

Detailed Assessment Report

2010-2011 Counseling and Personnel Services (School Counseling) MEd

Mission/Purpose

The mission of the Master of Education Degree Program in Counseling and Personnel Services is to provide training for students whose goal is to seek employment as (a) school counselors in the public schools or (b) college student personnel workers in community colleges, colleges, and universities. The program seeks to accomplish this goal by training individuals who possess critical thinking and problem-solving abilities; theoretical, practical, and technical competence; effective communication skills, and appreciation for diversity; sensitivity to standards to standards of ethical conduct, and a commitment to lifelong learning. Once identified and selected to participate within this program, individuals will receive specific concomitance in accordance with the department's commitment to (a) current , relevant, and intellectually rigorous teaching (b) preservation and expansion of the research and knowledge base of the educational disciplines included within the scope of this department through scholarly research and publication efforts; and (c) provision of quality professional service to the University, the community, and various state, regional, and national professional organizations.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Foundational Knowledge of School Counseling

Cohort will demonstrate competence in group counseling/guidance, career development and information services, and consultation.

Related Measures:

M 1: Comprehensive Exam

The 175 objective Master's Comprehensive Examination which covers core curricula for School Counseling.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

Cohort will complete the comprehensive exams on the four entrance courses with a 70% pass score.

Findings (2010-2011) - Achievement Target: Met

Summer 2010: 100% of students (N=17) passed the Master's Comprehensive exam on the first attempt with a minimum score of 70%. (Scores not broken down by foundational or comprehensive knowledge) Summer 2011: The Cohort (N=13) completed the comprehensive exam on the four entrance courses with an overall score of 73%. (Foundational knowledge scores only)

M 2: Praxis Exam

School counseling candidates whose states require the Praxis will complete the Praxis exam.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

60% of USM's school counseling Praxis participants will pass the exam on the first attempt.

Findings (2010-2011) - Achievement Target: Met

September 2010 - June 2011: 81% of students tested (9/11) received a passing score on the Praxis Exam (N=11). Nine of the eleven received a passing score on their first attempt. In addition analysis of scores indicated that students scored above the state average in each area tested.

O 2: Comprehensive Knowledge of School Counseling

Cohort will demonstrate competence in organization/administration of guidance services, counseling theory and practice, and testing and individual analysis.

Related Measures:**M 1: Comprehensive Exam**

The 175 objective Master's Comprehensive Examination which covers core curricula for School Counseling.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

Cohort students will complete the comprehensive exams on the three exit courses with a 70% pass score.

Findings (2010-2011) - Achievement Target: Met

Summer 2010: 100% of students (N=17) passed the Master's Comprehensive exam on the first attempt with a minimum score of 70%. (Scores not broken down by foundational or comprehensive knowledge) Summer 2011: (N=13) The cohort passed comprehensive exam on exit courses with an overall score of 81%. (Comprehensive knowledge scores only)

M 2: Praxis Exam

School counseling candidates whose states require the Praxis will complete the Praxis exam.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

60% of USM's school counseling Praxis participants will pass the exam on the first attempt.

Findings (2010-2011) - Achievement Target: Met

September 2010-June 2011: 81% of students tested (9/11) received a passing score on the Praxis Exam (N=11). Nine of the eleven received a passing score on their first attempt. In addition analysis of scores indicated that students scored above the state average in each area tested

O 3: Counseling Skills

Students will master a variety of counseling skills in order to effectively assist K-12 students.

Related Measures:

M 3: Mentor's Evaluation of the Internship

Counseling students will master a variety of counseling skills.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

90% of school counseling students will master 80% of assessed counseling skills.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 100% (N=13) of students received mastery on the 12 different counseling skills measured.

M 4: Final Skills Taping

Students will master effective use of skills.

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:

80% of school counseling students will perform to 80% mastery of skills, relationship building, and maintaining of client in session.

Findings (2010-2011) - Achievement Target: Met

Summer 2011: 93% (13/14) of school counseling students received at least a minimal score of 80% on counseling skills.

