2019 Annual Assessment Report Template

	Academic Unit: College of Education and Human Services	**Department/Division:** Counseling, Quantitative Methods & Special Education
Academic Degree Program/ Degree Level:	Counselor Education / Master of Science	
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Assessment Plan Verification

Programs are only required to submit an Assessment Plan every four (4) years. However, programs must submit annual Assessment Reports based on the approved Assessment Plan. Programs should review their existing Assessment Plan with the program faculty as part of the review process to determine whether revisions are required based on the findings.

I acknowledge that the program faculty have meet and reviewed our existing assessment plan:

	No changes are required

X	*Changes are required*

If changes are required, please submit a revised Assessment Plan Template instead of completing this form.

Findings

Analyze the findings for the stated Student Learning Outcomes (SLO) listed on the approved Assessment Plan. Come to a clear understanding and agreement on areas that still present opportunities for academic degree program growth and improvement. This section should include, but not necessarily be limited to:

Findings for several years explained, patterns and trends identified. How does the current year data correlate with previous years?

Description of implications of the findings (i.e., how did you determine whether students exceeded, met or did not meet the expectations described in the approved Assessment Plan. Have students met the stated student learning outcomes?, etc.).

What program changes could you make to improve student knowledge and skills that did not reach criterion success levels?

What can you infer from the data?

*Document the findings of assessment. Summarize the results for reporting purposes; be sure to retain detailed documentation on file for reference purposes if needed (accreditation, program evaluation, etc.).

We have three summative and one formative assessment in our evaluation of MSED student learning outcomes, the Comprehensive Exam, the National Counseling Exam Results, the Counseling Competencies Scale-Revised (Lambie, et al 2015) and the Annual Student Review.

1. Comprehensive Exam Results:
Of the three students who took the exam in Fall 2019, all obtained a passing score. Students need 60% or 120 out of 200 correct in order to pass. The lowest score was 121 and the highest was 143. The five year trend, is that all of our students have passed the Comp. Exam on the first attempt. However, this year's scores continued the trend of lower scores than seen last year. Areas of difficulty continue to be Human Growth and Development, group Theory as well as Appraisal. We have cross-listed the Appraisal course with REHB. We have a NTT teaching the Human Growth and Development course consistently and work with her to address student learning outcomes in this content area.

2. NCE Results: We have a 100% pass rate since 2014. SIU-C counselor education students' scores exceeded national averages in since 2014.

3. Clinical Skills Evaluations: 2016: There were 10 students in Practicum courses and 10 students in Internship. All students met performance expectations. Faculty and site supervisors use a standardized assessment form, the Counseling Competency Scale-Revised. (CCS-R). These results are consistent with the findings for the last five years. Inn order to improve the learning experience of the advance group practicum, we are working with undergraduate advisement to increase the enrollment in the COUN 100 courses,

4. Annual Review: Seven (7) students were reviewed Fall 2019. All students (7) met or exceeded expectations. Six students received mixed reviews, with some areas with top ratings and some areas lower. Students receive the annual review letters. Academic writing was the area that consistently needed improvement. Self-advocacy was noted as a strong point for the second year students. While there was only one tenure track faculty member to evaluate dispositions, NTT faculty were consulted and provided input on the ratings, We are adopting a new process that will begin at admission interview and be repeated at completion of Coun 500, Coun 548B and final section of COUN 591.This form includes a broader list of professional dispositions and has training available for interrater reliability.

Action Plan/Assessment Infrastructure

Strategies for using results for program improvement development, methods for reporting results, timeline and identify individuals responsible for assessment activities. **Please note:** This section should include, but not necessarily be limited to the following:

Part 1: Describe the strategies used for program improvement development, methods for reporting results, timeline and individuals responsible for assessment activities. *Provide details on how and by whom the data were analyzed, along with the criteria used to determine whether students are achieving all the expected SLOs. Provide a description of how the data has been retained to allow for comparison of results based on several years, with patterns and trends identified.*

1. Comprehensive Exam results are calculated by the program coordinator. Faculty review scores in all 8 content areas to improve professional and pedagogical content.. The faculty review results in a faculty meeting, and, if necessary, make plans for interventions with non-passing students. All students taking the exam in 2019, have passed.

2. NCE results are calculated by the National Board for Certified Counselors (NBCC), the national organization that develops and distributes the exam. We have a 100% pass rate since 2014 and our student scores are higher than the national average for CACREP programs.

