



School Counseling [SCHC]

Cycles included in this report:

Jun 1, 2020 to May 31, 2021

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Program Name: School Counseling [SCHC]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

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.

2019-2020:

After review of the Master Plan for the 2019-2020 academic year, it was decided that focus on CACREP standards as they apply to chosen assignments would be the focus for the 2020-2021 academic year. These standards will merge with ASCA national student standards. The goal will be to help students formulate a correlation between CACREP program standards and ASCA national student standards.

2020-2021:

The COVID-19 pandemic and hurricanes Laura and Delta resulted in all school counseling programs being offered through Moodle and/or Zoom online platforms. School counseling faculty met with students through virtual platforms. Big Blue Button and Zoom links were used to meet with students during regular class times. School counseling faculty incorporated quality counseling videos to enhance course learning and field experience. All senior school counseling candidates passed the Praxis exam. All school counseling graduates secured employment within the first semester of graduation.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

M.Ed. School Counseling.pdf

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.

2019-2020:

The MSU School Counseling program has grown in number and quality over the last academic year. Change in entrance requirements has resulted in an increase of student candidates that will serve the needs of Region V. Students are pleased with the program and high demands for school counselors have created employment opportunities for our graduates.

2020-2021:

The COVID-19 pandemic caused all school counseling programs to be offered through the Moodle and/or Zoom online platform. School counseling faculty met with students through virtual platforms. Big Blue Button was used to meet with students during regular class time and Zoom meetings were offered to students in different classes. School counseling faculty incorporated quality counseling videos to enhance course learning and field experience. All senior school counseling candidates passed the Praxis exam and were able to register for clinical. All school counseling graduates secured employment within the first semester of 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.

Outcome Links

Multicultural Counseling [Program]

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

7.1 Data

Term	% of students scoring 70%	Benchmark met?
Fall 2015	80%	Yes
Fall 2016	100%	Yes
Spring 2017	100%	Yes
Fall 2017*	—	—
Spring 2018*	—	—
Fall 2018*	—	—
Spring 2019*	—	—
Fall 2019	100%	Yes
Spring 2020	Not Offered	—

*There was no data reported for 2017-2018 or 2018-2019.

Term	Students scoring 90%		Benchmark met?
	#	%	
Fall 2020	—	89%	Yes
Spring 2021	—	—	—

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.

2019-2020:

The benchmark was met for receiving a passing score of 80% (pass rate) on all components of the COUN 601 research project. For 2020-2021, the benchmark will be 80% of students will earn 90% (pass rate) on all components of the COUN 601 research project for the 2020-2021 academic year.

2020-2021:

The benchmark of 80% of students will earn 90% (pass rate) on all components of the COUN 601 research project was met for the fall, 2020. Program faculty will continue to implement the research project and collect data to evaluate strengths and weaknesses in research skills of candidates.

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.

Outcome Links

Counselors as Agents of Change [Program]

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
Summer 2020	7/8	87.5%	Yes
Summer 2021	14/14	100%	Yes

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.

2019-2020:

87.5% pass rate was achieved on the "Other States' School Counseling Model" in COUN 610 for the summer, 2020 semester. The "Other States' School Counseling Model" will continue to be used expanded to include student discussions of the strengths of "Other States' School Counseling Model" via Discussion Board forum. This will further innovative ideas for school counseling programs and promote the exploration of different paradigms for school counselors to model in regard to leadership traits within the school environment.

2020-2021:

100% pass rate was achieved for the summer, 2021 on the COUN 610 "Other States' School Counseling Model" assignment. Moving forward in 2021-2022, program faculty will embellish the Agents of Change assignment to include additional websites related to strategies involving positive curricular and stakeholder change on school campuses. Additionally, there will be a field experience component that include interviewing a school counselors to inquire about specific strategies they use to enact positive change on their campuses.

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%.

Outcome Links

Assessment and Evaluation [Program]

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

Multicultural Counseling [Program]

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*	—	—	—
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	6/6	100%	Yes
Fall 2020	10/12	83%	No

9.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2019-2020:

100% of students who took the 2 exams achieved 85% or better on the combined averages of the two course exams. Program faculty will continue to use the benchmark of 85%.

2020-2021:

83% of students who took the 2 exams achieved 85% or better on the combined averages of the two course exams. Program faculty will continue to use the benchmark of 85% and add additional study guide materials for the students

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%.

Outcome Links

Assessment and Evaluation [Program]

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

Multicultural Counseling [Program]

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*	—	—	—
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	6/6	100%	Yes
COVID -19 Modification for Fall 2020 (Measuring Results Paper)			
Fall 2020	10/12	83%	No

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.

2019-2020:

A minimum mean score of 85% was achieved on COUN 615 Role of the School Counselor in Testing and Assessment paper during the fall, 2020. Program faculty will use the student-led Professional Development Power Point presentation as the new assessment for 2020-2021 with the benchmark at 85%.

