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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:** | August 26, 2019 |
| **Reporting Period:** | Fall, 2018– Spring, 2019 |
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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 |
| X 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.) | No |
| 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.) | |
| Online assessment differs from traditional assessment through the use of Discussion Board Forums that create an online learning community and lively interactions among student learners. Students work in online groups, review and analyze relevant videos on current topics and discuss content and implications for application to school counseling programs. Field experience includes interviews, observations and counseling sessions in the K-12 environment. Both formative and summative assessments are used in both online and face-to-face courses. | |

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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 Master Plan for the 2018-2019 academic year, it was decided that students would continue to be provided with assignments in the area of lesson plans development as it relates to academic, career and personal/social development. Student will continue to receive exposure to ASCA national standards as a tool for constructing professional and relevant lesson plans. Additionally, the professor teaching COUN 687 and COUN 697 will collaborate with school site supervisors for feedback on student performance and for suggestions for program improvement. Additionally, the school counseling coordinator has collaborated with the dean and department chair about ideas to recruit and increase enrollment for the program. These ideas include changes to entrance requirements for the school counseling program. |
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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.  The MSU School Counseling program continues to produce highly qualified, professional counselors from a nationally accredited program. We have received positive feedback from students and graduates. During the 2018-2019 academic year, all of our graduates have secured employment within one semester following graduation. |
| The MSU school counseling program was awarded national accreditation in February, 2015 by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). |
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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) COUN 687 and COUN 697 | School Counseling office files, Farrar, 337 or electronic records |
| ☐ Standardized Exam (nationally normed) |  |
| ☐ Major Field Examination |  |
| ☒ Internally-developed Examination: all courses | Faculty members’ offices |
| ☒ Student Opinion Survey (SOS) | Department of Education Professions office files: Farrar, 240 |
| ☐ National Survey of Student Engagement (NSSE) |  |
| ☐ Employer Survey COUN 697 | http://www.mcneese.edu/gep/master-of-education-in-school-counseling |
| ☐ Graduate Survey COUN 697 | http://www.mcneese.edu/gep/master-of-education-in-school-counseling |
| ☐ Alumni Survey COUN 697 | http://www.mcneese.edu/gep/master-of-education-in-school-counseling |
| ☐ Exit Survey/Interview/Exam COUN 697 | http://www.mcneese.edu/gep/master-of-education-in-school-counseling |
| ☐ Program-specific Survey COUN 697 | http://www.mcneese.edu/gep/master-of-education-in-school-counseling |
| Scoring of Essay |  |
| ☐ Portfolio Evaluation |  |
| ☒ Capstone Project COUN 687 and COUN 689 | Faculty office files: Farrar, 337 |
| Presentation |  |
| ☐ Research Paper |  |
| ☒ Research Project COUN 601 | Faculty office files: Farrar, 331 |
| ☐ 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. Increase overall enrollment by 3 students for the 2018-2019 academic school year. | School Counseling Enrollment and Completers   |  |  |  | | --- | --- | --- | | 2018-2019 | 19 | 4 | | 2017-2018 | 16 | 2 | | 2016-2017 | 17 | 8 | | 2015-2016 | 22 | 5 | | 2014-2015 | 25 | 2 | | School counseling enrollment gained 3 students in 2018-2019 school year. There were four completers in the 2018-2019 school year, which accounted for the one student who postponed graduation during the 2017-2018 school year. The enrollment goal was met for the 2018-2019 academic year with an increase in the overall program enrollment by 3 students. The school counseling faculty will set a goal to increase enrollment by 5 students for the 2018-2019 academic year. |
