School Counseling [SCHC]

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

Assessment: COUN 601 Research Project.

Graduates apply critical thinking in academic and professional environments.

Assessment and Benchmark

and standardized test scores.

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

<table>
<thead>
<tr>
<th>Term</th>
<th>% of students that scored 70%</th>
<th>Benchmark met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
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</tr>
<tr>
<td>Fall 2016</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>N/A*</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>N/A*</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>N/A*</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>N/A*</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>N/A*</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>N/A*</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*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
<table>
<thead>
<tr>
<th>Term</th>
<th>% of students that scored 80%</th>
<th>Benchmark met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>Summer 2015</td>
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<td>Yes</td>
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<tr>
<td>Summer 2016</td>
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<td>Yes</td>
</tr>
<tr>
<td>Summer 2017</td>
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<table>
<thead>
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<th>Term</th>
<th>Students that scored 80%</th>
<th>Benchmark met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>5/5 100%</td>
<td>Yes</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>9/9 100%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 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

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 80%</th>
<th>Benchmark met?</th>
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<tr>
<td></td>
<td>%</td>
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</tbody>
</table>
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 | 80%|  No  |  
*Course not offered in Fall 2016.

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 85%</th>
<th>Benchmark met?</th>
</tr>
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<tbody>
<tr>
<td>Fall 2018</td>
<td>7/9</td>
<td>78%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td></td>
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</tr>
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</table>

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: Role 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

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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 80%</th>
<th>Benchmark met?</th>
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</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>
### 10.1.1 Analysis of Data and Plan for Continuous Improvement

**2015-2016:**
Continue to use this assessment and maintain benchmark.

**2016-2017:**
*Course not offered in Fall 2016.*
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)**

**COUN626 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 Data

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 90%</th>
<th>Benchmark met?</th>
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<tr>
<td>Fall 2013</td>
<td>20 80%</td>
<td>Yes</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>4  79%</td>
<td>No</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>7  90%</td>
<td>Yes</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>9 100%</td>
<td>Yes</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>93%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 80%</th>
<th>Benchmark met?</th>
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<tbody>
<tr>
<td>Fall 2013</td>
<td>20 80%</td>
<td>Yes</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>4  79%</td>
<td>No</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>7  90%</td>
<td>Yes</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>9 100%</td>
<td>Yes</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>93%</td>
<td>Yes</td>
</tr>
</tbody>
</table>
#### 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**

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 80%</th>
<th>Benchmark met?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>12</td>
<td>80%</td>
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</tr>
<tr>
<td>Spring 2016</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2017</td>
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</tr>
<tr>
<td>Fall 2018</td>
<td>13/13</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.
Grades formulated 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 80%</th>
<th>Benchmark met?</th>
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<td></td>
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<td>Spring 2014</td>
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<td>80%</td>
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<td>Spring 2015</td>
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<td>80%</td>
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<tr>
<td>Spring 2016</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2017</td>
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</tr>
<tr>
<td>Fall 2018</td>
<td>11/13</td>
<td>85%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 90%</th>
<th>Benchmark met?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>7</td>
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</tr>
<tr>
<td>Fall 2016</td>
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</tr>
<tr>
<td>Fall 2017</td>
<td>3</td>
<td>90%</td>
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<table>
<thead>
<tr>
<th>Term</th>
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<th>Benchmark met?</th>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>4/5</td>
<td>80%</td>
</tr>
<tr>
<td>Fall 2019</td>
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</tr>
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</table>

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

<table>
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<tr>
<th>Term</th>
<th>Students that scored 90%</th>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>4</td>
<td>100%</td>
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<tr>
<td>Fall 2015</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td></td>
<td>93%</td>
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<table>
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<th>Term</th>
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<th>Benchmark met?</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Fall 2018</td>
<td>5/5</td>
<td>100%</td>
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<tr>
<td>Fall 2019</td>
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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

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 90%</th>
<th>Benchmark met?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 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 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. 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 90%</th>
<th>Benchmark met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>10 (100%)</td>
<td>Yes</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>9 (100%)</td>
<td>Yes</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>N/A* (N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>6 (100%)</td>
<td>Yes</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>– (90%)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Course not offered in Spring 2016.*
### Course: COUN659 School Crisis Intervention and Prevention (Lec. 2, Lab. 2, Cr. 3)

#### Term: Fall 2013
- Students that scored 70%: 14
- Benchmark met?: Yes

#### Term: Spring 2014
- Students that scored 70%: 10
- Benchmark met?: Yes

#### Term: Fall 2014
- Students that scored 70%: 6
- Benchmark met?: Yes

#### Term: Spring 2015
- Students that scored 70%: 6
- Benchmark met?: Yes

#### Term: Fall 2015
- Students that scored 70%: 6
- Benchmark met?: Yes

#### Term: Spring 2016
- Students that scored 70%: 5
- Benchmark met?: Yes

---

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Students that scored 70%</th>
<th>Benchmark met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>14</td>
<td>Yes</td>
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<tr>
<td>Spring 2014</td>
<td>10</td>
<td>Yes</td>
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<tr>
<td>Fall 2014</td>
<td>6</td>
<td>Yes</td>
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<tr>
<td>Spring 2015</td>
<td>6</td>
<td>Yes</td>
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<tr>
<td>Fall 2015</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>5</td>
<td>Yes</td>
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</tbody>
</table>
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 [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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollment</th>
<th>Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>2015-2016</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>2016-2017</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>2017-2018</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>2018-2019</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>2019-2020</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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 met 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 lesson 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.

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 AFA 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