

Detailed Assessment Report

As of: 10/05/2012 08:49 AM EST

2011-2012 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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 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. Exam given each summer to "Cohort II."

Source of Evidence: Academic direct measure of learning - other

**Target:**

Cohort will complete the comprehensive exams on the four entrance courses with a 70% pass score. This score is taken from the comprehensive exam which is given in the summer only.

**Findings (2011-2012) - Target: Met**

In the summer 100% of the students (N=14) pass the comprehensive exam on the entrance courses with at least a minimum of 70%. Minimum score received was 80%.

**M 2: Praxis Exam**

School counseling candidates whose states require the Praxis will complete the Praxis exam. Students are not required to take the exam during their enrollment at the university. Therefore, the number of students who take the exam vary during each administration. Program tracks all students from the program who sit for each administration to gather this data.

Source of Evidence: Academic direct measure of learning - other

**Target:**

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

**Findings (2011-2012) - Target: Met**

66.7% (6/9) students successfully passed the Praxis exam. Last date reported 6/9/2012.

## **SLO 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. Exam given each summer to "Cohort II."

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

Cohort students will complete the comprehensive exams on the three exit courses with a 70% pass score. This score is taken from the comprehensive exam which is given in the summer only.

#### **Findings (2011-2012) - Target: Met**

In the summer of 2012, 100% of students (N=14) passed the exit courses with at least 70% pass score. Minimum score earned was 79%.

#### **M 2:Praxis Exam**

School counseling candidates whose states require the Praxis will complete the Praxis exam. Students are not required to take the exam during their enrollment at the university. Therefore, the number of students who take the exam vary during each administration. Program tracks all students from the program who sit for each administration to gather this data.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

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

#### **Findings (2011-2012) - Target: Met**

66.7% (4/6) students successfully passed the Praxis exam.

## **SLO 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. These skills are measured in the fall semesters during the practicum experience/internship experience.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

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

#### **Findings (2011-2012) - Target: Met**

100% of the school counseling students (14/14) mastered the minimum requirement for counseling skills.

#### **M 4:Final Skills Taping**

Students will master effective use of skills as measured during the summer semesters for Cohort I.

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

**Target:**

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

**Findings (2011-2012) - Target: Met**

100% of students (N=10) performed 80% mastery of skills, relationship building, and maintaining of client in session. (Cohort I-2012)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Advisory Board**

*Established in Cycle:* 2011-2012

The work of the School Counseling Advisory Board for 2011-12 has been exceptional. The results of the work that was accomplished...

**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

**Target:**

Each cohort will complete a reflection. One cohort focuses on personal growth and the other cohort includes their analysis of the program. This data is collected at the end of the summer term.

**Findings (2011-2012) - Target: Met**

The cohorts reported positive feedback in relationship to the program. Although the load for the summer is intense, it was decided that it would not necessarily benefit the student or program to alter any of the summer expectations. It was a consideration by program coordinator, advisory board, and instructors. There was great feedback on the group counseling course from the cohort. It presented them the ability to see the theory in application. The first year cohort discussed fears and challenges as they enter into the fall practicum/internship. These were addressed by the program coordinator and used in discussion in our fall sessions for Blackboard Collaborate.

**SLO 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). This assessment only takes place during the fall semesters.

Source of Evidence: Academic direct measure of learning - other

**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 (2011-2012) - Target: Met**

100% of students N=14 received a mastery on area 2 "ability to establish and maintain relationship." Cohort II Summer 2012.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Advisory Board**

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**M 6:Self Assessment of program**

Student rating of program's preparation in assisting them in establishing and maintaining relationships with students. Students complete the self-assessment at the end of their second summer as they are identified as Cohort II.

Source of Evidence: Student course evaluations on learning gains made

**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 (2011-2012) - Target: Met**

100% (N=10) of the students who completed the survey felt that the program prepared them to a satisfactory level. Only one student reported satisfactory and 9 reported that they felt strongly about the level of satisfaction to their preparation.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Advisory Board**

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**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

**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.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Advisory Board**

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## **SLO 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. This assessment will be assessed at the end of the fall semester with the first Cohort.

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

#### **Target:**

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

#### **Findings (2011-2012) - Target: Met**

90% of students (N=14) were assessed at a mastery or above on dispositions.

#### **M 8: Evaluation of Dispositions**

School counseling candidates will self evaluate their professional dispositions in a TK-20 survey. This data will be collected in the Spring semester at the onset spring coursework.

Source of Evidence: Student course evaluations on learning gains made

#### **Target:**

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

#### **Findings (2011-2012) - Target: Not Reported This Cycle**

Data will be reported in summer of 2012. Data was not collected. Miscommunications about the distribution of this assessment has delayed the ability to report data this cycle.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Advisory Board**

*Established in Cycle: 2011-2012*

The work of the School Counseling Advisory Board for 2011-12 has been exceptional. The results of the work that was accomplished...