3. Clinical Skills Evaluations are compiled by the instructor of record for the practicum or internship classes each semester. The instructor reviews the CCS-R evaluations completed by the site supervisor and the student's self-evaluation. For 2019, the instructors for practicum and internship courses were Dr. Kim Asher-Self, Dr. Janet Ward and Dr Jody GIles. In the event of a student receiving a less-than-satisfactory evaluation, the faculty discuss the evaluation with the student, and if necessary develop a remediation plan. The results of this discussion are then brought to the faculty as a whole for further consideration. Ntt faculty are consulted in the evaluation and recommendation process. One student failed to perform with adequate skills to pass practicum. She declined to participate in three separate remediation plans and was eventually discharged from the program.

4. Annual Review: The Fall 2019 annual review was done at the end of the fall semester using the new professional counseling dispositions assessment form. Faculty, both regular and NTT, individually rank each student, the scores are averaged, and faculty come to consensus regarding student dispositions. Students are informed in writing about the results of their review. Students will now be assessed by each professor at the fourpoints within their program. Admission, advancement to practicum, advancement to internship and completion of internship.

Data will be retained by the CE program coordinator to allow for comparison of results based on several years, with patterns and trends identified.

Part 2: Explain how program faculty members were involved in the assessment process. *(Describe the process that was implemented to ensure that faculty were involved in the assessment process, i.e., faculty committee actively communicated with program faculty, administrative support present, worked with department curriculum committee, findings discussed among faculty, pedagogy reviewed and revised based on assessment data, changes made if warranted for program improvement, etc.).*

As stated above faculty are involved in all phases of the assessment process from data collection to the final closing the loop step.

Part 3: Reviewing student learning outcome data and making adjustments to the academic program. *(What future actions should your program take? How can you assist students develop the learning outcomes you wish them to achieve?)*

Overall, we have been very pleased with the degree to which the program objectives are being met. Our students have consistently demonstrated mastery of counselor education knowledge, as evidenced by their outstanding results of the NCE and the Comprehensive Exam. The students have also demonstrated great ability at applying knowledge, developing effective clinical skills and behaving in a professional manner, as their internship and practicum evaluations indicate. Our annual review process continues to be an effective means of monitoring overall student disposition and implementing effective remediation plans, as evidenced by the six students that had one or more areas of improvement have already demonstrated growth during the current semester. We also found that the evaluation process assisted with the development of multiple remediation opportunities for the at risk student, and even though that student choose to leave the program, extensive efforts were made to develop a pathway for her to master missing skills and professional dispositions

Part 4: Reviewing and making adjustments to the academic assessment plan. *(Are changes necessary in your objectives? Are your assessment methods providing you the quality and quantity of information you need?)*

Assessment and evaluation are on-going throughout the CE program and the academic year. The next annual review will occur Spring 2020 current Spring 2020 practicum and internship students will be reviewed at mid-term and at the end of the semester; students will take the Comprehensive Exam and the NCE as well. We have added the new professional dispoistions for counseling assessment and will offer a NCE test prep workshop for the entire student body during spring 2020.

*The quality enhancement process is continuous and includes completion of annual assessment cycles that use the results to make improvements to your academic program. Improvements might include revising organizational structure, reallocating resources, revising administrative policies/procedures, revising curriculum, individual course revision, sequencing of courses, inclusion and/or modification of educational experiences and strategies (e.g., undergraduate research, internships, practicum, study abroad, service learning).

Glossary of Terms

Achievement Target/Success Criteria: overall level for satisfactory performance on a student learning outcome

Action Plan/Assessment Infrastructure: activity sequence designed to help accomplish intended outcomes/student learning outcomes and/or improvement of academic assessment plan

Direct/Indirect Assessment: *Direct assessment* requires students to display their knowledge and skills in response to the measurement instrument itself, as in tests, or exams, essays, portfolios, presentations, etc. *Indirect assessment* usually asks students to reflect on their learning rather than demonstrate it. Indirect may also ask employers or other interested parties to evaluate student learning as they have had occasion to observe it.

Findings: assessment results for comparison of actual vs. expected achievement level

Program Goal: broad statement about desired ends

Measure: method to gauge achievement of expected results

Mission: highest aims, intentions, and activities of the entity

Student Learning Outcome: measurable statement that describes the knowledge, skill or ability students will possess upon achievement of that outcome as it relates to the mission

Original borrowed from:
University of Missouri-Kansas City - http://www.umkc.edu/assessment/downloads/handbook-2011.pdf
Developed utilizing & modifying the following documents:
Southern Illinois University - http://pvcaa.siu.edu/forms.html
Virginia Commonwealth University – http://www.provost.vcu.edu/pdfs/uucc/Assessment_Plan_Development_Kit.docx - 2011-09-22
University of Western Washington - http://www.wwu.edu/depts/vpue/assessment/documents/prog_handbook.pdf
Western Association of Schools & Colleges - http://www.wascsenior.org/findit/files/forms/Program_Learning_Outcomes_Rubric_4_08.pdf