Program Information and Mission Statements

Counseling and Development, MEd

College or Unit	College of Education
Department	Counseling, Leadership, and Educational Studies
Academic Year	2020 - 2021
Date Submitted	2021-09-09 11:44:26 by Costner, Beth Greene
Program Coordinator	
Dean or Unit Head	Rakestraw, Jennie F.
Unit Assessment Coordinator	possingerm
Program Mission Statement	The mission of the Counseling and Development Program is to provide a rigorous, engaging, and transformational experience for skilled and adept counselors-in-training. Faculty work tenaciously to build culturally-responsive and supportive relationships with students in order to implement a developmental, integrative, experiential and strengths-based curriculum. The program goal is to develop ethical professional counselors who are leaders, consultants, advocates, collaborators, and change agents.
Department Mission Statement	The Counseling, Leadership, and Education Studies department prepares candidates to meet the needs of 21st Century learners, families, and clients through degree programs offered at the undergraduate and graduate levels in both teacher education and non-licensure degree programs.
Unit Mission Statement	We prepare professionals to become lifelong leaders, learners, and contributing citizens who demonstrate excellence in their fields in order to serve individuals, schools, partner organizations, and the community. Our work is grounded in a rich heritage that creates a culture of caring, excellence, and innovation.
University Mission Statement	Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina...The values of service, excellence, diversity, community, and leadership provide the foundation of Winthrop's continuing development and shape Winthrop's continuing success...Winthrop students acquire and develop knowledge, skills, capabilities, and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problem, and adapt to change. [Full mission statement: https://www.winthrop.edu/president/default.aspx?id=1620]
Assessment Plan Comments	

Program Outcomes

Program Outcome 1	The Counseling and Development Program will align the curriculum with the 2016 CACREP Standards.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Goal 6: Maintain national accreditation for all COE programs.
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	
Activities (based on prior year's Continuous Improvement Action Plan)	We reviewed all SLOs with links to the CACREP standards so that candidates in year one and year two are being assessed on key outcomes and with common instruments. This goal was impacted by COVID-19, faculty changes, increased use of adjuncts during this year. Hopefully this goal can be fully attained in 2021-2022AY.
Assessment Method 1	CACREP Mid-Cycle Review

Target	The Counseling and Development Program will receive approval of CACREP Mid-Cycle Review from the accrediting body.
Assessment Results	Mid-Cycle report from CACREP was delayed due to COVID-19 Pandemic.
Discussion of Assessment Results	
Assessment Method 2	CACREP Standards Evaluation Plan
Target	The program will develop Student Learning Outcomes for courses taken in the first-year.
Assessment Results	Changes in faculty and COVID-19 limited the faculty's ability to complete this task.
Discussion of Assessment Results	
Continuous Improvement Action Plan for next year	During the 2021-2022 AY the faculty will finalize all SLOs with links to the CACREP standards so that candidates in year one and year two are being assessed on key outcomes and with common instruments.

Program Outcome 2	The Counseling and Development Program will maintain a healthy level of enrollment.
Alignment of outcome with the Winthrop Plan, if applicable	• Goal 1: Enrollment growth and increased retention and graduation rates
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 1: Enhance recruitment, retention, and program completion of diverse, high quality students. (Aligns with WU Goal 1)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	• WU-ULC 1: Graduates think critically and solve problems.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	During the 2021-2022 AY the faculty will finalize all SLOs with links to the CACREP standards so that candidates in year one and year two are being assessed on key outcomes and with common instruments.
Activities (based on prior year's Continuous Improvement Action Plan)	The program improved the maintenance of records, but more work is needed in the next year.
Assessment Method 1	Admission numbers for the 2020 cohort
Target	The Counseling and Development Program will admit a full cohort of 25 students each summer.
Assessment Results	Summer 2019 cohort: 21 students. The summer 2020 cohort consisted of 26 students. Summer 2021 Cohort is projected to be 26 students.
Discussion of Assessment Results	The goal of admitting at least 25 was obtained. Improved coordination with the Graduate Office, prompt response to potential students and follow helped to reach our goal.
Assessment Method 2	Retain admitted cohorts to graduation at a 100% rate.
Target	The Counseling and Development Program will retain all admitted students from 2019-2020.
Assessment Results	2019 – 2020 Admitted 21 students – Graduated 20* students May 2021 *One student opted out of the program due to personal reason. Student has since been reinstated for summer 2021.
Discussion of Assessment Results	2019 – 2020 Admitted 21 students – Graduated 20* students May 2021 *One student opted out of the program due to personal reason. Student has since been reinstated for summer 2021.
Continuous Improvement Action Plan for next year	Continuation of on campus open house and zoom open house at different times in the fall 2021. Program presentation to HDFS and Psychology courses on campus.

