used to improve school counseling program effectiveness. | Exceeded 80% pass rate for the fall, 2013. | Course instructor will use the Curriculum Guidance Intervention capstone project to serve as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |

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| **Student Learning Outcome 5** | COUN 615: Assessment SLO: Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society. CACREP Assessment Standard II.G.7 |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
| Minimum score of 80% combined average on COUN 615 Assessment in School Counseling and Guidance two (2) course exams. | 80% pass rate for the fall, 2013.  Data collected for first time in fall 2013 semester. | Course instructor will use the school counselor candidates’ exam scores (2) to serve as program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |
| Minimum mean score of 80% on COUN 615 Role of the School Counselor in Testing and Assessment paper using a variety of sources to summarize the historical of educational and psychological assessment and testing; the use of appropriate assessments to address student’s academic, career, and personal/social development; application of assessment methods to evaluate school counseling programs. | 80% pass rate for the fall, 2013.  Data collected for first time in fall 2013 semester. | Course instructor will use the school counselor candidates’ exam scores (2) to serve as program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |

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| **Student Learning Outcome 6** | COUN 637: Legal/Ethical/Professional Issues SLO Graduates will demonstrate an understanding of the characteristics, roles, and functions of the professional counselor with special attention to legal, ethical, and professional issues.  PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE CACREP Standard II K 4, 6, and 7. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
| Minimum score of 80% on COUN 637 on the Ethical situation/ legal implications assignment. | 80% pass rate for the fall, 2013. | Course instructor will use the Ethical situation/ legal implications assignment to serve as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |
| Minimum score of 80% on COUN 637 review of Title 28 LA Mental Health Law assignment. | 80% pass rate for the fall, 2013. | Course instructor will use the Title 28 LA Mental Health Law assignment to serve as a program assessment data. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. |

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| **Master Plan Self-Assessment** |
| Master plans are the evidence that a unit is performing assessment and an index to how that assessment is undertaken. Effective assessment plans establish clear goals, set high levels of achievement, and include meaningful measurements for gauging progress toward goals. As a progress report, these plans show that the unit evaluates its annual information and makes decisions based upon evidence. These changes are then followed up on (assessed) in subsequent plans. |
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**In this section, please self-evaluate this process by indicating as follows:**

**1 – I need a lot of help in this area;**

**2 – I am making progress, but need help;**

**3 – I do not need help in this area**

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| **Area 1: Mission/Institutional Mission Reference**  (I am confident my unit’s mission statement communicates clearly to a broad audience and shows its unique and obvious place within the institutional framework.) | **3** |
| **Area 2: Objectives/Outcomes**  (Mostly for Admin Units: I am satisfied that the objectives I have listed support the unit mission, are clear and measurable, and adequate in number.) | **3** |
| **Area 3: Assessments/Expectations**  (I am satisfied that my assessments accurately measure my objectives, that there are enough assessments to get a meaningful picture, and that my unit’s expectations are rigorous but attainable.) | **2** |
| **Area 4: Data/Collection**  (I am satisfied with the amount and quality of data I receive.) | **2** |
| **Area 5: Data Analysis/Application**  (I am satisfied with the unit’s process for analyzing data and making improvements.) | **2** |

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| **Comments** |

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