M 9: Course/Program Reflection

Candidate Course/Program Reflections. Reflections are used solely for program development and are scored by completion only. However, program committee members feel strongly that students continue their learning through personal reflections of progress. Students will also reflect on their ability to establish maintain relationships and their progress toward becoming an effective counselor.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:

Each cohort will complete a reflection. One cohort focuses on personal growth and the other cohort includes their analysis of the program.

Findings (2010-2011) - Achievement Target: Met

Summer 2011: The first year cohort in (N=14) completed a detailed analysis of their individual growth during the summer. This reflection included "aha" moments, areas of concern for their personal growth, and an overall assessment of summer one. It was noted that the students found a tremendous difference in the professional approach to assist students versus the way they worked with students as a teacher. Each student was asked to identify an area of concern, which was documented and will be used as a foundational piece during the online sessions of WIMBA this fall. The second year cohort all felt that the program satisfactorily assisted them in establishing and maintaining relationships with k-12 students. Over half reported that they felt strongly satisfactory. (N=13)

O 4: Establish and Maintain Relationships

Students will establish and maintain relationships with their K-12 students.

Related Measures:

M 5: Mentor's Evaluation of the Practicum

Mentor's Evaluation of student's performance during the practicum (Area 2)

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

90% of students will receive a minimum rating of "mastery" on the competency checklist for "ability to establish and maintain a relationship" in the practicum experience.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 100% of school counseling students (N=13) received a mastery on the competency checklist for the "ability to establish and maintain a relationship."

M 6: Self Assessment of program

Student rating of program's preparation in assisting them in establishing and maintaining relationships with students.

Source of Evidence: Student course evaluations on learning gains made

Achievement Target:

80% of school counseling students will feel satisfactory to the program's ability to assist them in establishing and maintaining relationships with students.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 100% (N=13) of students reported at minimal of satisfactory on their personal rating of the program's ability to assist them in establishing and maintaining relationships with students. Over half of the students felt strongly satisfied. Scale 1 strongly unsatisfactory 2 unsatisfactory 3 marginally 4 satisfactory 5 strongly unsatisfactory

M 9: Course/Program Reflection

Candidate Course/Program Reflections. Reflections are used solely for program development and are scored by completion only. However, program committee members feel strongly that students continue their learning through personal reflections of progress. Students will also reflect on their ability to establish maintain relationships and their progress toward becoming an effective counselor.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:

Students from the second year cohort will complete a survey rating the program's ability to assist them in establishing and maintaining relationships with their k-12 students.

Findings (2010-2011) - Achievement Target: Met

Summer 2011: As reported in an earlier assessment, the second year cohort (N=13) 100% of the students felt that the program satisfactorily assisted them in establishing and maintaining relationships with k-12 students. Over half reported that they felt strongly

satisfactory. (N=13) Scale 1 strongly unsatisfactory 2 unsatisfactory 3 marginally 4 satisfactory 5 strongly satisfactory

O 5: Professional Dispositions

Students will demonstrate professional dispositions.

Related Measures:

M 7: Mentor's Evaluation of Professional Dispositions

Mentors' evaluation on dispositions as measured by the competency rating.

Source of Evidence: Field work, internship, or teaching evaluation

Achievement Target:

90% of school counseling students will exhibit a skill level of "mastery" on dispositions as measured on the Competency Rating.

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

As a result of ongoing program improvements, it was noted that professionalism is a critical component in effective counseling. Therefore this assessment was added this cycle and will be evaluated on the next assessment report.

M 8: Evaluation of Dispositions

School counseling candidates will self-evaluate their professional dispositions in a TK-20 survey.

Source of Evidence: Student course evaluations on learning gains made

Achievement Target:

90% of school counseling students will identify at the "mastery" level on the dispositions self survey.

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

As a result of ongoing program improvements, it was noted that professionalism is a critical component in effective counseling. Therefore this assessment was added this cycle and will be evaluated on the next assessment report.

M 9: Course/Program Reflection

Candidate Course/Program Reflections. Reflections are used solely for program development and are scored by completion only. However, program committee members feel strongly that students continue their learning through personal reflections of progress. Students will also reflect on their ability to establish maintain relationships and their progress toward becoming an effective counselor.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:

100% will complete a course/program reflection

Findings (2010-2011) - Achievement Target: Met

Summer 2011: 100% (N=13) of the students completed a course/program reflection. This information is used to determine if students are gaining the application skills in the course

and the level of accomplishment for the success of the course. Also additional information is gained on the program.

