
School Counseling [SCHC]

Cycles included in report:
Cycle #5 Jun 1, 2018 to May 31, 2019

Cycle: #5 Jun 1, 2018 to May 31, 2019

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2015-2016:

After review of the Master Plan for the 2014-2015 academic year, it was decided that passage rate would be increased from 80-90% on the following assessments: (1) COUN 659 development of an intervention plan for an emergency school situation assignment; (2) COUN 637 analyzing ethical dilemmas' assignment; (3) COUN 626 Cross-Cultural Experience paper analyzing attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; (4) COUN 637 on the Ethical situation/ legal implications assignment; and (5) COUN 637 review of Title 28 LA Mental Health Law assignment. The rationale behind this decision was to implement higher expectations for students and increase their professional work ethic.

2016-2017:

After review of the Master Plan for the 2016-2017 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. A portion of our student population have backgrounds in disciplines other than education, resulting in the continued need for more exposure to and implementation of lesson plans on the following assessments: (1) COUN 684: Principles and Administration of School Counseling: Classroom Guidance Lesson Plan; (2) COUN 687: School Counseling Practicum: Classroom Guidance Lesson Plan; (3) COUN 697: School Counseling Internship: Classroom Guidance Lesson Plan; (4) COUN 640: Career Guidance Lesson Plan.

2017-2018:

After review of the Master Plan for the 2017-2018 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, program coordinator will collaborate with school site supervisors for feedback on student performance and for suggestions for program improvement. Additionally, the school counseling faculty will collaborate about ideas to recruit and increase enrollment for the program.

2018-2019:

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.

Artifacts

[M.Ed. School Counseling.pdf](#) [PDF 17 KB JUN 7, 2017]

4 Program Highlights from the Reporting Year

2015-2016:

The MSU school counseling program was awarded national accreditation in February, 2015 by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

2018-2019:

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.

5 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.

6 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.

7 Assessment and Benchmark COUN 601 Research Project

Assessment: COUN 601 Research Project.

Graduates apply critical thinking in academic and professional environments.

Benchmark: 80% of students will earn 70% (pass rate) on all components of the COUN 601 research project.

Courses

COUN601 Research and Program Evaluation (Lec. 3, Cr. 3)

Program Outcomes Links

Multicultural Counseling

Graduates analyze the global community to make sound judgments in academic and professional environments.

7.1 Data

Term	% of students that scored 70%	Benchmark met?
Fall 2015	80%	Yes
Fall 2016	100%	Yes
Spring 2017	100%	Yes
Fall 2017	N/A*	N/A
Spring 2018	N/A*	N/A
Fall 2018	N/A*	N/A
Spring 2019	N/A*	N/A
Fall 2019		
Spring 2020		

*There was not data reported for 2017-2018 or 2018-2019.

Courses

COUN601 Research and Program Evaluation (Lec. 3, Cr. 3)

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Program faculty reviewed data at the end of the spring, 2015 semester and decided to change the assessment data to all components of the COUN 601 research project. Program faculty decided to maintain the 80% pass rate for the research project assignment.

2016-2017:

This assessment will serve as a program assessment data. Program faculty reviewed data at the end of the spring, 2016 semester and decided to change the assessment data to all components of the COUN 601 research project. Program faculty decided to maintain the 80% pass rate for the research project assignment. However, with the retirement of Dr. Faulk, COUN 601 was postponed and will be offered in the spring, 2018 with the same requirements.

2017-2018:

There was no data reported for the 2017-2018 academic year.

2018-2019:

There was no data reported for the 2018-2019 academic year.

Courses

COUN601 Research and Program Evaluation (Lec. 3, Cr. 3)

8 Assessment and Benchmark COUN 610 Agents of Change Assignment

Assessment: Analysis of school counseling models of other states.

Prior to 2018-2019, the assessment was for the Agents of Change Assignment.

Graduates demonstrate an understanding of the important role of the school counselor as a system change agent. CACREP Leadership Standard O.4.

