Program Outcome Assessment Plan

Master of Education

School Counseling

Department of Behavioral Sciences

Southeastern Oklahoma State University

Fall 2011
PROGRAM OUTCOME ASSESSMENT PLAN

DEPARTMENT OF BEHAVIORAL SCIENCES

MASTER OF EDUCATION IN SCHOOL COUNSELING

FALL 2011

Author: Reba J. Criswell, Ph.D., LPC, NCC, RPT
School Counseling Program Coordinator

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**Name of Department, Degree Program, and Department Chair:**

**Department:** Department of Behavioral Sciences  
**Degree Program:** Master of Education in School Counseling  
**Department Chair:** Dr. Ed Mauzey

**Author and Date Submitted:**

**Primary Author:** Reba J. Criswell, Ph.D., LPC, NCC, RPT,  
School Counseling Program Coordinator  
**Date Submitted:** September 30, 2011

**I. Program Mission Statement, Vision Statement, Conceptual Framework, and Goals:**

**A. Program Mission Statement:**

The graduate program in School Counseling at Southeastern Oklahoma State University (SOSU) mission statement is aligned with that of the mission of Southeastern’s Teacher Education Unit in that the program produces graduates who demonstrate academic and practical excellence in the field of school counseling. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates of the School Counseling program develop the professional competencies necessary to become lifelong learners who are competent, committed, and ethical practitioners.

**B. Program Vision Statement:**

The graduate program in School Counseling at Southeastern Oklahoma State University vision is aligned with that of the vision of the Teacher Education Unit in that the program strives to be an exemplary provider of a high quality teacher education program in southeastern Oklahoma and northern Texas for the development of educational practitioners working effectively as professionals in P-12 schools.

**C. Conceptual Framework for the School Counseling Program:**

The conceptual framework of the teacher education unit of Southeastern Oklahoma State University establishes the shared vision that directs the preparation of candidates to work effectively as professionals in P-12 schools. The intent and function of the conceptual framework is to provide direction for the programs’ courses, instruction, candidate performance, service, and accountability for the teacher education unit.

The conceptual framework is consistent with the mission of the university and is based upon research about best practices in education. The Master of Education School Counseling program is supportive of and responsive to the theme of the Teacher Education Program at Southeastern, *Professionals for the 21st Century: Competent,***
Committed, and Ethical. The school counseling program at Southeastern emphasizes that school counselors are differentiated from other disciplines in their role of serving three populations on school campuses: students, parents, and teachers. School counselors facilitate the educational environment of a school campus by offering a comprehensive developmental program of counseling services including counseling, guidance, consulting, referral, and coordination. School counselors provide services that meet the needs of all students in three developmental domain areas: academic, personal/social, and career (American School Counselor Association, 2005; Garrett, 2004; Myrick, 2003; Oklahoma State Department of Education, 2004; Schmidt, 2008).

To effectively meet the needs of students and the schools, school counselors develop counseling programs that are early childhood through 12th grade in scope; preventive and proactive; driven by data and accountability; supportive of the use of technology; based on the developmental needs of all students; designed to meet state standards and competencies; coordinated to be an integral part of the total school educational program; implemented by certified school counselors; and formed around a delivery system with counselors, teachers, parents, and community members as an integrated, total program. School counselors respect and value ethical standards of practice and are competent in knowledge, skills, and dispositions needed to perform their role and responsibilities to meet the overall needs of all students and to embrace cultural diversity (American School Counselor Association, 2005; Oklahoma State Department of Education, 2004).

D. Program Goals and Objectives:

Recent changes to the School Counseling program have brought the program closely in line with the eight core training areas delineated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009), the learned society for school counselor training programs. The National Council for Accreditation of Teacher Education (NCATE) specified Oklahoma Commission for Teacher Preparation (OCTP) competencies for school counselors are included in these eight core training areas. The School Counseling program at Southeastern received a commendation in the 2008 State Review Program Report for efforts to align the program with CACREP standards and OCTP competencies for school counselors. Thus, the goals and objectives are closely aligned with CACREP training areas and OCTP competencies for school counselors.

The School Counseling Program prepares graduates to specialize in child and adolescent counseling and to work effectively in all aspects of school counseling practice. The following eight core training areas delineated by CACREP as well as the OCTP competencies for School Counselors will be the focus of this program report. The areas specified by CACREP are included in the learning outcomes.