Action Plan Details for This Cycle (by Established cycle, then alpha)

Data Collection

We will make phone calls and email students to attempt to gain a 50% response rate.

Established in Cycle: 2009-2010

Implementation Status: Terminated

Priority: High

Surveys Instrument

To increase the response rate for the survey instrument of the intern and the intern's employer, the instrument will be uploaded into TK-20 and tied to the final project to be completed by students. The students final grades will not be assessed until all assignments and surveys are complete.

Established in Cycle: 2009-2010

Implementation Status: Terminated

Priority: High

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

There are two summers of data because of the timing of this report and the new assessment added this year. Currently, we are measuring foundational knowledge through the first summer of coursework and the comprehensive knowledge during the second summer of coursework. The results showed that the students did well in both summers with a 73% rating for summer one and an 81% rating for summer two. The students show exemplary success in the field practicum and internship. They are reported as working well with the students in the k-12 schools. Overall the students are meeting the standards for school counseling by successfully completing coursework, applying skills in the field, and successfully meeting state requirements for licensing.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Although the students performed to the assessment measure, it was noted that the students fared with greater success in the comprehensive knowledge section of the comprehensive exam with 83%. In an effort to continually improve the success of the students and the program, the foundational knowledge courses will be observed closely as we implement our program redesign. The opportunity for the redesign will improve many facets of this program.

Annual Reports

Program Summary

The School Counseling Program had 17 students enrolled in the year-long internship in the fall of 2011. However, one had health issues and will finish the internship this fall whereas, one other did not meet all necessary requirements for a successful completion. These two students will be enrolling in the fall to complete their internship. These two students will have a fall graduation date which is unusual for the program. Basically, all candidates enter in the summer and will graduate in the spring semester. The cohort who returned for their second summer had 13 students. We started some in

depth discussion on the program design. We did some informal assessments as well to assist us in better meeting the needs of the students while maintaining rigor and quality in the program. The analysis this data along with the previous cohorts suggestions and our research has prompted the program coordinator to consider a redesign of the program. This redesign will be discussed this Fall and Spring. The cohort that entered in this summer (2011) has 14 students who are eager and excited about what they have learned. Their comments were positive on the growth they gained in one summer. Some changes to the assessments were made this year as a result of determining better measures for school counselors and the knowledge they should have when they leave the institution. Some of these changes were made prior to discussion with our newly appointed interim chair who supports the restructuring of the School Counseling Program. As a result we have changes this year and may have to readjust as we continue to discuss and research the redesign. This is a point where the program coordinator feels optimistic about the future of the program and its potential for growth and development of the students, communities, schools and the state at large.

Continuous Improvement Initiatives

The School Counseling Program is committed to continually improving our program in order to continually improve the students who in turn make a great impact on the k-12 environment. As mentioned in the Program Analysis section the program is committed to an in-depth analysis of the program and its design and is prepared to make necessary changes in order to propel this program to greater heights. All course syllabi will be evaluated and rewritten as well as program outcomes. The layout of the course sequence will be evaluated as well.

Closing the Loop

The former measures utilized were not found to assist significantly in the evaluation of the program. The surveys were attempted for several years with minimal success in gaining returns. In various attempts through phone calls and emails, the success rate for returns did not dramatically increase. In addition this measure was terminated due to ongoing changes in the program as well. The students started to use TK-20 in 2010-2011 for submission of all data and documents formerly gathered in portfolio. There were many questions and concerns as well as guidance needed to complete this process. The attempt to use Tk-20 for the surveys was terminated as it was noted that the entire process was overwhelming during our pilot year of Tk-20 use. Furthermore, the survey measured dispositions and had a component for the employer. The employer didn't really get the opportunity to evaluate the student as a counselor, but more so as a teacher. This measure didn't seem to give reliable data for school counseling evaluation. The program has adopted new measures which is hopeful to be a better reflection of the candidate and his/her skills and dispositions. (As a note the surveys returned did reflect positive comments.)