Benchmark: 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.

Prior to 2018-2019, the benchmark was students will earn a minimum score of 80% on COUN 610 School Counselor Agents of Change assignment.

Courses

COUN610 Consultation and Collaboration in School Settings (Lec. 2, Lab. 2, Cr. 3)

Program Outcomes Links

Counselors as Agents of Change

Graduates understand the important role of the school counselor as a change agent.

8.1 Data

Term	% of students that scored 80%	Benchmark met?
Spring 2014	100%	Yes
Summer 2014	100%	Yes
Summer 2015	100%	Yes
Summer 2016	100%	Yes
Summer 2017	100%	Yes

Term	Students that scored 80%		Benchmark met?
	#	%	
Summer 2018	5/5	100%	Yes
Summer 2019	9/9	100%	Yes

Courses

COUN610 Consultation and Collaboration in School Settings (Lec. 2, Lab. 2, Cr. 3)**8.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

Program faculty moved this to a summer-only course in 2014 because the knowledge base from this course was not a major section on the comprehensive exit exam.

2016-2017:

Course instructor will use the school counselor candidates' Agents of Change assignment to serve as a program assessment data. This assignment is will be combined with the analysis of school counseling models in Louisiana and other states.

2017-2018:

The Agents of Change assignment will no longer be used as assessment data since students have mastered this assignment. 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.

2018-2019:

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 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.

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.

Courses

COUN610 Consultation and Collaboration in School Settings (Lec. 2, Lab. 2, Cr. 3)**9 Assessment and Benchmark COUN 615 Course Exams**

Assessment: Course Exams: Assessment in School Counseling and Guidance

COUN 615 Course Exams

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

Benchmark: 90% of students will achieve a combined average of 85% on COUN 615 Assessment in School Counseling and Guidance two (2) course exams.

Prior to 2018-2019, the benchmark was a minimum score of 80%.

Courses

COUN615 Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)*Program Outcomes Links***Assessment and Evaluation**

Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a K-12 setting.

Multicultural Counseling

Graduates analyze the global community to make sound judgments in academic and professional environments.

9.1 Data

Term	Students that scored 80%		Benchmark met?
	#	%	

Fall 2013	12	100%	Yes
Fall 2014	7	100%	Yes
Fall 2015	7	100%	Yes
Fall 2016	N/A*	N/A	N/A
Fall 2017		90%	Yes

*Course not offered in Fall 2016.

Term	Students that scored 85%		Benchmark met?
	#	%	
Fall 2018	7/9	78%	No
Fall 2019			

Courses

COUN615 Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)

9.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2015-2016:

Continue to use these exams as assessment measures.

2016-2017:

Course instructor will use the school counselor candidates' exam scores (2) to serve as program assessment data. Program faculty will review data from the fall, 2017.

2017-2018:

Course instructor will use the two (2) exam scores to serve as program assessment data. Program faculty will review data from the fall, 2017. The decision was made to continue collecting this assessment data for the spring, 2019 and to increase the minimum score to 85% for two (2) course exams.

2018-2019:

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.

Courses

COUN615 Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)

10 Assessment and Benchmark COUN 615 Role of School Counselor in Tstg and Asmnt Paper

Assessment: Tole of the School Counselor in Testing and Assessment Paper.

Role of the School Counselor in Testing and Assessment paper uses 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: 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.

Benchmark: 70% of students will score 85% on COUN 615 Role of the School Counselor in Testing and Assessment paper.

Prior to 2018-2019, the benchmark was a score of 80%.

Courses

COUN615 Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)

Program Outcomes Links

Assessment and Evaluation

Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a K-12 setting.

Multicultural Counseling

Graduates analyze the global community to make sound judgments in academic and professional environments.

