

## Program Information and Mission Statements

### Counseling and Development, MEd

<b>College or Unit</b>	College of Education
<b>Department</b>	Counseling, Leadership, and Educational Studies
<b>Academic Year</b>	2019 - 2020
<b>Date Submitted</b>	2020-08-31 10:30:53 by Costner, Beth Greene
<b>Program Coordinator</b>	
<b>Dean or Unit Head</b>	Rakestraw, Jennie F.
<b>Unit Assessment Coordinator</b>	possingerm
<b>Program Mission Statement</b>	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.
<b>Department Mission Statement</b>	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.
<b>Unit Mission Statement</b>	<i>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: <a href="https://www.winthrop.edu/president/default.aspx?id=1620">https://www.winthrop.edu/president/default.aspx?id=1620</a>]</i>
<b>University Mission Statement</b>	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: <a href="https://www.winthrop.edu/president/default.aspx?id=1620">https://www.winthrop.edu/president/default.aspx?id=1620</a> ]
<b>Assessment Plan Comments</b>	This program is in transition with implementation of SLOs established in 2018-2019 as well as changes in faculty, program leadership, and department leadership. The interruptions of COVID-19 also complicated some data collection. The program coordinator, department chair, and college assessment professionals are working to establish systems that align well with CACREP standards in preparation for the next review of the program.

## Program Outcomes

<b>Program Outcome 1</b>	The Counseling and Development Program will align the curriculum with the 2016 CACREP Standards.
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**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)**

This Program Outcome was not presented in the previous Continuous Improvement Action Plan.

**Activities (based on prior year's Continuous Improvement Action Plan)**

CACREP did not provided regular review this year. Therefore it was not possible to address the plans from 2018-2019 plans that included: responding to feedback received. However, the new program director did lead an effort to implement the new Student Learning Outcomes and assessment measures and this report is the first step in monitoring their effectiveness.

**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**

The Mid-Cycle review was not received due to the COVID-19 Pandemic.

**Discussion of Assessment Results**

NA

**Assessment Method 2**

CACREP Standards Evaluation Plan (In supplementary materials)

**Target**

The program will develop Student Learning Outcomes for courses taken in the first-year.

**Assessment Results**

Although planned for 2019-2020 there was a change in leadership and faculty during fall 2019 that interrupted the work in fall and COVID-19 limited the faculty's ability to complete this task.

**Discussion of Assessment Results**

NA

**Continuous Improvement Action Plan for next year**

Although no Mid-Cycle Review was conducted in the 2019-2020 academic year, the program and faculty need to be continuing to prepare assessments and data sources for the next full CACREP Review. This includes but is not limited to ensuring implementation of program assessments in all appropriate courses; reviewing standards of proactive regularly as a program faculty; and providing training and support as new faculty are hired or existing faculty teach new coursework.

During the 2020-2021 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**

**Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)**

The Counseling and Development Program interviewed 31 students, admitted 27 students, and enrolled 23 students for the Summer 2019 cohort. Additionally, one full-time faculty member in another program has enrolled through the Employee Assistance Program.

**Activities (based on prior year's Continuous Improvement Action Plan)**

The Counseling and Development Program continued to admit a full cohort each year. In 2018-2019 recruitment, the faculty noticed there were 27 applications that were started but never completed. They aimed to increase the numbers of completed applications and planned to leverage the new admissions system to support this plan.

The program graduated all students from the 2018-2019 cohort and monitored the retention among the Summer 2019 cohort.

**Assessment Method 1**

Admission numbers for the 2019 cohort

**Target**

The Counseling and Development Program will retain all admitted students from 2018-2019. The Counseling and Development Program will admit a full cohort of 25 students for Summer 2019.

**Assessment Results**

The number of students admitted for Summer 2019 increase to 21 students or 34 percent.

Recruitment:

2018 – 2019 13 Students (Graduate May 2020)

2019 – 2020 21 Students (Graduate May 2021)

**Discussion of Assessment Results**

Although there were significant improvements made in recruit (a 34% increase) the program is not yet at capacity. It will be important to expand the application pools and help qualified candidates complete the full application process.

**Assessment Method 2**

The retention rates of students

**Target**

The Counseling and Development Program will retain all admitted students from 2018-2019.

**Assessment Results**

All students from the 2018 – 2019 program were retained and set to graduate in 2020.

**Discussion of Assessment Results**

This was a small cohort but very supportive and cohesive group. This enabled the group to navigate what was a difficult final year with faculty changes and COVID-19 impacts on internships and course delivery.

**Continuous Improvement Action Plan for next year**

The Program will expand efforts to recruit using new strategies to include targeting undergraduates and alums from key feeder programs.

The program will establish internal records on completions based on coursework and experiences in year two. The program will maintain more complete records of student progress, strengths, and areas for support.

## Student Learning Outcomes

**Student Learning Outcome 1**

Students will develop a professional counseling identity.