Student Learning Outcomes

Student Learning Outcome 1	Students will develop a professional counseling identity.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	• WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	
Activities (based on prior year's Continuous Improvement Action Plan)	There is not comparison data from previous years. Due to the number of faculty changes and using multiple adjuncts in 2019 – 2020, and 2020 – 2021. The faculty will continue to work collectively in 2021-2022 to design a new Professional Fitness Review system that will facilitate collection of meaningful data that support the development of candidates across the two-year program. The system will include data collection processes, data sharing, monitoring of candidates, and opportunities for collective support of the professional development of ethical counselors.
Assessment Method 1	Professional Fitness Review (PFR) – Year One This dispositional assessment was developed by program faculty to assess first-year students' adherence to aspects of ethical counseling practice as well as development of professional counselor identity development.
Target	Students will score a minimum of 3 out of 4 on all areas of the Professional Fitness Review.
Assessment Results	PFR process was impacted by faculty changes and COVID-19 Pandemic.
Discussion of Assessment Results	
Assessment Method 2	Professional Fitness Review (PFR) - Year Two This dispositional assessment was developed by program faculty to assess second-year students' adherence to aspects of ethical counseling practice as well as development of professional counselor identity development.
Target	Students will score a minimum of 3 out of 4 on all areas of the Professional Fitness Review.
Assessment Results	PFR process was impacted by faculty changes and COVID-19 Pandemic.
Discussion of Assessment Results	
Continuous Improvement Action Plan for next year	The faculty will continue to work collectively in 2021-2022 to design a new Professional Fitness Review system that will facilitate collection of meaningful data that support the development of candidates across the two-year program. The faculty will continue to work collectively in 2021-2022 to design a new Professional Fitness Review system that will facilitate collection of meaningful data on Professional Identity that support the development of candidates across the two-year program.
Student Learning Outcome 2	Students will apply the Multicultural Counseling Competencies when working with clients.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	• WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	The overall score on assessments does inform program determination that candidates are gaining the intended understanding of Multicultural Counseling Competencies. In the future the program will explore an item analysis to determine trends in aspects competencies that may be either strengths or areas for development.
Activities (based on prior year's Continuous Improvement Action Plan)	In 2021 – 2022 the program will monitor student scores in CSDV 605 Diversity in Counseling and scores on the CPCE National Exam in the Multicultural area.
Assessment Method 1	CSDV 605 (Diversity Issues in Counseling) Final Case Study

This assessment is the final examination for this course. Students are presented with a memoir at the beginning of the semester. At the conclusion of the semester, students must respond to series of questions addressing different aspects of the Multicultural Counseling Competencies. |
Target	Students will score 85/100 on this examination.
Assessment Results	The mean score for 2020-201 was 97.6. This compared to 88.4 in 2019-2020.
Discussion of Assessment Results	Course design was impacted by COVID-19 Pandemic. Course content and textbook was included at a high level. Students had limited access off campus due to COVID-19 Pandemic.
Assessment Method 2	Counselor Preparation and Comprehensive Examination (CPCE)

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 160 multiple choice questions. |
Target	Students are expected to score within one standard deviation below the mean in Social and Cultural Diversity. For this examination period, the mean was 10.0 with a standard deviation of +/- 2.7 for a target of 7.3 or higher
Assessment Results	Our CPCE mean score was 9.3. Two students did not meet the standard and retested.
Discussion of Assessment Results	COVID-19 Pandemic impacted normal testing procedures. Students were separated into two groups, and some were under COVID testing restrictions and did not test on campus. Several students waited until the CPCE was offered online in April. Most students performed well in this content area.
Continuous Improvement Action Plan for next year	Return to more interactive learning with student presentations.