10.1 Data

Term	Sudents that scored 80%		Benchmark met?
	#	%	
Fall 2013	12	100%	Yes
Fall 2014	7	100%	Yes
Fall 2015	7	100%	Yes

Fall 2016	N/A*	N/A	N/A
Fall 2017		90%	Yes

*Course not offered in Fall 2016.

Term	Students that scored 85%		Benchmark met?
	#	%	
Fall 2018	7/9	78%	Yes
Fall 2019			

Courses

COUN615 Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Continue to use this assessment and maintain benchmark.

2016-2017:

Course instructor will use the school counselor candidates' exam scores (2) to serve as program assessment data. Program faculty will review data from the fall, 2017.

2017-2018:

Course instructor will increase the mean score to 85% for the COUN 615 Role of the School Counselor in Testing and Assessment paper during the fall, 2019.

2018-2019:

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.

Courses

COUN615 Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)

11 Assessment and Benchmark COUN 626 Cross-Cultural Experience Paper

Assessment: School counseling students will complete field work in 2 ESL classrooms and write a reflection paper on diversity criteria

Prior to 2018-2019, the assessment was students complete a Cross-Cultural Experience paper analyzing attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities. Graduates analyze the global community to make sound judgments in academic and professional environments.

Benchmark: School counseling students will achieve an 80% pass rate.

Prior to 2018-2019, the benchmark was 70% of students will score 90% on COUN 626 Cross-Cultural Experience paper analyzing attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities. Prior to 2015-2016, the benchmark was a score of 80%.

Courses

COUN626 Multicultural Counseling in Schools and Communities (Lec. 2, Lab. 2, Cr. 3)

Program Outcomes Links

Multicultural Counseling

Graduates analyze the global community to make sound judgments in academic and professional environments.

11.1 Data

Term	Students that scored 90%		Benchmark met?
	#	%	
Fall 2013	20	80%	Yes
Fall 2014	4	79%	No
Fall 2015	7	90%	Yes
Fall 2016	9	100%	Yes
Fall 2017		93%	Yes

Term	Students that scored 80%	Benchmark
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	#	%	met?
Fall 2018	12/13	92%	Yes
Fall 2019			

Courses

COUN626 Multicultural Counseling in Schools and Communities (Lec. 2, Lab. 2, Cr. 3)**11.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

Program faculty reviewed data at the end of the spring, 2015 semester and decided to increase the passage rate from 80% to 90%. Program faculty decided to maintain the 90% pass rate for this assignment.

2016-2017:

Course instructor will use written assessment on cross-cultural analysis as a program assessment data. Program faculty decided to focus on the school counseling students' experience in ESL classrooms. In addition to field experience observations in ESL classrooms, school counseling students will also attend one cross-cultural event and report on all experiences.

2017-2018:

Course instructor increased pass rate to 90% for the cross-cultural experience paper. During the fall, 2017 a 100% pass rate was achieved.

A new assignment will be 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.

2018-2019:

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.

Courses

COUN626 Multicultural Counseling in Schools and Communities (Lec. 2, Lab. 2, Cr. 3)**12 Assessment and Benchmark** COUN 635 Understanding Poverty Reflection Paper

Assessment: Understanding Poverty Reflection Paper

Students will write an "Understanding Poverty" reflection paper and describe how this will impact their role as a professional school counselor.

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

Benchmark: 80% of students will achieve a 80% (pass rate) on COUN 635 "Understanding Poverty" reflection paper and how this will impact their role as a professional school counselor.

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)*Program Outcomes Links***Communication**

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

Counselors as Agents of Change

Graduates understand the important role of the school counselor as a change agent.

12.1 Data

Term	Students that scored 80%		Benchmark met?
	#	%	
Spring 2014	12	80%	Yes
Spring 2015	12	80%	Yes
Spring 2016	4	100%	Yes
Spring 2017	N/A*	N/A	N/A
Fall 2018	13/13	100%	Yes
Fall 2019			

*There is no new data to report because the course was cancelled due to low enrollment.