**Alignment of outcome with the Winthrop Plan, if applicable**

- Goal 2: Enhance quality of the student experience

**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**

**Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)**

Faculty are in the process of designing a more robust assessment system as the program has moved away from a cohesive, well-aligned system designed for the previous CACREP review. With several faculty changes and a shift in program and department leadership, the SLOs and assessment methods were not universally implemented as expected.

**Activities (based on prior year's Continuous Improvement Action Plan)**

Faculty reviewed the PFR Year One Rubric and determined changes are needed better assess candidate performance on the intended outcomes in redesigned SLO#1. Faculty are in the process of selecting a new PFR to assess this new SLO.

**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**

No data

**Discussion of Assessment Results**

Faculty are in the process of selecting a new PFR to reflecting core content of the SLO

**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**

No Data

**Discussion of Assessment Results**

Faculty are in the process of selecting a new PFR to reflecting core content of the SLO.

**Continuous Improvement Action Plan for next year**

The faculty will work collectively before the start of fall 2020 coursework 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.

**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**

**Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)**

The program has been examining data and performance at an overall-level. Using this metric, candidates are exceeding expectations in the assessments.

**Activities  
(based on prior year's Continuous  
Improvement Action Plan)**

The use of case study application was implemented throughout CSDV 605 to support student development and application of skills and competencies within their work with clients.

Faculty integrated the Multicultural Counseling Competencies across the curriculum to encourage increased exposure and application of the material. Per student request, increased emphasis on case study application was implemented in each course throughout the curriculum to reinforce student learning across the curriculum.

**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**

Mean score for 2019-2020 was 88.38. This was within one standard deviation of the previous year's mean of 87.32.

**Discussion of Assessment Results**

Student preformed in the target range on the Final Case Study.

**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 the area of Social and Cultural Diversity. For this examination period, the mean was 10.4 with a standard deviation of +/- 2.5 for a target of 7.9

**Assessment Results**

Our CPCE mean score was 11.1. Students score range 9 to 14. This is an improvement on the results from 2018-2019, as five students in the previous cohort did not meet the standard.

**Discussion of Assessment Results**

It is promising that all candidates met the standard of 8.2 or higher.

**Continuous Improvement Action Plan  
for next year**

The overall score 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.

Due to strong performance the program plans to monitor (Method #2) for another year to ensure that candidates maintain high performance.

**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**

**Summary Statement of Assessment-  
based Accomplishments and  
Improvements  
(based on prior year's Continuous  
Improvement Action Plan)**

The program has been examining data and performance at an overall-level. Use this metric the candidates are exceeding expectations in the assessments.

**Activities (based on prior year's Continuous Improvement Action Plan)** The program has been in transition with new faculty, program leadership, and department leadership. As such there was a need to maintain some practices so that better systems could be established 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 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 will score a minimum of 80/100.

**Assessment Results** Our mean score: 97/100. This assessment was not reported in previous cycle.

**Discussion of Assessment Results** Students in the last semester of program were very knowledgeable about Theory of Change (Reflections). Most add a little reflection on their own development within two years of the program.

**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 Human Growth and Development. For this examination period, the mean was 10.6 with a standard deviation of +/- 2.6 for a target of 8.0.

**Assessment Results** Our mean score = 12.2. No data were reported in the previous cycle.

**Discussion of Assessment Results** Student scored very well in the area of Human Growth and Development. As an expectation of the professional program it is not surprising that candidates perform well overall

**Continuous Improvement Action Plan for next year** Although an important overall milestone of the program, examining data and performance at a more granular level may provide more insight into both strengths and weaknesses.

**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**

**Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)** The program has been examining data and performance at an overall-level. Use this metric the candidates are exceeding expectations in the assessments.

**Activities (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. Instructors will be trained during summer 2020 through the WOTC coursework and the program will discuss lessons learned and impact on students. The program will also consider ways to look for strengths and weaknesses by disaggregated data for review.

<b>Assessment Method 1</b>	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.
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**Target** Students will score a minimum of 80% on the CSDV 603 Final Exam.

**Assessment Results** Students scored 81% on the Final Exam. No data were reported in 2018-2019 report.

**Discussion of Assessment Results** Students are introduced to new concepts not previously introduced in another course. The performance of the candidates just met the target. The course went from hybrid to completely online with COVID-19 pandemic.

<b>Assessment Method 2</b>	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.
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**Target** Students are expected to score within one standard deviation below the mean in the area of Career Development.

**Assessment Results** Our mean scores were 10.2. No data were reported from 2019-2020.

**Discussion of Assessment Results** Students are introduced to new concepts not previously introduced in another course. The performance of the candidates met the target, but the mean was below that of the examination period. The course went from hybrid to completely online with COVID-19 pandemic.