The objectives of the School Counseling program focus on the OCTP competencies for school counselors (which are included in the eight core training areas delineated by CACREP). These competencies are as follows:

(a) candidates use an understanding of human development to provide a comprehensive, developmental guidance and counseling program (Standard 1);
(b) candidates understand the impact of environmental influences on students’ development and achievement, and help students develop strategies to resolve or cope with situations that may hinder learning (Standard 2);
(c) candidates demonstrate an appreciation of human diversity by providing equitable guidance and counseling services for all students and promote a climate of mutual respect.
that help students value themselves and others (Standard 3);
(d) candidates use effective leadership skills to plan, implement, and evaluate a
comprehensive, developmental guidance and counseling program to address the needs of
all students (Standard 4);
(e) candidates provide guidance and counseling services to address the needs and
concerns of students and help students develop skills to use in future situations (Standard
5);
(f) candidates facilitate the educational and career development of individual students to
help all students achieve success (Standard 6);
(g) candidates use formal and informal assessment to provide information about and to
students, to monitor student progress, and to recommend changes to students’ educational
environment (Standard 7);
(h) candidates consult with school personnel, provide professional expertise, and
establish collaborative relationships that foster a support system for students and the
school community (Standard 8);
(i) candidates establish strong and positive ties with the home and the community to
promote and facilitate students’ growth in school and beyond the school setting (Standard
9);
(j) candidates have knowledge of professional ethical codes, the importance of
professional development, and the need to work with colleagues to advance the
profession (Standard 10).

II. Learning Outcomes of the School Counseling Program:

Learning Outcomes: The Learning Outcomes are based on those required of the 2009
CACREP Core Training Standards and NCATE specified Oklahoma Commission for
Teacher Preparation (OCTP) Competencies for School Counselors, Standards 1 – 10. The
School Counseling Program is aligned with CACREP Standards and OCTP School
Counselor Standards.

A. Learning Outcome #1: Candidate Understanding of Core Training Area in Professional
Orientation and Ethical Practice of the School Counselor: The program prepares
candidates for an understanding of professional practice of school counselors in this
CACREP Standard. This learning outcome also addresses OCTP School Counselor
Standards 8 and 10. For this area of assessment, the course in which candidates’
competencies were measured included COUN 5123: School Counseling Orientation and
Ethical Practice.

B. Learning Outcome #2: Candidate Understanding of Core Training Area in Social and
Cultural Diversity: The program prepares candidates for an understanding of professional
practice of school counselors in this CACREP Standard. This learning outcome also
addresses OCTP School Counselor Standards 2, 3, 9, and 10. For this area of assessment,
the course in which candidates’ competencies were measured included COUN 5483:
Social and Cultural Diversity Issues in Counseling.

C. Learning Outcome #3: Candidate Understanding of Core Training Area in Human
Growth and Development: The program prepares candidates for an understanding of
professional practice of school counselors in this CACREP Standard. This learning
outcome also addresses OCTP School Counselor Standards 1, 3, and 10. For this area of
assessment, the course in which candidates’ competencies were measured included
COUN 5243: Human Growth and Development in Counseling.
D. **Learning Outcome #4: Candidate Understanding of Core Training Area in Career Development:** The program prepares candidates for an understanding of professional practice of school counselors in this CACREP Standard. This learning outcome also addresses OCTP School Counselor Standards 3, 6, 7, 9, and 10. For this area of assessment, the course in which candidates’ competencies were measured included COUN 5323: Career Counseling and Development.

E. **Learning Outcome #5: Candidate Understanding of Core Training Area in Helping Relationships:** The program prepares candidates for an understanding of professional practice of school counselors in this CACREP Standard. This learning outcome also addresses OCTP School Counselor Standards 3, 6, 7, 9, and 10. For this area of assessment, the course in which candidates’ competencies were measured included COUN 5443: Theories of Counseling.

F. **Learning Outcome #6: Candidate Understanding of Core Training Area of Group Work:** The program prepares candidates for an understanding of professional practice of school counselors in this CACREP Standard. This learning outcome also addresses OCTP School Counselor Standards 2, 3, 4, and 10. For this area of assessment, the course in which candidates’ competencies were measured included COUN 5523: Group Counseling.