Compare the 2022, 2021 and 2020 results. |
Student Learning Outcome 3	Students will explain human growth and development theories as they apply to the counseling process.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	• WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	The program will continue to exam data and performance at an overall level. Using this metric, the candidates are exceeding expectations in the assessments.
Activities (based on prior year's Continuous Improvement Action Plan)	Trying to maintain and improve some systems in preparation for the next accreditation review by CACREP
Assessment Method 1	CSDV 623 (Advanced Counseling Interventions) Theory of Change Assignment

During their final semester, students complete a Theory of Change (Reflection) assignment in which they articulate their professional theory of how and why people change. This assignment includes articulating the existing human development theories associated with their approach. |
| **Target** | Students are expected to score 80/100. |

Assessment Results	2019 mean scores 97/100 and 2020 mean score 98/100
Discussion of Assessment Results	The results were positive. The point and method of assessment should be changed from CSDV 623 to the CSDV 614 course to align with the SLO.
Assessment Method 2	Counselor Preparation and Comprehensive Examination This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.
Target	Students are expected to score within one standard deviation below the mean in Human Growth and Development. For this examination period, the mean was 10.9 with a standard deviation of +/- 2.4 for a target of 8.5.
Assessment Results	Our mean score = 2021 = 10.8, 2020 mean score 12.2
Discussion of Assessment Results	Student scored well in Human Growth and Development. The content of this area is included in one of the first courses taken in the two-year program.
Continuous Improvement Action Plan for next year	Change Assessment Method #1 from CSDV 623 to CSDV 614 using the Final Exam scores and Life Development Papers scores. In 2021 – 2022 include two written assignments on the four stages of development. Students will need to reflect, describe, use individual experiences, and content knowledge to examine the selected stages.

Student Learning Outcome 4	Students will differentiate among career assessments to inform client needs and growth.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	• WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	Without data from 2018-2019 it is difficult to ascertain whether the course delivery mode impacted candidate performance, but with course work going 100% online in fall 2019 it does provide an opportunity for the program to reflect on ways that the course can be restructured to the virtual environment.
Activities (based on prior year's Continuous Improvement Action Plan)	In 2021 – 2022 selected core classes will require reflection papers on content learned and application of knowledge in their counseling development.
Assessment Method 1	CSDV 603 (Career Development) Final Exam Students will be presented with a case study at the conclusion of the semester to which they are expected to apply appropriate career assessments and provide justification for their selections.
Target	Students will score a minimum of 80% on the CSDV 603 Final Exam.
Assessment Results	The final Exam was impacted by COVID-19 and exclude Spring 2021.
Discussion of Assessment Results	It was necessary to add a new adjunct to teach the course this spring. Some assessments were scaled back to make the course manageable during COVID-19.
Assessment Method 2	Counselor Preparation and Comprehensive Examination This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions
Target	Students are expected to score within one standard deviation below the mean in the area of Career Development. For this examination period, the mean was 11.3 with a standard deviation of +/- 2.2 for a target of 9.1.

Assessment Results	Our mean scores were 11.8 in 2021. The mean score in 2020 was 10.2.
Discussion of Assessment Results	Students continue to above the national score in Career Development.
Continuous Improvement Action Plan for next year	In 2021 – 2022 We will bring in Career Development experts from Campus and the School Community to discuss best practices in the field. The Program will use recent graduates to facilitate study groups and recommend study material prior to CPCE exam in December 2021.

Student Learning Outcome 5	Students will demonstrate foundational counseling skills that are informed by theory.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the [University Learning Competencies (ULCs)](#), if applicable	• WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	
Activities (based on prior year's Continuous Improvement Action Plan)	This SLO is new, and upon reflecting on the assessments utilized, the program faculty recognize that the assessment may not accurately assess the foundational skills. Therefore, the program faculty will review and update the assessment to assess the skills more accurately to be evaluated in 2021 - 2022. Secondly, the faculty will integrate new concerns over intentional self-care activities in each class. Faculty also will begin utilizing the Tolerance of Ambiguity Scale throughout the program to assess progress in the development of the ability tolerate ambiguous situations. This area was highlighted during COVID-19.
Assessment Method 1	CSDV 610B and 612 Midterm Evaluations Students receive a final evaluation at the conclusion of their Practicum II experience. During this experience, students implement foundational helping skills.
Target	Students will score "Very Good" or "Superior" in 3 areas of foundational skills.
Assessment Results	
Discussion of Assessment Results	
Assessment Method 2	CSDV 610B and 612 Final Evaluations Students receive a final evaluation at the conclusion of their Practicum II experience. During this experience, students implement foundational helping skills.
Target	Students will score "Very Good" or "Superior" in 3 areas of foundational skills.
Assessment Results	The COVID-19 Pandemic and counseling in a virtual world was new for schools, agencies, and students. Our student continued to perform well.
Discussion of Assessment Results	Evaluation continued to be good in this exceedingly difficult environment.
Continuous Improvement Action Plan for next year	The Programs must continue to make connections with Site Supervisors and review evaluations.