<b>Continuous Improvement Action Plan for next year</b>	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 2020 it does provide an opportunity for the program to reflect on ways that the course can be restructured to the virtual environment. Instructors will be trained during summer 2020 through the WOTC coursework and the program will discuss lessons learned and impact on students. The program will also consider ways to look for strengths and weaknesses by disaggregated data for review.
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<b>Student Learning Outcome 5</b>	Students will demonstrate foundational counseling skills that are informed by theory.
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**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**

**Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)** Faculty are in the process of designing a more robust assessment system as the program has moved away from a cohesive, well-aligned system designed for the previous CACREP review. With several faculty changes and a shift in program and department leadership, the SLOs and assessment methods were not universally implemented as expected. Further, plans for this SLO were impacted specifically by the COVID-19 changes to courses and experiences.

**Activities  
(based on prior year's Continuous  
Improvement Action Plan)**

This SLO is new for this year, 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 more accurately assess the skills to be evaluated.

This SLO is new for this year, 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 more accurately assess the skills to be evaluated. We also are unable to distinguish between Practicum and Internship students. This, too, will be addressed.

Second, the faculty will integrate 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.

**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**

The collection of this data was impacted by COVID – 19.

**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 collection of this data was impacted by COVID – 19.

**Discussion of Assessment Results**

**Continuous Improvement Action Plan  
for next year**

Plans established for 2019-2020 will be shifted to 2020-2021.

**Student Learning Outcome 6**

Students will assess the implementation of group counseling procedures.

**Alignment of outcome with the  
Winthrop Plan, if applicable**

- Goal 2: Enhance quality of the student experience

**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**

**Summary Statement of Assessment-  
based Accomplishments and  
Improvements  
(based on prior year's Continuous  
Improvement Action Plan)**

The program has been examining data and performance at an overall-level. Using this metric, candidates are exceeding expectations in the assessments.

**Activities  
(based on prior year's Continuous  
Improvement Action Plan)**

No plans were established in the 2018-2019 plan.

**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** Unable to complete due to COVID –19.

#### Discussion of Assessment Results

**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 the area of Group Counseling. For this examination period, the mean was 10.4 with a standard deviation of +/- 2.6 for a target of 7.8

**Assessment Results** Our mean score = 11.1. No data were reported in 2018-2019.

**Discussion of Assessment Results** Students continue to score well in Group skills.

**Continuous Improvement Action Plan for next year** Through training of faculty and work with experiential opportunities, faculty will be reconsidering methodologies that allow of virtual engagement that is meaningful and appropriate. As such collection of data will be possible in 2020-2021 in virtual environments.

Although an important overall milestone of the program, examining data and performance at a more granular level may provide more insight into both strengths and weaknesses.

**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

**Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)** The program has been examining data and performance at an overall-level. Using this metric, candidates are exceeding expectations in the assessments.

**Activities (based on prior year's Continuous Improvement Action Plan)** No plans were established in the 2018-2019 plan.

**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** All students received a minimum of "Satisfactory" on the Progressive Case Studies.

**Discussion of Assessment Results** The results are also reflected in the Counselor Preparation and Comprehensive Examination results in 2020. As noted in previous SLOs, collective work has been undertaken to better use case studies across the curriculum

<b>Assessment Method 2</b>	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.
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**Target** Students are expected to score within one standard deviation below the mean in the area of Assessment and Testing.

**Assessment Results** Students are expected to score within one standard deviation below the mean in the area of Assessment. For this examination period, the mean was 10.2 with a standard deviation of +/- 2.4 for a target of 7.8

**Discussion of Assessment Results** Our student did very well on assessment and basic concepts of qualitative and quantitative methods.

**Continuous Improvement Action Plan for next year** Although the overall score indications provide evidence that candidates are meeting expectations it does not allow for consideration of specific strengths and weaknesses. The faculty and program leadership will consider how to examine candidate performance in a disaggregated fashion.

**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**

**Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)** The program has been examining data and performance at an overall-level. Using this metric, candidates are exceeding expectations in the assessments.

**Activities (based on prior year's Continuous Improvement Action Plan)** The program has used reflection as a means to show understanding, as appropriate for the discipline, throughout coursework and experiences. Candidates are provided with feedback that enables them to show competencies related to practice.

<b>Assessment Method 1</b>	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.
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**Target** Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.

**Assessment Results** Our students scored well above 90% on the Final Theory Paper. No data are available from 2018-2019.

**Discussion of Assessment Results** Students did very well on the reflective assignments and the Final Theory paper.

<b>Assessment Method 2</b>	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.
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**Target** Students are expected to score within one standard deviation below the mean in the area of Research and Program Evaluation.

**Assessment Results** Due to overall implementation of new process and changes in leadership, this method of assessment will be examined in future reports.

#### Discussion of Assessment Results

**Continuous Improvement Action Plan for next year** Although the overall score indications provide evidence that candidates are meeting expectations it does not allow for consideration of specific strengths and weaknesses. The faculty and program leadership will consider how to examine candidate performance in a disaggregated fashion.

**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**

[CIP 2019-2020 Supporting Docs.pdf](#)

[CSDV CPCE -2020 - Results.pdf](#)

[GA1 Curriculum Map with assessment.pdf](#)

[Counseling and Development MEd Rubric 2019-20.pdf](#)

This assessment plan has been locked for editing

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