2020-2021:

Due to COVID-19 and the hardships caused by two hurricanes during the fall, 2020 semester, there was a request for a reduction or modification in assignments. The "Role of the School Counselor in Testing and Assessment" paper was changed to the "Measuring Results Paper". The benchmark of 85% mean rate for the COUN 615 "Measuring Results Paper" was not achieved. For the fall, 2021 semester, the instructor will reinstate the COUN 615 Role of the School Counselor in Testing and Assessment paper at an 85% mean rate.

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%.

Outcome Links

Multicultural Counseling [Program]

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 met?
	#	%	
Fall 2018	12/13	92%	Yes
Fall 2019	8/9	89%	No
Fall 2020	9/9	100%	Yes

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.

2019-2020:

Eight of the nine students in COUN 626 met benchmark for this assignment in 2019. One student did not complete the assignment correctly, and consequently, the benchmark of 100% pass rate was not met. This is an important assignment and will remain as a benchmark for 2019-2020. The benchmark will remain at 100% pass rate.

2020-2021:

Due to COVID-19 and two hurricanes during the fall semester, school closures necessitated modifications to field experience assignments. Students who were employed in the school systems were allowed to complete this assignment using social distancing and masks. Students who were not employed in the school system completion of this assignment via Zoom or other technology platforms, e.g., SKYPE. Students will resume this assignment during the fall, 2021 and complete field experience on school sites. An additional component will be added to the assignment that include the forms of support ESL students experienced during COVID-19 and during the two hurricanes. 100% of the students met the benchmark for the fall, 2020. The benchmark will remain at 100% pass rate.

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.

Outcome Links

Communication [Program]

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

Counselors as Agents of Change [Program]

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*	—	—	—
Fall 2018	13/13	100%	Yes
Fall 2019	1/1	100%	Yes
Spring 2020	11/11	100%	Yes
Spring 2021	14/14	100%	Yes

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

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.

2019-2020:

The benchmark was met for the 2019-2020 academic year. This is an important assignment and will remain as a benchmark for 2020-2021 academic year and will remain at 80% pass rate.

2020-2021:

Program faculty discussed this assignment and decided to change the content material and assignment to a relevant academic article and have students write a reflection piece on the article. The instructor will use the existing counseling questions from the previous assignment and in relation to ACA and ASCA standards.

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.

Outcome Links

Communication [Program]

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*	—	—	—
Fall 2018	11/13	85%	Yes
Fall 2019	1/1	100%	Yes
Spring 2020	11/11	100%	Yes
Spring 2021	14/14	100%	Yes

*The course was not offered in 2017-2018.

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.

2019-2020:

The benchmark was met for spring, 2020 at 100% on COUN 635 Counseling Theories PowerPoint presentation. The instructor will continue to use this assessment and benchmark.

2020-2021:

The course instructor, Dr. Duhon, assigned a counseling theory to each student and instructed students to construct a PowerPoint presentation that was presented via Zoom (COVID-19). Students also participated in a discussion and Q and A.

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%.

Outcome Links

Legal/Ethical/Professional Issues [Program]

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	1/1	100%	Yes
Spring 2020	11/11	100%	Yes
Spring 2021	14/14	100%	Yes

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%.

2019-2020:

For fall, 2019, COUN 635 had a low enrollment of one student who needed the course to graduate. The benchmark of 95% was met and program faculty decided to continue to use this assessment. The course was offered during the spring, 2020 with Dr. White as the instructor and the benchmark was met.

2020-2021:

Dr. Duhon found that the students had some difficulty identifying an ethical dilemma, which she thought was due to a lack of background knowledge. She modified the assignment by giving students the ethical dilemmas to work through the assignment. Moving forward, she would like to add a field experience component. She would like to design the assignment by presenting students with an ASCA standards and having them create a school counseling scenario that contains ethical/legal implications related to the standard.

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%.

Outcome Links

Legal/Ethical/Professional Issues [Program]

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	4/4	100%	Yes
Fall 2020	11/11	100%	Yes

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%.

2019-2020:

Program faculty are using both written assignments and discussion board assignments for students to read and analyze ethical situations related to school counselors. Pass rate for this assignments will remain at 95%.

2020-2021:

Program faculty decided to continue using this assignment with the same benchmarks because it is considered a foundational assignment in relation to legal/ethical understanding.

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%.

Outcome Links**Legal/Ethical/Professional Issues [Program]**

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	7	90%	Yes

Term	Students that scored 95%		Benchmark met?
	#	%	
Fall 2018	4/5	80%	No
Fall 2019	4/4	100%	Yes
Fall 2020	11/11	100%	Yes

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.

2019-2020:

Course instructor believes the Title 28 LA Mental Health Law assignment is an important assignment for students to grasp information related to mental health laws and will continue to use it 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.

2020-2021:

Dr. Duhon believes this assignment is necessary for students to understand La mental health laws as they relate to school counselors practice. It's critical knowledge for school counselors to be able to identify various mental health and personality disorders. This assignment equips students to examine mental health laws in relation to personal, civil rights, especially children and families.

17 Assessment and Benchmark COUN 659 Intervention Plan

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%.

Outcome Links

Intervention [Program]

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*	—	—	—
Spring 2017	6	100%	Yes
Spring 2018	—	90%	Yes

*Course not offered in Spring 2016.