#### **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

#### **Target:**

100% will complete a course/program reflection

## Details of Action Plans for This Cycle (by Established cycle, then alpha)

### **Advisory Board**

The work of the School Counseling Advisory Board for 2011-12 has been exceptional. The results of the work that was accomplished may manifest in possible revisions of assessments and the data we want to see from the school counselor

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Course/Program Reflection | **Outcome/Objective:** Establish and Maintain Relationships

**Measure:** Evaluation of Dispositions | **Outcome/Objective:** Professional Dispositions

**Measure:** Final Skills Taping | **Outcome/Objective:** Counseling Skills

**Measure:** Mentor's Evaluation of the Practicum | **Outcome/Objective:** Establish and Maintain Relationships

**Measure:** Self Assessment of program | **Outcome/Objective:** Establish and Maintain Relationships

**Implementation Description:** The board will analyze the way the program is collecting certain data, discuss detailing the assessments, and decide if the assessments are assisting us in gathering appropriate data.

**Responsible Person/Group:** Ursula Whitehead

### **Professional Dispositions**

Assure that the Professional Dispositions instrument is in place and ready for dissemination. The assessment time will be spring semester rather than summer. It is apparent that the summer load is heavy and requires more attention coursework. Therefore, moving the assessment to spring will reduce the likelihood of misinterpretations of which instrument they are to complete.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Send out the survey instrument in the spring semester when students.

**Projected Completion Date:** 05/01/2013

**Responsible Person/Group:** Ursula Whitehead

## Analysis Questions and Analysis Answers

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

One of the strengths of the School Counseling Program is that the students are reporting success in establishing and maintaining relationships with the students in the school. This shows that the students are more comfortable entering into the school setting with confidence to begin the internship. They are continually doing well on the comprehensive exam. The breakdown of foundational and comprehensive knowledge showed no significant differences. That was good to know since the program uses some adjuncts during the summer. Course reflections are a valuable tool for insight into the students' perspectives of the program. The students' reflections and discussions report general satisfaction with the program and opportunities for individual growth.

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

It would be beneficial to outline dates each year that the Praxis scores will cover. Setting a definite timeline will ensure that no student is left out of the reporting cycle. The consideration is June 1 - May 31. This would assist in collecting all the data for the year in one report as there are multiple opportunities to take the exam per

year.

One other weakness noted this year is that most of our data is collected in the summer semester when the students are on campus full time. This is not necessarily the best time to collect some data from the students. Miscommunication about one instrument cause one measure to not have data this cycle. In an effort to give students time to recover from the summer session, this assessment will be given in the spring semester when the load is lighter and there are fewer distractions from due assignments, comprehensive exams, etc

## Annual Report Section Responses

### **Program Summary**

The School Counseling Advisory Board has been the highlight of the program this year. The program is going through a thorough redesign compliments of the efforts of a leadership team that spans years of experience in all areas of school counseling. We were fortunate to gain expertise and insight from Mississippi Department of Education, Mississippi Counseling Association, various levels of P-12 school counseling, private counseling experts, and our very own ELSC representatives. Dr. Blackwell is abreast to the work of the committee and is excited about the progress going forward. Also last year the program was highlighted for a commendable report in the Academic Program Assessment Showcase. The program continues to have a favorable design that students prefer. The program is designed on a cohort model with emphasis on summer coursework and online courses in the fall and spring.

### **Continuous Improvement Initiatives**

The School Counseling Advisory Board was a huge asset this past year. Our board of 12 brought in new ideas and recommendations for the program. The board consists of former Mississippi Counseling Associations, former President and President-elect of Mississippi Counseling Association, a Licensed Professional Counselor, 3 representatives from the Mississippi Department of Education, Community College Counselor, a high school counselor, middle school counselor, elementary school counselor, educational administration professor, the school counseling program coordinator, chair of the Educational Leadership and School Counseling department, and the Dean of the College. A new vision and mission statement was created that aligns with the University's and College's mission statement. New course goals were created for each course as well as new outcomes desired from students. Thus incorporating revised assessments and program outcomes as will be seen in WEAVE. The internship experience has been revised and the program is establishing a five-year plan for consideration of CACREP Accreditation. The program is exploring opportunities to hire more faculty and find other ways to serve as a greater resource for current school counselors.

There is a plan for including rubrics next year in the WEAVE as special documents.

### **Closing the Loop**

Previous action plans have been closed or terminated at this time. However, there has been an intentional effort to improve communication with students during the fall and spring semesters. There was success in the action plan "establishing and maintaining relationships." This effort seems to relieve the students of some anxieties as they approach the full year internship. Although there was not an Action Plan for providing a realistic group experience, the students highlighted that as a positive part of the second summer. The design is intentional in helping students relax and reduce stress levels for what is considered a very intense summer experience. Also better emphasis and preparation have reduced the stress level of the students for comprehensive exams. A day for review was offered this summer. It really allowed students to see that they have prepared thoroughly and will perform to this best of their ability.

Much effort is given to supporting the students during the summer semester. All of these things help to support the program and continually improve the student and instructor relationship, outcome of student work, and success of the students. As we work to continue to move forward we will use strategies, research, and assessments to move the school counseling program forward.