G. **Learning Outcome #7: Candidate Understanding of Core Training Area of Assessment:** The program prepares candidates for an understanding of professional practice of school counselors in this CACREP Standard. This learning outcome also addresses OCTP School Counselor Standards 3, 7, and 10. For this area of assessment, the course in which candidates’ competencies were measured included COUN 5283: Assessment in Counseling.

H. **Learning Outcome #8: Candidate Understanding of Core Training Area of Research and Program Evaluation:** The program prepares candidates for an understanding of professional practice of school counselors in this CACREP Standard. This learning outcome also addresses OCTP School Counselor Standards 3, 7, and 10. For this area of assessment, the course in which candidates’ competencies were measured included COUN 5863: Research in Counseling.

**III. Assessment Methods to Measure Candidate Achievement:**

A. **State Licensure Assessment—Oklahoma Subject Area Test 039, School Counselor:** School counseling candidates take a state licensure examination, the Oklahoma Subject Area Test (OSAT) for School Counselors, at or near the completion of their graduate degree. This exam includes subareas concerning human development and learning, which also addresses student diversity; assessment and evaluation; counseling and group guidance; educational and career planning; guidance programs and professional knowledge; and a constructed response. This exam incorporates the Oklahoma Commission for Teacher Preparation (OCTP) competencies for school counselors, Standards 1 through 10 and meets CACREP (2009) core program training goals. This instrument measures the knowledge preparation of school counselors who have applied for certification as School Counselors in the state of Oklahoma. The scores are maintained by the State Department of Education. A total score of 240 must be acquired in order to pass the examination.
1. **How Will Candidates be Selected to Participate in the Assessment?** Candidates must apply to the State Department of Education to take the school counselor certification examination.

2. **How Many Candidates Will be Assessed?** Candidate number to be assessed will vary depending upon the number of candidates graduating in any given semester. Therefore, candidates who are in their last semester of graduate studies or who are recent graduates will elect to take the examination.

3. **What is the Target Population?** The target population will be those candidates of the School Counseling program who will be in their last semester of the program or who are recent graduates.

4. **What Artifacts Will be Collected for Assessment?** The School Counselor OSAT consists of multiple choice questions addressing core training areas of school counselors. These areas include: (a) human development and learning, (b) assessment and evaluation, (c) counseling and group guidance, (d) educational and career planning, (e) guidance programs and professional knowledge, and (f) a constructed response.

5. **What Protocols Will be Used to Collect Each Artifact?** The School Counselor OSAT will be administered in a controlled environment at various testing sites. Candidates will be responsible for making application to take the examination. The results will be provided to the School Counseling program coordinator for assessment, feedback, and program improvement purposes.

6. **How Will Data be Summarized?** Data will be summarized in a table format with data from the past five years available for comparison.

7. **How Will Results be Used to Evaluate Performance?** Results will be compared over the past five years or more in each core training area listed above. When making these comparisons, data will reveal those areas where program modifications may be necessary.

8. **What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years?)** Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. SOSU candidate pass percentage will be compared to Oklahoma statewide candidate pass percentage in each of the before mentioned core training areas. Comparison over the past five years will be available to determine candidate learning outcomes in each of these areas.

B. **Content-Based Assessment: Comprehensive Examination:** The comprehensive examination is administered to school counseling candidates during their last semester of graduate studies. This instrument measures candidates’ ability to respond to essay style questions regarding a randomly selected number of completed courses represented on the School Counseling degree plan. Faculty members teaching each course prepare general questions based upon objectives listed in the corresponding course syllabus. If candidates earn a passing grade on all questions, they receive a passing grade on the comprehensive exam. If, however, candidates do not receive an adequate score on any or all of the items, they are required to successfully retake the items prior to matriculation of their graduate
degree. If candidates fail the item a second time, an oral examination is required. If candidates are unsuccessful at passing the oral examination, other remedial actions are taken. Examples of such remedial actions may include requiring the candidate to retake the course in question or complete guided studies in the area.

1. **How Will Candidates be Selected to Participate in the Assessment?** During the last semester of the School Counseling program, candidates will take the comprehensive examination. Candidates will make application to the Program Coordinator.

2. **How Many Candidates Will be Assessed?** The number of candidates assessed each year will vary depending upon how many candidates are in their last semester of program studies.