Student Learning Outcome 6	Students will assess the implementation of group counseling procedures.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies (ULCs)](#), if applicable	• WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	
Activities (based on prior year's Continuous Improvement Action Plan)	Due to COVID –19 students moved to a Tele Mental Health (Virtual Counseling) with Community Counseling and Virtual Counseling in K-12. Students became very proficient with limited training to use these new methodologies in virtual counseling. Our students received high marks on evaluations from Site Supervisors.
Assessment Method 1	CSDV 606 (Group Counseling) Group Counseling Observation Students complete an observation and assessment of an active counseling group in the community. Students write an assessment of this group based on group counseling theory, skill, and practice.
Target	Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.
Assessment Results	All 25 students received a minimum of "Satisfactory" on all assignments. The instructor did an excellent job on integrating lessons learned in course from virtual environment Spring 2021. Student conducted small group counseling sessions virtually using zoom for the first time. Small group presentation was conducted virtually.
Discussion of Assessment Results	Student feedback on the course and designed was positive.
Assessment Method 2	Counselor Preparation and Comprehensive Examination This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.
Target	Students are expected to score within one standard deviation below the mean in Group Counseling. For this examination period, the mean was 12.3 with a standard deviation of +/- 2.2 for a target of 10.1
Assessment Results	Our mean score = 12.4 exceeding the national score.
Discussion of Assessment Results	Students continue to perform well in this course and national exams. Areas of Strengthens on the CPCE Exam, Human Growth, Career Development, Group Counseling, Research. CPCE areas of concern Professional Development Ethics, and Social Cultural Diversity.
Continuous Improvement Action Plan for next year	The instructor will add explicit instructions on assignments and include more information in the syllabus and on blackboard. Review the impact of using recent program graduates to facilitate study groups with second year students preparing for the CPCE Exam in 2022.

Student Learning Outcome 7	Students will integrate basic concepts of qualitative and quantitative assessment into practice.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the [University Learning Competencies (ULCs)](#), if applicable	• WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	Due to COVID – 19 social distancing requirements. Students had limited opportunity to expand development outside the virtual classrooms. Student engaged new opportunities to attend webinars and use online resources to expand their content knowledge in counseling.
Activities (based on prior year's Continuous Improvement Action Plan)	Students continue to do well in Assessment and Research. Additionally, several papers are required using research and reviewing assessment material in clinical practice using a critique template provided in the syllabus.

Assessment Method 1	CSDV 607 (Assessment and Testing) Progressive Case Study Assessment
	Students complete a case study throughout the course with opportunities to apply the assessments and skills learned to the case. At the conclusion of the semester, students are asked to select and justify their selection of the assessment and skills to utilize in assessment with the case study. Student progress is assessed utilizing a rubric.
Target	Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.
Assessment Results	Students performed very well on the 4 Progressive Case Study Assessment Analysis. All scored above satisfactory on all areas of the rubric.
Discussion of Assessment Results	The course was offered online due to COVID-19, student continued to do well.
Assessment Method 2	Counselor Preparation and Comprehensive Examination
	This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 160 multiple choice questions.
Target	Students are expected to score within one standard deviation below the mean in` Assessment. For this examination period 2021, the mean was 9.7 with a standard deviation of +/- 2.1 for a target of 7.6.
Assessment Results	Our score = 9.2
Discussion of Assessment Results	The Spring 2021 results were higher than normal. The use of former graduate students as study group leader, influence the scores and increase current student confidence in the assessment questions on the CPCE.
Continuous Improvement Action Plan for next year	Course will continue to be offered online and add a scheduled virtual meeting during the semester to maintain interaction with students Include more discussion on assessments in the study group leading up to the CPCE Exam.

