

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Counseling
 Dept: Counseling and Higher Education
 College: College of Education
 Submitted by: Danessa Carter

Part 1:

<p>CGS Learning Goal #1 A depth of content knowledge</p>	<p>Program Learning Goal(s): Candidates will display evidence of a depth of content knowledge and skill along eight core competencies using key performance indicators as outlined in the latest CACREP standards</p> <p>Candidates will display evidence of a depth of content knowledge and skill in the specialty areas of Clinical Mental Health and School Counseling as outlined in the latest CACREP standards</p>
<p>How are learners assessed?</p>	<p>CHE 5500 (research proposal); 5510 (Ethics paper); 5520/5530 (Exam/final course grade); 5600 (Cultural Interview); 5610 (Exam); 5620 (Exam/final course grade); 5900 (exam); 5920 (theory paper); After program employment; National Counselor Examination; Comprehensive Examination; Professional Educator License Examination.</p>
<p>What are the expectations for the students?</p>	<p>CHE 5500 (research proposal): students are expected to score a B or better 5510 (Ethics paper): students are expected score a B or better 5520/5530 (Exam/final course grade): students are expected score a B or better</p>

	<p>5600 (Cultural Interview): students are expected score a B or better</p> <p>5610 (Exam): students are expected score a B or better</p> <p>5620 (Exam/final course grade): students are expected score a B or better</p> <p>5900 (exam): students are expected score a B or better</p> <p>5920 (theory paper): students are expected score a B or better</p> <p>After program completion, students are expected to obtain employment.</p> <p>National Counselor Examination: students are expected to pass.</p> <p>Comprehensive Examination students are expected to pass.</p> <p>Professional Educator License Examination (School): students are expected to pass.</p>
What are the expectations for the program?	<p>80% of students will meet or exceed expectations.</p> <p>80% of students will report that the courses met learning objectives.</p> <p>80% of graduates will pass Professional Educator License Examination and National Counselor Examination</p>
What were the results?	<p>CHE 5500 (research proposal) 44% Meets 56% Exceeds</p> <p>5510 (Ethics paper) 19% Meets 81% Exceeds</p> <p>5520/5530 (Exam/final course grade) 16% Meets 84% Exceeds</p> <p>5600 (Cultural Interview) 13% Meets 87% Exceeds</p> <p>5610 (Exam) 6% Meets 94% Exceeds</p> <p>5620 (Exam/final course grade) 3% Did Not Meet 3% Meets 96% Exceeds</p> <p>5900 (exam) 19% Meets 81% Exceeds</p> <p>5920 (theory paper) 100% Exceeds</p> <p>After program completion: 100% of students obtained employment</p> <p>National Counselor Examination 100% pass</p> <p>Comprehensive Examination 100% pass</p> <p>Professional Educator License Examination (School) 100% pass</p>
How are the results shared? How will these results be used?	<p>Faculty meet 5 times throughout the student's program to discuss their progress. Results are shared in faculty meetings to assess individual student progress and course development/updates. Results are shared with CACREP (our accreditation body) and National Counselor Examination/Comprehensive Examination/Professional Educator License Examination pass rates are posted on the departmental website.</p>

CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): Candidates will display evidence of effective communication, critical thinking and problem solving skills.
How are learners assessed?	Practicum and Internship (CHE 5630, 6900, 6901, 6902) Midterm and Final Evaluations
What are the expectations for the students?	Students will receive a “met” evaluation ranking in all categories.
What are the expectations for the program?	80% of students will meet or exceed expectations.
What were the results?	Practicum and Internship Midterm and Final Evaluations 10% Meets 90% Exceeds
How are the results shared? How will these results be used?	Faculty meet 5 times throughout the student’s program to discuss their progress. Results are shared in faculty meetings to assess individual student progress and course development/updates. Practicum/Internship coordinators use the information to make program related decisions and decisions related to progression of students through the program.
CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): Candidates will display evidence of a depth of content knowledge and skill along eight core competencies using key performance indicators as outlined in the latest CACREP standards. Candidates will display evidence of a depth of content knowledge and skill in the specialty areas of Clinical Mental Health and School Counseling as outlined in the latest CACREP standards.
How are learners assessed?	CHE 5500 (research proposal); 5510 (Ethics paper); 5600 (Cultural Interview); 5920 (theory paper);