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)**12.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

For Spring 2016, Dr. White redesigned this assignment to better address the role of the professional school counselor in working with students of poverty by having students write a reflection paper on this book in place of a PowerPoint presentation.

2016-2017:

This assessment will serve as a program assessment data. Program faculty decided to maintain the current 80% passage rate for this assessment. Dr. White redesigned this assignment to better address the role of the professional school counselor in working with students of poverty by having students write a reflection paper on this book in place of a PowerPoint presentation.

2017-2018:

There was no new data for the reporting year, because the course was cancelled due to low enrollment.

2018-2019:

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.

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)

13 Assessment and Benchmark COUN 635 Counseling Theories Presentation

Assessment: Powerpoint presentation about counseling theories.

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

Benchmark: 80% of students will achieve a 80% (pass rate) on COUN 635 Counseling Theories PowerPoint presentation.

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)

Program Outcomes Links

Communication

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

13.1 Data

Term	Students that scored 80%		Benchmark met?
	#	%	
Spring 2014	12	80%	Yes
Spring 2015	12	80%	Yes
Spring 2016	4	100%	Yes
Spring 2017	N/A*	N/A	N/A
Fall 2018	11/13	85%	Yes

*The course was not offered in 2017-2018.

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)

13.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Program faculty decided to maintain the current 80% passage rate for this assessment.

2016-2017:

This assessment will serve as a program assessment data. Dr. White will question students on hypothetical school counseling situations and have students identify an age and situation appropriate theory to apply to the problem.

2017-2018:

The course was not offered in 2017-2018, so there is no data to report and therefore no new analysis.

2018-2019:

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.

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)

14 Assessment and Benchmark COUN 635 Analyzing Ethical Dilemmas Assignment

Assessment: Analyzing Ethical Dilemmas Writing Assignment.

Benchmark: Minimum score of 95% on COUN 637 on the Ethical situation/ legal implications assignment.

Prior to 2018-2019, the benchmark was a minimum score of 90%.

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)

Program Outcomes Links

Legal/Ethical/Professional Issues

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.

14.1 Data

Term	Students that scored 90%		Benchmark met?
	#	%	
Fall 2013	8	100%	Yes
Fall 2014	4	100%	Yes
Fall 2015	7	100%	Yes
Fall 2016	3		
Fall 2017		90%	Yes

Term	Students that scored 95%		Benchmark met?
	#	%	
Fall 2018	4/5	80%	No
Fall 2019			

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)

14.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The minimum score requirement was raised to 90% from 80% in Fall 2015. The program faculty decided to maintain this benchmark moving forward.

2017-2018:

Course instructor will use the Ethical situation/legal implications assignment to serve as a program assessment data. Program faculty decided to change this assignment to a research assignment. Students will identify and analyze one political issue influencing the school counseling profession. Course instructor will increase the pass rate to 95% for fall, 2018.

2018-2019:

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%.

Courses

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3)

15 Assessment and Benchmark COUN 637 Ethical Situation/Legal Implications Assignment

Assessment: Ethical Situation/Legal Implications Assignment.

Graduates analyze the global community to make sound judgments in academic and professional environments.

Benchmark: 100% of students will achieve a minimum score of 95% on COUN 637 analyzing ethical dilemmas' assignment.

Prior to 2018-2019, the benchmark was a minimum score of 90%.

Prior to 2015-2016, the benchmark was a minimum score of 80%.

Courses

COUN637 Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)

Program Outcomes Links

Legal/Ethical/Professional Issues

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.

15.1 Data

Term	Students that scored 90%		Benchmark met?
	#	%	
Fall 2013	8	100%	Yes
Fall 2014	4	100%	Yes
Fall 2015	7	100%	Yes
Fall 2016	3	100%	Yes
Fall 2017		93%	Yes

Term	Students that scored 95%		Benchmark met?
	#	%	
Fall 2018	5/5	100%	Yes
Fall 2019			

Courses

COUN637 Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)

15.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The minimum score requirement was raised to 90% from 80% in fall 2015. The program faculty decided to maintain this benchmark moving forward.