Student Learning Outcome 8	Students will design a research methodology that will be used to inform their practice.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	• WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	In several courses research-based assignments have been added in CSDV 605, CSDV 607, CSDV 614, and CSDV 618. Student feedback has been positive using a course reflection short paper normally 3 – 5 pages.
Activities (based on prior year's Continuous Improvement Action Plan)	The final student course evaluation and course academic performance. In addition to the use of a course reflection paper. Provides some qualitative and quantitative data to review. The faculty and program leadership in 2021 -2020 will consider how to examine candidate performance in a disaggregated fashion.

Assessment Method 1	CSDV 623 (Advanced Counseling Interventions) Final Theory Paper
	Students complete a final theory paper in which they explore the history and training required for a counseling theory they will use as a foundation for their practice. With this they will develop a plan to ensure their practice is informed by research as well as evaluate the effectiveness of their practice.
Target	Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.
Assessment Results	Our student scored above 93% on the Final Theory Paper. The data from 2020 was 90% on the Theory Paper.
Discussion of Assessment Results	Students continue to engage this final paper with integrative knowledge and insight from the program. The Theory paper is that last major assignment before graduation.

Assessment Method 2	Counselor Preparation and Comprehensive Examination
	This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.

Target	Students are expected to score within one standard deviation below the mean in Research and Evaluation. For this examination period, the mean was 10.4 with a standard deviation of +/- 2.2 for a target of 8.2
Assessment Results	Our student score = 10.4
Discussion of Assessment Results	Our students score well in Research on the CPCE. The evidence is also displayed on the Final Theory Paper.
Continuous Improvement Action Plan for next year	Faculty members will complete additional training and seminars in Advance Counseling skills. Utilize recent former students as facilitators for study groups leading up to CPCE Exam. Find additional resources to help students prepare for the exam.

Documentation supporting every data claim is to be submitted with the Continuous Improvement Report. Supporting documentation should include all planning documents and materials that demonstrate progress toward achieving stated outcomes. These may include, for example, rubrics, rubric results, samples of student work, minutes of decision-making meetings, surveys, survey results, scores on subject area tests, licensure results, curricular revisions, or other appropriate information.

Supporting Documentation

File ⇕
2021 CPCE CSDV.pdf
Counseling and Development MEd Rubric 2020-21.pdf

Counselor Preparation Comprehensive Examination (CPCE)

Summary Report: 100420

Breakout: Winthrop University

return to directory

General Info		Winthrop University					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Profession	17	12	10.4	2.1	7	14	54	10.9	1.8	7	15
C2: Social and	17	12	9.3	2.8	5	14	54	10.0	2.7	5	15
C3: Human G	17	12	10.8	2.4	7	14	54	10.9	2.4	5	14
C4: Career De	17	12	11.8	2.2	9	15	54	11.3	2.2	4	16
C5: Counselin	17	12	10.3	2.0	7	12	54	10.7	2.3	6	14
C6: Group Co	17	12	12.4	1.9	9	15	54	12.3	2.2	8	17
C7: Assessme	17	12	9.2	2.1	6	13	54	9.7	2.4	5	16
C8: Research	17	12	10.4	2.6	7	15	54	10.4	2.2	6	15
Total	**All**	**12**	**84.7**	**13.6**	**67**	**105**	**54**	**86.2**	**13.4**	**56**	**109**

Academic Continuous Improvement Report Rubric
2020-21

Program: Counseling and Development, MEd

Program/Department Chair: Patricia Arter

Date of Review: Fall 2021

Reviewers: Academic Assessment Committee Team Members

<table>
<tr>
<td colspan="5">1. Mission Statement
A mission statement is a concise statement that describes the program's purpose and primary functions, identifies who the program serves, and states how the program contributes to the development of its students (i.e., who the program is, what it does, and who it serves).</td>
</tr>
<tr>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Maturing (3)</th>
<th>Exemplary (4)</th>
<th>Rating</th>
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<tr>
<td colspan="5"><i>1.1 Clarity</i></td>
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<tr>
<td>The department's/program's mission statement is not included.</td>
<td>The department's/program's mission statement is too narrow or too broad in scope to accurately reflect the program.</td>
<td>The department's/program's mission statement generally describes the program.</td>
<td>The department's/program's mission statement clearly and concisely states the program's purpose, services, and stakeholders.</td>
<td>4</td>
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<tr>
<td colspan="5"><i>1.2 Alignment with University Mission</i></td>
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<tr>
<td>The department's/program's mission statement is not included.</td>
<td>The alignment of the department's/program's mission statement with the University's mission is questionable.</td>
<td>The alignment of the department's/program's mission statement with the University's mission is implied, but lacks clarity.</td>
<td>The alignment of the department's/program's mission statement with the University's mission is clearly articulated.</td>
<td>4</td>
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<tr>
<td colspan="5">Comments and/or Recommendations to the Report's authors regarding the <i>Mission Statement.</i>
Well written.</td>
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2. Program Outcomes

