A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING

What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? None. CACREP re-accredited the school-counseling program (2013) with no recommendations for changes or improvements in the program assessments for continuous improvement.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED

Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013?

Graduates will be able to:

1. Demonstrate the following counseling skills: Rapport, Active Listening, Case Conceptualization, Intervention, Evaluation, Termination and Follow-up.
2. Demonstrate multicultural competency in formulating strategies for working with diverse populations.
3. Design a comprehensive developmental guidance program.
4. Locate resources in the community to facilitate student learning and development.
5. Implement strategies and programs for preparing students for postsecondary educational and career planning.
6. Demonstrate knowledge of technology in the practice of school counseling.
7. Demonstrate the ability to apply research findings to the practice of school counseling.
8. Demonstrate knowledge and understanding of current legal and ethical issues that affect the practice of school counseling.
9. Distinguish the professional school counselor identity from that of related helping professions.
10. Design prevention and intervention plans related to student atypical growth and development and factors of resiliency on student learning and development.

The school- counseling program uses the student learning outcomes as specified in the CACREP standards to further define and add levels of specificity to the student learning outcomes.

C. METHODS FOR COLLECTING DATA

Which students were included in the assessment?

Students enrolled in CNL 6620 (Problems in Student Behavior and Development), CNL 7650, (Principles and Practices of School Counseling), Practicum and Internship.

D. ASSESSMENT MEASURES

- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?
  Program Assessments: Rubrics Housed in Tk20
  - Post Secondary Planning: A Case Study on Multicultural Counseling Competency
  - Resources for Intervention and Crisis Management
  - Applied Knowledge in Counseling Intervention
  - Family Crises: Implications for Consultation, Collaboration and Multicultural Competency
  - Project in Comprehensive Developmental Guidance Programming
  - Assessment of Professional Development Advocacy, and Multicultural Responsiveness
What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above? N/A for 2012-2013

E. SIGNIFICANT FINDINGS
What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?
100% Candidate pass rate on Praxis 2 Exam
100% Candidate pass rate on 7 key program assessments with grade of B or better
100 % Successful completion of Practicum and Internship with ratings of basic competency or higher
100% Rating of Acceptable on Measure of Dispositions
100% Pass rate on Portfolio

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed? Results were shared with Department Chairperson and Counselor Educator faculty

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING
Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.
The Counselor Educator Faculty will continue to review student performance at 2 transition points: Pre-Admission Workshop and Midpoint Evaluation (portfolio review --prior to Practicum). The Program Director will continue to review student performance on Key Program Assessments and Portfolio prior to the beginning of Practicum, and at the beginning and ending of Internship.
Program Director will continue to review Key Program Assessment Rubrics to determine its appropriateness and accuracy.
The department will administrator Alumni/Employer Surveys in 2014.

DOCUMENTS (recommended)
Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.