Term	Students that scored 100%		Benchmark met?
	#	%	
Spring 2019	4/5	80%	Yes
Spring 2020	4/7	57%	No
Spring 2021	7/12	58%	No

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.”

17.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2019-2020:

A 100% pass rate was not achieved during the spring, 2020 on COUN 659 Development of an Intervention Plan for an Emergency School Situation assignment. The written intervention plan is worth 50 points and the in-class PPT is worth 50 for a 100 point total for this assignment. Students performed well on the written section of this assignment but struggle with application of the plan to real-world situation as explained in the Power Point presentation. Because school intervention plans are a critical component of a school counseling program, this assignment will continue to be required for spring, 2021. It will be altered to reflect more emphasis on application of emergency plan preparedness to real-world scenarios.

2020-2021:

Because the benchmark was not met at 100%, the course instructor will lower the benchmark to 90% and adjust the rubric to be more user-friendly. Additionally, she will have more detailed discussion on crisis intervention plans and expose the students to more crisis prevention models from a diverse pool of educational settings.

18 Assessment and Benchmark COUN 687 and 697 Capstone Project

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.

Outcome Links

Counselors as Agents of Change [Program]

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

Intervention [Program]

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

18.1 Data [Approved]

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	3	100%	Yes
Spring 2018	4	100%	Yes
Fall 2018	4	100%	Yes

Spring 2019	2	100%	Yes
Fall 2019	5	100%	Yes
Spring 2020	5	100%	Yes
Fall 2020	4	100%	Yes
Spring 2021	11	100%	Yes

Outcome Links

Intervention [Program]

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.

2019-2020:

100% pass rate was achieved during the fall, 2019 and 100% pass rate was achieved for spring, 2020 for COUN 687 and COUN 697. The capstone project was adjusted to accommodate area schools teaching through virtual classes due to COVID19.

2020-2021:

100% pass rate was achieved during the fall, 2020 and 100% pass rate was achieved for spring, 2021 for COUN 687 and COUN 697. The capstone project was adjusted to accommodate area schools teaching through virtual classes due to COVID19 and the devastation from hurricanes Laura and Delta.

19 Assessment and Benchmark Enrollment and Completers

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	30	5
2020-2021	35	4

19.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2019-2020:

School counseling enrollment increased by 5 students in 2019-2020 school year. There were five completers in the 2019-2020 academic year. The school counseling faculty set a goal to increase enrollment by 5 students for the 2020-2021 academic year.

2020-2021:

The school counseling faculty set a goal to increase enrollment by 5 students for the 2020-2021 academic year. This was exceeded by 6 students. School counseling faculty attributes some of the increase to waiver of the GRE as a mandatory entrance requirement. Only students with less than an overall undergraduate GPA of 3.0 are required to submit GRE scores. Program faculty will set of goal to increase enrollment by 7 students for the 2020-2021 academic year. However, the program will be in a "teach out" mode due to the transition from a CACREP accredited 48-hour program to a CACREP accredited 60-hour program.

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)

2019-2020:

- Wednesday, August 7, 2019 (Enrollment numbers and Retention)
- Wednesday, August 14, 2019 (Suicide ideation; protocol; syllabi; field experience)
- Tuesday, January 7, 2020 (Advising)

2020-2021:

- Tuesday, August 18, 2020 (Enrollment numbers and Retention)
- Monday, October 19, 2020 (Moodle: BBB and Zoom platforms)
- Wednesday, January 13, 2021 (Virtual Field Experience)

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.

2019-2020:

Program faculty discussed our continued emphasis on crisis prevention and candidate preparedness. Faculty was asked to review syllabi for alignment of standards and outcomes. Field experience components were reviewed in each course. Program faculty discussed online delivery platforms for courses due to COVID-19 and hurricanes Laura and Delta.

2020-2021:

Program faculty discussed the importance of adding more field for school counselor candidates in both COUN 637 and COUN 659. Dr. Duhon will add school counselor interviews in both of these classes.

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.

2019-2020:

Program faculty used online library database for scholarly journal articles, Promethean boards for in-class discussion and lectures, Plickers and Zoom meetings.

2020-2021:

Dr. Duhon will use flip grid in COUN 610 and COUN 635 and Dr. Anthony will use jam board.

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.

2019-2020:

Program faculty implemented a variety of ways for students to communicate using discussion board forums, e.g., using photos to describe oneself; paired students interview one another and post important facts for the class to view. School counselor guest speakers are brought into the class, COUN 637 via Zoom and in person. Due to COVID-19 lockdown, Moodle platform’s Big Blue Button and Zoom links were used for weekly, virtual class meetings.

2020-2021:

Due to COVID-19 lockdown, Moodle platform’s Big Blue Button and Zoom links were used for weekly, virtual class meetings. International guest speakers were brought in to speak to students via Zoom in multicultural counseling class, COUN 626 during the fall, 2020. Students were also allowed to view virtual culture festivals in Seattle via You Tube. Updated Moodle platforms expose students to the latest interactive technology.

End of report