Program outcomes address important programmatic aspects, aside from student learning, particularly as they pertain to the quality and/or productivity of the program.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
2.1 Measurable				
Program outcomes either are not identified or are not stated in measurable terms.	Program outcomes are stated at best in only minimally measurable terms.	Some program outcomes are clearly stated in measurable terms.	All program outcomes are clearly stated in measurable terms.	3
2.2 Alignment with Program Mission				
Program outcomes either are not identified or are not aligned with the program's mission.	Program outcomes are somewhat aligned with the program's mission, but the link is not obvious.	Some of the program outcomes are clearly aligned with and specific to the program's mission.	All program outcomes are clearly aligned with and specific to the program's mission.	4
2.3 Number of Program Outcomes				
Program outcomes are not identified.	The program has identified an insufficient number of program outcomes (1 outcome).	The program has identified a satisfactory number of program outcomes (2 outcomes).	The program has identified a robust number of program outcomes (3+ outcomes).	3
Comments and/or Recommendations to the Report's authors regarding *Program Outcomes*.				
As mentioned in the last two years' rubrics: regarding measurability: "healthy" isn't clearly measurable – could be more specific here.				

3. Student Learning Outcomes

Student learning outcomes (SLOs) clearly state the knowledge, skills, values, and attitudes that students are expected to acquire and reliably demonstrate by the end of the program.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
3.1 Measurable and Observable				
Student learning outcomes either are not identified or are not written in measurable and observable terms.	Student learning outcomes include a limited number of action verbs and/or provide at best only a general description of the knowledge/skills/behaviors to be measured.	Student learning outcomes generally contain action verbs and a good description of the knowledge/skills/behaviors to be measured.	All student learning outcomes incorporate action verbs and a rich description of the knowledge/skills/behaviors to be measured.	4
3.2 Alignment with Program Mission				
Student learning outcomes either are not identified or are not aligned with the program's mission.	Student learning outcomes are somewhat aligned with the program's mission, but the link is not obvious.	Some of the student learning outcomes are clearly aligned with the program's mission.	All student learning outcomes are clearly aligned with the program's mission.	4
3.3 Curriculum Map				
Student learning outcomes either are not identified or have not been mapped to the program's curriculum.	Some attempt has been made to map the student learning outcomes to the program's curriculum, but the curriculum map is incomplete.	Most student learning outcomes are mapped to the program's curriculum, identifying courses which introduce, emphasize, and reinforce the student learning outcomes.	All student learning outcomes are thoroughly mapped to the program's curriculum, identifying courses which introduce, emphasize, and reinforce the student learning outcomes.	1

	Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
3.4 Level of Challenge					
	Student learning outcomes either are not identified or describe no significant challenge for the given degree level.	The student learning outcomes describe minimally challenging expectations of student learning for the given degree level.	Some student learning outcomes describe appropriately challenging expectations of student learning for the given degree level.	All student learning outcomes describe appropriately challenging expectations of student learning for the given degree level.	4
3.5 Number of Student Learning Outcomes					
	Student learning outcomes are not identified.	The program has identified an insufficient number of student learning outcomes (1-2 outcomes).	The program has identified a satisfactory number of student learning outcomes (3-4 outcomes).	The program has identified a robust number of student learning outcomes (5+ outcomes).	4

Comments and/or Recommendations to the Report's authors regarding *Student Learning Outcomes*.

The majority of your SLOs have strong verbs that represent an expected level of cognition for a graduate program. Please, do consider addressing SLO #3 – students "explain" – and SLO # students "demonstrate" – as these may not be accurately representing the level of cognition that you are actually expecting of students. The activities and assessments for these two outcomes certainly indicate that students are working at a higher level of cognition. Please, have the verbs in these two outcomes accurately align with the activities and assessments.