3. **What is the Target Population?** The target population will consist of candidates who are in their final semesters of the School Counseling program.

4. **What Artifacts Will be Collected for Assessment?** The comprehensive examination consists of essay style questions regarding a randomly selected number of courses completed in the program. Candidates will be required to answer five essay questions representative of five graduate courses required on the school counseling degree program.

5. **What Protocols Will be Used to Collect Each Artifact?** Candidates in their final semesters of the program will make application to take the comprehensive examination to the School Counseling program coordinator. The coordinator will randomly select five completed courses from the candidates’ degree plans and will notify candidates of the areas that will appear on the comprehensive examinations. Faculty members teaching each course prepare general questions for the examinations based upon objectives listed in the corresponding course syllabus. The program coordinator will schedule a testing date and administer the examinations on that date. All testing will occur at SOSU’s campus. Typically, the examinations are scheduled for the fall and spring semesters. If candidates fail in any area of the comprehensive examination, candidates will re-take in that area. The program coordinator will schedule the testing date for re-examination.

6. **How Will Data be Summarized?** Scores for each area of the examination will be provided by graduate faculty members and submitted to the School Counseling program coordinator. The program coordinator will provide a summed score for each candidate to determine pass or fail of the examination.

7. **How Will Results be Used to Evaluate Performance?** If candidates fail in any area of the comprehensive examination, candidates will re-take in that area. If a second attempt results in a failed score, an oral examination will be required. If candidates are unsuccessful at passing the oral examination, other remedial actions will be taken. Such remedial actions will be determined by the Graduate Counseling Coordinating Committee.
8. **What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)?** Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. SOSU candidate pass percentage will be compared over the past five years.

C. **Candidate Performance on Advanced Certificate Portfolio Artifacts:**
As part of the Oklahoma state certification requirement for certification in School Counseling, candidates are to complete an Advanced Certificate Portfolio. To assist in meeting this requirement, School Counseling candidates complete a required number of courses (in which they complete a written artifact) that correspond to the learning objectives outlined by CACREP and OCTP School Counselor Standards. Candidate levels of proficiency on each artifact are rated on a nominal scale as follows: an outcome score of three represents candidate proficiency in a “target” range, an outcome score of two represents candidate proficiency in an “acceptable” range, and an outcome score of one represents candidate proficiency in an “unacceptable” range.

Learning Outcome #1: Professional Orientation and Ethical Practice of the School Counselor:

1. **How Will Candidates be Selected to Participate in the Assessment?** Candidates in the School Counseling program will complete the required course, COUN 5123: School Counseling Orientation and Ethical Practice, which aligns with the learning outcome mentioned in this section of the report.

2. **How Many Candidates Will be Assessed?** The number of candidates who will participate in this area of assessment will be those enrolled in COUN 5123: School Counseling Orientation and Ethical Practice graduate course.

3. **What is the Target Population?** The target population for this report will consist of those candidates enrolled in the before mentioned course. The initial course required of School Counseling candidates is COUN 5123: School Counseling Orientation and Ethical Practice.

4. **What Artifacts Will be Collected for Assessment?** The artifact that will be collected for assessment will be the written project for the before mentioned course, which is designed to meet NCATE and CACREP learning objectives.

5. **What Protocols Will be Used to Collect Each Artifact?** The instructor teaching the core course will gather data on the artifact for that course following the rating scale previously mentioned.

6. **How Will Data be Summarized?** Data will be summarized in a table format with data from the past five years available for comparison. Each table will correlate with the learning outcome mentioned in this section of the report.

7. **How Will Results be Used to Evaluate Performance?** Results will be compared over the past five years or more in the core training area listed above. When making these comparisons, results will reveal those areas where program modifications may be necessary.
8. **What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)?** Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. Candidate ratings for this learning outcome will be compared over the past five years.

**Learning Outcome #2: Social and Cultural Diversity:**

1. **How Will Candidates be Selected to Participate in the Assessment?** Candidates in the School Counseling program will complete the required course, COUN 5483: Social and Cultural Diversity Issues in Counseling, which aligns with the learning outcome mentioned in this section of the report.

2. **How Many Candidates Will be Assessed?** The number of candidates who will participate in this area of assessment will be those enrolled in COUN 5483: Social and Cultural Diversity Issues in Counseling graduate course.