2016-2017:

Course instructor will use the Ethical situation/ legal implications assignment to serve as a program assessment data. Program faculty decided to change this assignment to a research assignment. Students will identify and analyze one political issue influencing the school counseling profession.

2017-2018:

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%.

2018-2019:

Program faculty have embedded discussion of one current political issue and analyze the implications for school counselors. Pass rate for this assignment will remain at 95%.

Courses

COUN637 Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)

16 Assessment and Benchmark COUN 637 Title 28 LA Mental Health Law Assignment

Assessment: Title 28 LA Mental Health Law Assignment.

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.

Benchmark: 100% of students will achieve a minimum score of 95% on COUN 637 review of Title 28 LA Mental Health Law assignment.

Prior to 2018-2019, the benchmark was 100% of students will achieve a minimum score of 90%.

Prior to 2015-2016, the benchmark was a minimum score of 80%.

Courses

COUN637 Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)

Program Outcomes Links

Legal/Ethical/Professional Issues

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.

16.1 Data

Term	Students that scored 90%		Benchmark met?
	#	%	

Fall 2013	8	100%	Yes
Fall 2014	4	100%	Yes
Fall 2015	7	100%	Yes
Fall 2016	3	100%	Yes
Fall 2017		90%	Yes

Term	Students that scored 95%		Benchmark met?
	#	%	
Fall 2018	4/5	80%	No
Fall 2019			

Courses

COUN637 Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)**16.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

The minimum score requirement was raised to 90% from 80% in Fall 2015. The program faculty decided to maintain this benchmark moving forward.

2016-2017:

Course instructor will use the Title 28 LA Mental Health Law assignment to serve as a program assessment data. Students will use small group format to discuss the LA Mental Health Law issues.

2017-2018:

Course instructor will use the Title 28 LA Mental Health Law assignment to serve as a program assessment data. Students will use small group format to discuss the LA Mental Health Law issues. Course instructor will increase the pass rate to 95% for fall, 2018.

2018-2019:

Course instructor is using the Title 28 LA Mental Health Law assignment to serve as a program assessment data. Students used small group format to discuss the LA Mental Health Law issues. Course instructor will continue to work with candidates to ensure success on the assessment.

Courses

COUN637 Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)**17 Assessment and Benchmark** COUN 659 Intervention Plan [Approved]

Assessment: Intervention Plan for an Emergency School Situation.

Graduates apply critical thinking in academic and professional environments.

Benchmark: 100% of students will score a minimum of 100% on COUN 659 development of an intervention plan for an emergency school situation assignment. COUN 659 students will achieve a 100% pass rate on the article critique "Advocacy for the Counseling Profession: Results of a National Survey".

Prior to 2018-2019, the benchmark was a 90% pass rate.

Prior to 2015-2016, the benchmark was a minimum score of 80%.

Courses

COUN659 School Crisis Intervention and Prevention (Lec. 2, Lab. 2, Cr. 3)*Program Outcomes Links***Intervention**

Graduates will utilize content knowledge to create intervention plans that positively impact the school community.

17.1 Data

Term	Students that scored 90%		Benchmark met?
	#	%	
Spring 2014	10	100%	Yes
Spring 2015	9	100%	Yes
Spring 2016	N/A*	N/A	N/A
Spring 2017	6	100%	Yes
Spring 2018	–	90%	Yes

*Course not offered in Spring 2016.

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Term	Students that scored 100%		Benchmark met?
	#	%	
Spring 2019	4/5	80%	Yes
Spring 2020			

80% pass rate was achieved for spring, 2019 on COUN 659 development of an intervention plan for an emergency school situation assignment.
80% pass rate was achieved for spring, 2019 on COUN 659 article critique "Advocacy for the Counseling Profession: Results of a National Survey".