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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 met 3 times per academic year to review student progress, format for curricular offerings, and student placement in clinical settings. | [Program faculty met on the following dates in Farrar, 239.]  Wednesday, August 15, 2018 (placement)  Friday, September 18, 2018 (graduation #’s)  Monday, January 14, 2019 (course loads and enrollment #’s) | Program faculty discussed the importance of maintaining rigor in the curriculum offerings and reviewed documents used for suicide prevention, breaches in confidentiality for minors and research methodology. Program faculty discussed the placement of students in area schools with certified school counselors and the variety of diverse experiences available in area schools. |
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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** |
| School counseling students are required to navigate online library resources to complete journal article assignments in COUN 687, COUN 697, COUN 659 and COUN 637. | Program faculty implemented a variety of assignments within the Moodle platform to address different learning styles within a technological setting.  Students complete assignments in APA format and using required online library resources with 90% accuracy. | The program faculty has been successful in embedding technologies in the classroom through Promethean board. Discussion board forum will be used in all online and web-hybrid classes, e.g., COUN 600, COUN 631, COUN 605. These DBFs include academic discussion boards, designing of Power Points, website reviews, viewing counseling videos and discussing techniques used. The capstone projects in COUN 687 and COUN 697 include guidance lessons with embedded technology and corresponding ISTE standards noted on the lesson plan. Students met the 90% accuracy benchmark for using online library resources in all target coursework. |
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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 COUN 687 and 697 Curriculum Guidance Intervention capstone project will be used to improve school counseling program effectiveness.  90% pass rate on all components of the COUN 601 research project. | 100 % pass rate was achieved during the fall, 2018 for COUN 697; there were no students enrolled in COUN 687, fall, 2018. There was a 100% pass rate achieved for spring, 2019 semesters for COUN 687. There were no students enrolled in COUN 697, spring, 2019.  100% pass rate was achieved for fall, 2018 semester for COUN 601: Research in School Counseling. | Students are responding well to having the capstone and research projects divided into smaller segments, submitted, and then, incorporating the professor’s feedback before submitting their final document.  COUN 601 will increase the pass rate to 90% pass rate for fall, 2019.  COUN 687 and COUN 697 will maintain a 100% pass rate for fall, 2019 and spring, 2020. Professors will incorporate a critical thinking discussion on how school counseling candidates promoted positive change in their clinical setting. |
| Minimum score of 80% pass rate on COUN 659 development of an intervention plan for an emergency school situation assignment. A 100% pass rate is projected for spring, 2020.  COUN 659 students will achieve a 95% pass rate on the article critique “Advocacy for the Counseling Profession: Results of a National Survey”. | 90% pass rate was achieved for spring, 2019 on COUN 659 development of an intervention plan for an emergency school situation assignment.  90% pass rate was achieved for spring, 2019 on COUN 659 article critique “Advocacy for the Counseling Profession: Results of a National Survey”. | Program faculty decided to continue to use this assignment as program assessment data to evaluate the students’ ability to think critically in crisis situations. Program faculty reviewed data at the end of the spring, 2019 semester and will continue to have students critique the article “Advocacy for the Counseling Profession: Results of a National Survey” and discuss specific advocacy strategies applicable to school counselors and their profession. The pass rate will increase to 100% for this assignment.  A 100% pass rate will be maintained for spring, 2020 for COUN 659 intervention plan for an emergency school situation assignment. |