The reviewers could not locate a curriculum map within the supporting documentation. Please, do submit a curriculum map annually with your Continuous Improvement Report.

4. Summary Statement of Assessment-based Accomplishments and Improvements

The summary statement of assessment-based accomplishments and improvements highlights the impact of engaging in data-informed actions on student learning and/or program performance.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
4.1 Evidence of Changes/Impact based on Previous Year's Assessment Results and Action Plans (from 2019-20 Report)				
The program has not summarized the changes undertaken during the 2020-21 assessment cycle nor their impact on student learning and/or program performance.	The program attempts to summarize the changes undertaken during the 2020-21 assessment cycle and/or the impact they had on student learning and/or program performance. The description, however, is vague and/or not linked to the previous assessment cycle's data/results and Continuous Improvement Action Plans (from 2019-20 Report).	The program adequately summarizes the changes undertaken during the 2020-21 assessment cycle and/or the impact they had on student learning and/or program performance. The link to the previous assessment cycle's data/results and Continuous Improvement Action Plans (from 2019-20 Report) is not developed.	The program clearly summarizes the changes undertaken during the 2020-21 assessment cycle and the impact they had on student learning and/or program performance, citing specific connections to the previous assessment cycle's data/results and Continuous Improvement Action Plans (from the 2019-20 Report).	2

Comments and/or Recommendations to the Report's authors regarding *Summary Statement of Assessment-based Accomplishments and Improvements*.

Recall that a Summary Statement serves as an executive summary for the outcome. Think of it as an "elevator speech." In a few sentences, usually just two or three, provide a high level summary of (1) activities conducted and (2) impact of those activities.

No Summary Statement was provided for PO #1, SLO #1, SLO #5, and SLO #6.

Summary Statement for PO #2 is addressing 2021-22 and not what activities and the impact of those activities occurred in 2020-21.

Summary Statements for SLO #2 and SLO #3 address impact, but not activities.

Summary Statement for SLO #7 addresses activities, but not impact.

Summary Statement for SLO #8 does address both activities and impact. This is your best Summary Statement.

5. Activities

Activities describe the actions taken in support of attaining the desired outcomes.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
5.1 Alignment with Previous Year's Continuous Improvement Action Plans (from 2019-20 Report)				
Activities either are not identified or are not aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2019-20 Report).	The activities are somewhat aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2019-20 Report), but the link is not obvious.	Some of the activities are clearly aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2019-20 Report).	All activities are clearly aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2019-20 Reports), and any discrepancies are fully addressed.	3
5.2 Assessment Context				
Activities are not identified.	Activities are described in general terms, with details lacking and the "story incomplete."	Activities are described, with some details provided.	Detailed activities are included and clearly "tell the story" of program actions throughout the year.	2
Comments and/or Recommendations to the Report's authors regarding *Activities.*				

6. Assessment Methods

Assessment methods are the strategies, techniques, tools, and instruments used for collecting information to determine the extent to which desired outcomes are attained.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
6.1 Relationship between Methods and Student Learning/Program Outcomes				
Assessment methods for student learning/program outcomes are not identified.	Assessment methods are not aligned appropriately with each student learning/program outcome.	Assessment methods appear to be appropriate for measuring each student learning/program outcome, but little detail is provided to support the alignment.	Assessment methods are aligned appropriately to effectively measure each student learning/program outcome, detailing how the outcomes relate to the measures.	4
6.2 Data Collection Process (e.g., who provided data, how data were collected, when data were collected) (May be included in the Activities section of the Report.)				
The data collection processes are not addressed.	Data collection processes are generally described.	Some data collection processes are clearly described.	Each data collection process is clearly described.	3
6.3 Multiplicity of Assessment Measures				
Assessment measures for student learning/program outcomes are not identified.	Multiple measures are not used to assess any student learning/program outcomes.	Multiple measures are used to assess some student learning/program outcomes.	Multiple measures are used to assess all student learning/program outcomes.	4
6.4 Types of Assessment Measures				
Assessment measures for student learning/program outcomes are not identified.	No student learning/program outcomes are assessed via direct measures.	Some student learning/program outcomes are assessed with at least one direct measure.	Each student learning/program outcome is assessed using at least one direct measure.	4

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
6.5 Specificity of Targets				
Targets for success are not identified.	Desired result is vague or supported by unclear criteria.	Desired result is reasonably explained, but lacks justification.	Desired result is reasonably explained and justified.	3
Comments and/or Recommendations to the Report's authors regarding *Assessment Methods.* You have set targets for all your assessment methods, but have failed to justify them (i.e., why they are attainable).				