	Internship Case Presentations
What are the expectations for the students?	CHE 5500 (research proposal); students are expected score a B or better 5510 (Ethics paper); students are expected score a B or better 5600 (Cultural Interview); students are expected score a B or better 5920 (theory paper); students are expected score a B or better Internship and Practicum Case Presentations: students are expected score a B or better
What are the expectations for the program?	80 % of students will receive a B or better in all assessment measures.
What were the results?	CHE 5500 (research proposal) 44% Meets 56% Exceeds 5510 (Ethics paper) 19% Meets 81% Exceeds 5600 (Cultural Interview) 13% Meets 87% Exceeds 5920 (theory paper) 100% Exceeds Internship Case Presentations 24% Meets 76% Exceeds
How are the results shared? How will these results be used?	Faculty meet 5 times throughout the student's program to discuss their progress. Results are shared in faculty meetings to assess individual student progress and course development/updates. Practicum/Internship coordinators use the information to make program related decisions and decisions related to progression of students through the program.

CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Candidates will display evidence of advanced scholarship through research and/or creative activity.
How are learners assessed?	5500 Research Proposal Practicum and Internship (CHE 5630, 6900, 6901, 6902) Final Evaluations for Research Skill.
What are the expectations for the students?	5500 Research Proposal: Students are expected to obtain a B or better in the course.

	Practicum and Internship Final Evaluations for Research Skill: Students will receive a minimum of “met” evaluation.
What are the expectations for the program?	5500 Research Proposal: 80% of students will receive a B or better. Practicum and Internship Final Evaluations for Research Skill: 80% of students will receive “meets” or “exceeds”.
What were the results?	5500 Research Proposal 44% Meets 56% Exceeds Practicum and Internship Final Evaluations for Research Skill 15% Does Not Apply 25% Meets 60% Exceeds (a few supervisors did not believe that utilizing research skill at the practicum or internship site applied to that specific site)
How are the results shared? How will these results be used?	Faculty meet 5 times throughout the student’s program to discuss their progress. Results are shared in faculty meetings to assess individual student progress and course development/updates.

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): Candidates will display evidence that they have fulfilled the CHE mission to becoming qualified, ethical, and culturally competent counselors.
How are learners assessed?	Year End Survey Practicum and Internship Final Evaluation Student Reviews
What are the expectations for the students?	Year End: Students are expected to provide accurate feedback regarding their experience in the program. Practicum and Internship Final Evaluation: Students are expected to receive a minimum of “met” in categories assessing ethics. Student Reviews: Students are expected to pass the student review process.
What are the expectations for the program?	Exit survey: 80% of students will rate the program as “met” or “exceeds”.

	<p>Practicum and Internship Final Evaluation: 80% of supervisors will rate the students as “met” or “exceeds”.</p> <p>Student Reviews: 80% of students will pass student reviews without a remediation plan or letter.</p>
What were the results?	<p>Year End Survey 25% Meets 64% Exceeds, 86% said they would recommend the program</p> <p>Practicum and Internship Final Evaluation 10% Meets 90% Exceeds</p> <p>Student Reviews 10% Had remediation plan 90% Did not have a remediation plan</p>
How are the results shared? How will these results be used?	<p>Faculty meet 5 times throughout the student’s program to discuss their progress. Results are shared in faculty meetings to assess individual student progress and course development/updates. Practicum/Internship coordinators use the information to make program related decisions and decisions related to progression of students through the program.</p>

Part 2

Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year’s report or simply describe what assessment work was initiated, continued, or completed.

Accomplishments:

- 1.) We have digitized our surveys of students to assess objectives after each course.
- 2.) We have continued to keep our admission numbers over COVID admission numbers.
- 3.) We have made plans to better capture data from employers and alumni.
- 4.) Overall, we are meeting all program objectives we have set for assessing our success.
- 5.) We received a sizeable grant from the Lumpkin Foundation to help support the local community and to give students an opportunity to be involved in research and present.

- 6.) We utilized the new report format to submit this SLAP report.
- 7.) We received 66 applications that were invited for interviews in spring 2023.

Part 3

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

- 1.) We have changed scheduling to accommodate students' schedules.
- 2.) Preparation is continuing for implementation of CACREP 2024 objectives. These are scheduled to be disseminated and utilized by November 2023. This process will continue to help standardize our syllabi across courses.
- 3.) We have brainstormed ways to capture more alumni and employer responses for our next assessment cycle which will be in 2026.