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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 “reflection paper and how this will impact their role as a professional school counselor. | **Counseling 635-Fall 2018**  80% pass rate was achieved on COUN 635 “Understanding Poverty” reflection paper and how this will impact their role as a professional school counselor for Fall 2018 | During the next course offering, an additional component will be added to the grading rubric for the “Understanding Poverty” reflection paper which will ask the writer to specifically compare the role of the professional school counselor in working with students of poverty at the elementary and at the secondary level. |
| Minimum score of 80% pass rate on COUN 635 Counseling Theories PowerPoint presentation. | **Counseling 635-Fall 2018**  80% ***overall*** pass rate was achieved on COUN 635 Counseling Theories PowerPoint presentation.  Less than 80% pass rate was achieved on COUN 635 Counseling Theories PowerPoint Q&A on identifying a situation appropriate theory to apply to hypothetical school counseling situations for fall, 2018. | During the next course offering, the Q&A section of the assessment will be a written activity rather than oral. |

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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 95% on COUN 637 analyzing ethical dilemmas’ assignment for fall, 2019. | 90% pass rate was achieved for fall, 2018.  93% pass rate was achieved for fall, 2018. | Course instructor will use written assessment relating to the analysis of ethical dilemmas as a program assessment data. Program faculty decided to embed discussion of one current political issue and analyze the implications for school counselors. Pass rate for this assignment will increase to 95%. |
| A new assignment was analyzed for this objective. School counseling students will complete field work in 2 ESL classrooms and write a reflection paper on diversity criteria and achieve an 80% pass rate during fall, 2018. | 100% pass rate was achieved for fall, 2018. | Course instructor increased pass rate to 100% for the cross-cultural experience paper during the fall, 2019. Students will identify cultural differences, barriers and struggles for foreign students in the K-12 environment, through field experience observation in ESL classes and through interviews. |

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| **Student Learning Outcome 4** | **Student Learning Outcome** Graduates demonstrate an understanding of the important role of the school counselor as a system change agent. CACREP Leadership Standard |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
| The new assessment will be the analysis of school counseling models of other states. School counseling students will achieve an 80% pass rate on the analysis and summary of one other state’s school counseling plan as assigned by instructor. | 100% pass rate was achieved for the summer, 2018 on the COUN 610 School Counselor Agents of Change assignment.  100% pass rate was achieved on the “Other States’ School Counseling Model” in COUN 610. | The “Other States’ School Counseling Model” will continue to be used and students will share on Discussion Board the strengths of “Other States’ School Counseling Model” to further innovative ideas for school counseling programs and to explore different ways school counselors can demonstrate leadership traits within the school environment. |
| 100% pass rate on COUN 687 and 697 Curriculum Guidance Intervention capstone project will be used to improve school counseling program effectiveness.  Program faculty discussed recruitment strategies with school personnel and among themselves. | There were no students enrolled in COUN 687, fall, 2018. There was a 100% pass rate achieved for COUN 697 during the fall, 2018. There was a 100% pass rate achieved for spring, 2019 semesters for COUN 687. There were no students enrolled in COUN 697, spring, 2019. | Program goals were met for the previous academic year. Course instructor will facilitate class discussions on different school scenarios and how school counselors can become positive agents of change within his/her clinical setting. |

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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 for two (2) course exams. | **COUN 615 Spring 2019**  A minimum score of 85% was achieved for combined average on COUN 615 Assessment in School Counseling and Guidance for two (2) course exams during spring 2019. | Course instructor will use the two (2) exam scores to serve as program assessment data. Program faculty decided to continue with 85% mean rate.  Based on data evaluation, a new assignment will be implemented analyzing intervention plans used in public school site for “at-risk” students. The achievement level will be a minimum score of 80% on the assignment. |
| 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. | **COUN 615 Spring 2019**  A minimum mean score of 80% was achieved on COUN 615 Role of the School Counselor in Testing and Assessment paper during the spring 2019. | Course instructor will continue with 85% mean rate for the COUN 615 Role of the School Counselor in Testing and Assessment paper during the spring, 2020. Based on survey data, additional activities/assignments to (guest speakers, video presentations) will be added to this assignment reinforce skills needed in administration and evaluation of Louisiana standardized tests. |

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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 school 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 85% on COUN 637 on the Client and Professional Advocacy, Case Study, assignment. | 95% pass rate was achieved for fall, 2018. | Course instructor will use the Client and Professional Advocacy, Case Study assignment to inform school counseling students on the needs and requirements of pupils and families in relation to diverse populations, e.g. housing, medical and educational needs. This assignment will serve as a program assessment data. 85% pass rate was suggested for fall, 2019. |
| Minimum score of 85% on COUN 637 Use of Internet for Counseling and Supervision Assignment. | 95% pass rate was achieved for fall, 2018. | Course instructor will use the Internet for Counseling and Supervision Assignment to promote critical thinking and problem solving skills in relation to current issues in school counseling. Student will examine and defend their position on the use of the internet for counseling and supervision, using scholarly journal articles and critical thinking skills. This assignment will serve as a program assessment data. 85% pass rate was suggested for fall, 2019. |

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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.) | **3** |
| **Area 4: Data/Collection**  (I am satisfied with the amount and quality of data I receive.) | **3** |
| **Area 5: Data Analysis/Application**  (I am satisfied with the unit’s process for analyzing data and making improvements.) | **3** |

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| **Comments** |

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