ABBREVIATED ANNUAL ASSESSMENT REPORT FOR 2012-13
Submitted: Oct 1, 2013

**Department/Program:** College of Education, Masters in School Counseling

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**Table of Departmental/Program SLOs:**

**Mission Statement:** The School Counseling program in the College of Education is a highly focused, masters-level educational degree that serves primarily the school districts and citizens of Indiana. The curriculum components are structured around the eight CACREP common-core areas and the specialty school counseling curriculum standards. The curriculum incorporates standards and assessments based on the Indiana Professional Standards Board standards for School Services Personnel and the sub-specialty of School Counseling.

Information about our criteria for success includes:

The cut-off score is one standard deviation from the national mean score on our comprehensive examination to pass as our exit requirement. We also use the higher national mean scores, which includes only schools that are CACREP accredited. This has been a national issue and discussed in many forums with agreement that the comprehensive exam (CCPE) is intended to measure minimum competency to exit a program. Thus we follow that agreement and set the cut-off at that point. We not only expect 100% of our students to achieve this measure of success, but require it. Students are given three attempts to meet this cut-off and if they don’t, they fail to complete the requirements of the program and do not receive their degree. Our program rate of success on this national exam has been continually high, however, that does not mean we should raise the cut-off score to assure that some students go through the entire program, fail the exam three times, and do not receive their degree. Most of our students take an additional exam called the National Certified Counselor exam based on the same content knowledge but with a higher cut-off score. We cannot require that exam, however, our success rate on that exam is also high and has nothing to do with our program requirements, but passing leads to being a nationally certified counselor.

The rating scale for our portfolio is 1=emerging, 2=proficient, 3=distinguished and is the same rubric the College of Education uses. Students must receive a 2 or better to “pass” each component of the portfolio. Again, we not only expect 100% of our students to be successful on all portfolio components, we require it. Any student that receives a 1 must re-submit and receive a 2 or better to exit the program.

The program prepares school counseling professionals:

Who are leaders promoting educational success for all students by developing and managing school counseling programming related to academic, career, social, and emotional growth,
Who use facilitative, consultative, and collaborative leadership skills to provide a certainty of educational opportunities for all students,

Who collaboratively design, coordinate, implement, and evaluate student assistance (counseling) services, and

Who collaboratively design, coordinate, implement, and evaluate education and career (guidance) services.

<table>
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<tr>
<th>Student Learning Outcome (SLO)</th>
<th>For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).</th>
<th>Term Assessed</th>
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| **1. Articulate the professional roles, functions, and relationships with other human service providers.** | **Methodology 1**  
* Counselor Preparation Comprehensive Examination CPCE*  
Section 8- Professional Orientation & Ethics  
Score of one standard deviation below the national mean  
Portfolio Performance #1- Demonstrate the ability to articulate and model an appropriate school counselor identity.  
Score a 2 or above  
CPCE- Every Fall  
Portfolio- Last Semester |                                                                                                                                  |                        |
| **2. Define theories of learning and personality development, individual and family development and transitions across the life-span.** | **Methodology 1**  
CPCE*  
Section 1- Human Growth & Development  
Score of one standard deviation below the national mean  
Portfolio Performance #2- Develop, implement, and evaluate a developmental guidance lesson for students.  
Score a 2 or above  
CPCE- Every Fall  
Portfolio- Last Semester |                                                                                                                                  |                        |
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<td>3.</td>
<td>Identify career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.</td>
<td>CPCE* Section 5- Career &amp; Lifestyle Development</td>
<td>Score of one standard deviation below the national mean</td>
<td>Portfolio Performance # 4- Develop, implement and evaluate a career development activity to promote career information and/or awareness for students.</td>
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<td>4.</td>
<td>Demonstrate the ability to provide group counseling for those students experiencing personal/social problems that interfere with learning, prevention programs.</td>
<td>CPCE* Section 3- Helping Relationships</td>
<td>Score of one standard deviation below the national mean</td>
<td>Portfolio Performance #5- Demonstrate the ability to provide group counseling for those students experiencing academic and/or personal/social problems that interfere with learning.</td>
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<td>5.</td>
<td>Demonstrate ability to address multicultural counseling issues, including possible effects of ability levels, culture, race, stereotyping, family, socioeconomic status, gender and sexual identity.</td>
<td>CPCE* Section 2- Social &amp; Cultural Foundations</td>
<td>Score of one standard deviation below the national mean</td>
<td>Portfolio Performance #7- Demonstrate ability to address multicultural counseling issues, including possible effects of ability levels, culture, race, stereotyping, family, socioeconomic status, gender and sexual identity.</td>
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