7. Assessment Results

Assessment results are the findings, including the data, that indicate the level of student learning and/or program performance attained.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
7.1 Presentation of Results				
No results are presented.	Results are presented, but it is unclear how they relate to the assessment method and/or results may be presented as only general statements (e.g., students performed well).	Results are presented (e.g., table or graph), which relate to the assessment method, however, they may be incomplete, unorganized, or difficult to follow.	Detailed results are clearly presented (e.g., table or graph), directly relate to the assessment method, and any statistical analyses are appropriate (e.g., t-test, mean, percentages).	3
7.2 Comparison to Historical Data				
No historical results nor comparative data discussion is provided.	Comparative results from the previous year(s) are provided for data sets, as appropriate, however, no comparative data discussion is included.	Comparative results from the previous year(s) are provided for data sets, as appropriate, but not fully discussed in relation to current data.	Comparative results from the previous year(s) are provided for data sets, as appropriate, and observable data trends are described.	3
7.3 Attainment of Targets				
No discussion is provided as to whether targets were met or not met.	Questionable conclusions are provided regarding whether targets were met or not met.	A statement and solid evidence that targets were met or not met is provided for most assessment methods.	A statement and solid evidence that targets were met or not met is provided for all assessment methods.	1

	Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
7.4 Sharing of Results					
	No evidence is provided that results are shared with department/program faculty.	Evidence is provided that results are shared with a limited number of department/program faculty.	Evidence is provided that results are shared with all department/program faculty. Mode and details of communication are clear (e.g., email to department/program faculty with no further discussion).	Evidence is provided that department/program faculty together discuss the results and the implications of the data (e.g., at a department/program meeting).	1
7.5 Interpretation of Results					
	No interpretation of results is provided.	Interpretation of results is provided, however, it is unclear how the explanation relates to the assessment methods and the data.	Interpretation of results is provided and seems reasonable, given the assessment methods and the data.	Clearly developed and insightful interpretation of results is provided, which supports the assessment methods and the data.	2

Comments and/or Recommendations to the Report's authors regarding *Assessment Results.*

Many of your data results are mean scores. Perhaps, you could consider looking at frequency distributions within certain ranges and/or looking at scores for various aspects of the assessment (test, project) to identify different areas of students' strengths and weaknesses. Looking at mean scores tends to hinge everything on one number.

8. Documentation

Documentation includes the materials/documents that provide evidence of the assessment methods used and the assessment results attained.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
8.1 Appropriate Documentation				
No supporting documentation is provided.	Limited appropriate documentation, supporting the assessment methods and the results, is provided.	Adequate and appropriate documentation, supporting the assessment methods and the results, is provided.	Complete and thorough documentation, supporting the assessment methods and the results, is provided.	2
Comments and/or Recommendations to the Report's authors regarding *Documentation.* Little supporting documentation was provided.				

9. Continuous Improvement Action Plans				
The Continuous Improvement Action Plan describes the data-informed activities to be undertaken in the subsequent year to enhance student learning and/or program performance.				
Beginning (1)	**Developing (2)**	**Maturing (3)**	**Exemplary (4)**	**Rating**
9.1 Alignment with Results and Outcomes				
No Continuous Improvement Action Plans for 2021-22 are provided.	Continuous Improvement Action Plans for 2021-22 are provided, but are not data-informed, therefore, the link between the plans and the assessment results is unclear.	Continuous Improvement Action Plans for 2021-22 are directly related to the assessment results and the outcomes, however, the plans lack specificity.	Continuous Improvement Action Plans for 2021-22 are clearly described and directly related to the assessment results and the outcomes. Plans are very specific (e.g., timeline, responsible party, budget or resources needed, etc.).	3
Comments and/or Recommendations to the Report's authors regarding the *Continuous Improvement Action Plans.*				

10. Overall Comments regarding this Continuous Improvement Report.