Courses

COUN659 School Crisis Intervention and Prevention (Lec. 2, Lab. 2, Cr. 3)

17.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2015-2016:

Program faculty reviewed data from prior semesters and decided to increase the passage rate from 80% to 90%.

2016-2017:

Course instructor will 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, 2017 semester and decided 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.

2017-2018:

90% pass rate was achieved for spring, 2018 on COUN 659 development of an intervention plan for an emergency school situation assignment.
90% pass rate was achieved for spring, 2018 on COUN 659 article critique "Advocacy for the Counseling Profession: Results of a National Survey".

Course instructor will 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, 2018 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 is projected for spring, 2019 for COUN 659 intervention plan for an emergency school situation assignment.

2018-2019:

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.

Courses

COUN659 School Crisis Intervention and Prevention (Lec. 2, Lab. 2, Cr. 3)

18 Assessment and Benchmark COUN 687 and 697 Capstone Project [Approved]

Assessment: Curriculum Guidance Intervention Capstone Project.

Graduates demonstrate an understanding of the important role of the school counselor as a system change agent. CACREP Leadership Standard O.4

Benchmark: 100% of students will pass with a minimum score of 70% on COUN 687 and 697 Curriculum Guidance Intervention capstone project will be used to improve school counseling program effectiveness.
80% pass rate on all components of the COUN 601 research project.

Courses

COUN687 School Counseling Practicum (Lec. 2, Lab. 2, Cr. 3)

COUN697 School Counseling Internship (Lab. 6, Cr. 3)

Program Outcomes Links

Counselors as Agents of Change

Graduates understand the important role of the school counselor as a change agent.

Intervention

Graduates will utilize content knowledge to create intervention plans that positively impact the school community.

18.1 Data

Term	Students that scored 70%		Benchmark met?
	#	%	
Fall 2013	14	100%	Yes
Spring 2014	10	100%	Yes
Fall 2014	6	100%	Yes
Spring 2015	6	100%	Yes
Fall 2015	6	100%	Yes
Spring 2016	5	100%	Yes

Fall 2016	8	100%	Yes
Spring 2017	4	100%	Yes
Fall 2017	—	100%	Yes
Spring 2018	—	100%	Yes
Fall 2018	—	100%	Yes
Spring 2019	—	100%	Yes
Fall 2019			
Spring 2020			

Courses

COUN687 School Counseling Practicum (Lec. 2, Lab. 2, Cr. 3)

COUN697 School Counseling Internship (Lab. 6, Cr. 3)

Program Outcomes Links

Intervention

Graduates will utilize content knowledge to create intervention plans that positively impact the school community.

18.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2015-2016:

Course instructor will use the Curriculum Guidance Intervention capstone project to serve as a program assessment data. Program faculty decided to use information from observations of students' guidance lessons to improve guidance lesson plans by incorporating more student-to-student interaction during the lesson.

2016-2017:

Course instructor will use the Curriculum Guidance Intervention capstone project to serve as a program assessment data. Program faculty decided to use information from observations of students' guidance lessons to improve guidance lesson plans by incorporating more student-to-student interaction during the lesson. In addition, Dr. Anthony will also observe the teaching of one lesson from each practicum student.

2017-2018:

100% pass rate was achieved during the fall, 2017 and 100% pass rate was achieved for spring, 2018 for COUN 687 and COUN 697. 100% pass rate was achieved for spring, 2018 semester for COUN 601: Research in School Counseling. COUN 601 will maintain a 100% pass rate for spring, 2019.

2018-2019:

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.

Courses

COUN687 School Counseling Practicum (Lec. 2, Lab. 2, Cr. 3)

COUN697 School Counseling Internship (Lab. 6, Cr. 3)

19 Assessment and Benchmark Enrollment and Completers [Approved]

Assessment: Enrollment and Completer Numbers

Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

Benchmark: Increase overall enrollment by three students for the 2018-2019 academic school year.

19.1 Data

Academic Year	Enrollment	Completers
2014-2015	25	2
2015-2016	22	5
2016-2017	17	8
2017-2018	16	2
2018-2019	19	4
2019-2020		

19.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2016-2017:

School counseling enrollment dropped by five students in 2016-2017. There was a higher rate of completers in the 2016-2017 school year, from five in 2015-2016 to eight in 2016-2017. The total number of completers for the 2016-2017 academic year was more than the two previous academic years, combined. Three additional students have decided to postpone entering the program until spring, 2018.

2017-2018:

School counseling enrollment dropped by one student in 2017-2018. There were two completers in the 2017-2018 school year. There should have been three completers for the 2017-2018 school year but one student decided to postpone graduation until the fall, 2018. Enrollment goal was short by one student. For the 2018-2019 academic year, the school counseling faculty will attempt to increase the overall program enrollment by three students.

2018-2019:

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 2019-2020 academic year.

20 Assessment and Benchmark Curriculum Development

Assessment: Curriculum Development.

Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

Benchmark: Program faculty will meet three times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities. School counseling faculty discussed area suicide in secondary schools and decided on specific action to address this need.

20.1 Data**2016-2017:**

Program faculty met on the following dates in Farrar Hall Office 337:

- Friday, August 12, 2016
- Wednesday, January 11, 2017
- Thursday, April 27, 2017

2017-2018:

Program faculty met on the following dates in Farrar Hall Office 337:

- Friday, August 22, 2017
- Wednesday, January 24, 2018
- Thursday, April 11, 2018

2018-2019:

Program faculty met on the following dates in Farrar 239:

- Wednesday, August 15, 2018 (Placement)
- Friday, September 18, 2018 (Graduation Numbers)
- Monday, January 14, 2019 (Course Loads and Enrollment Numbers)

20.1.1 Analysis of Data and Plan for Continuous Improvement**2016-2017:**

The program faculty discussed embedding more assignments in writing lessons plans into various course assignments. There was a need to expose non-education majors to the proper procedure for writing lesson plans and aligning these plans with the national ASCA standards. Students will teach guidance lessons during practicum and internship courses.

Addressing diversity issues in classes and inquiring about implementation of a diversity-friendly environment on school campuses has become part of the questioning in the school counseling interviews.

School counseling syllabi will complete alignment with 2017 CACREP standards.

Dr. Faulk has retired from MSU and Dr. Katie Williams was asked to teach his research course.

2017-2018:

Assignments involving the writing of lessons plans have been embedded into COUN 684, COUN 687 and COUN 697. There continues to be a need to expose non-education majors to the proper procedure for writing lesson plans and aligning these plans with the national ASCA standards. Students are teaching guidance lessons during practicum and internship courses.

School counseling faculty discussed local suicide loss with school counseling students. Dr. Anthony hosted a regional school counselor's mini conference and presented prevention, intervention and postvention strategies for school counselors.

2018-2019:

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.

21 Assessment and Benchmark Environment including Emerging Technology Tools

Assessment: Use of technology tools in program.

Create an environment that effectively provides candidates with emerging technology tools. The program faculty will document classroom uses of emerging technologies within the syllabi.

Benchmark: 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. COUN 600 students will achieve a 90% pass rate in their analysis and synthesis of school counseling case studies.

21.1 Data**2016-2017:**

Program faculty implemented a variety of assignments within the Moodle platform to address different learning styles within a technological setting.

2017-2018:

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.

2018-2019:

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.

21.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The program faculty discussed successes, drawbacks and feedback from students as a result of implementing emerging 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 "Getting Acquainted" discussion boards, posting 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. Activ Inspire is used to create a flipchart based on a summary of an article review.

2017-2018:

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 "Getting Acquainted" discussion boards, posting 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. More extensive online assignments are being implemented in COUN 600 through case study analysis. Students are required to analyze, reflect and synthesize assigned case studies as they relate to relevant school topics.

2018-2019:

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.

End of report