3. **What is the Target Population?** The target population for this report will consist of those candidates enrolled in the before mentioned course.

4. **What Artifacts Will be Collected for Assessment?** The artifact that will be collected for assessment will be the written project for the before mentioned course, which is designed to meet NCATE and CACREP learning objectives.

5. **What Protocols Will be Used to Collect Each Artifact?** The instructor teaching the course will gather data on the artifact for that course following the rating scale previously mentioned.

6. **How Will Data be Summarized?** Data will be summarized in a table format with data from the past five years available for comparison. Each table will correlate with the learning outcome mentioned in this section of the report.

7. **How Will Results be Used to Evaluate Performance?** Results will be compared over the past five years or more in the core training area listed above. When making these comparisons, results will reveal those areas where program modifications may be necessary.

8. **What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)?** Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. Candidate ratings for this learning outcome will be compared over the past five years.

**Learning Outcome #3: Human Growth and Development:**

1. **How Will Candidates be Selected to Participate in the Assessment?** Candidates in the School Counseling program will complete the required course, COUN 5243: Human Growth and Development in Counseling, which aligns with the learning outcome mentioned in this section of the report.
2. *How Many Candidates Will be Assessed?* The number of candidates who will participate in this area of assessment will be those enrolled in COUN 5243: Human Growth and Development in Counseling graduate course.

3. *What is the Target Population?* The target population for this report will consist of those candidates enrolled in the before mentioned course.

4. *What Artifacts Will be Collected for Assessment?* The artifact that will be collected for assessment will be the written project for the before mentioned course, which is designed to meet NCATE and CACREP learning objectives.

5. *What Protocols Will be Used to Collect Each Artifact?* The instructor teaching the course will gather data on the artifact for that course following the rating scale previously mentioned.

6. *How Will Data be Summarized?* Data will be summarized in a table format with data from the past five years available for comparison. Each table will correlate with the learning outcome mentioned in this section of the report.

7. *How Will Results be Used to Evaluate Performance?* Results will be compared over the past five years or more in the core training area listed above. When making these comparisons, results will reveal those areas where program modifications may be necessary.

8. *What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)?* Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. Candidate ratings for this learning outcome will be compared over the past five years.

*Learning Outcome #4: Career Development:*

1. *How Will Candidates be Selected to Participate in the Assessment?* Candidates in the School Counseling program will complete the required course, COUN 5323: Career Counseling and Development, which aligns with the learning outcome mentioned in this section of the report.

2. *How Many Candidates Will be Assessed?* The number of candidates who will participate in this area of assessment will be those enrolled in COUN 5323: Career Counseling and Development graduate course.

3. *What is the Target Population?* The target population for this report will consist of those candidates enrolled in the before mentioned course.

4. *What Artifacts Will be Collected for Assessment?* The artifact that will be collected for assessment will be the written project for the before mentioned course, which is designed to meet NCATE and CACREP learning objectives.

5. *What Protocols Will be Used to Collect Each Artifact?* The instructor teaching the course will gather data on the artifact for that course following the rating scale previously mentioned.
6. **How Will Data be Summarized?** Data will be summarized in a table format with data from the past five years available for comparison. Each table will correlate with the learning outcome mentioned in this section of the report.

7. **How Will Results be Used to Evaluate Performance?** Results will be compared over the past five years or more in the core training area listed above. When making these comparisons, results will reveal those areas where program modifications may be necessary.

8. **What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)?** Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. Candidate ratings for this learning outcome will be compared over the past five years.

**Learning Outcome #5: Helping Relationships:**

1. **How Will Candidates be Selected to Participate in the Assessment?** Candidates in the School Counseling program will complete the required course, COUN 5443: Theories of Counseling, which aligns with the learning outcome mentioned in this section of the report.

2. **How Many Candidates Will be Assessed?** The number of candidates who will participate in this area of assessment will be those enrolled in COUN 5443: Theories of Counseling graduate course.

3. **What is the Target Population?** The target population for this report will consist of those candidates enrolled in the before mentioned course.

4. **What Artifacts Will be Collected for Assessment?** The artifact that will be collected for assessment will be the written project for the before mentioned course, which is designed to meet NCATE and CACREP learning objectives.

5. **What Protocols Will be Used to Collect Each Artifact?** The instructor teaching the course will gather data on the artifact for that course following the rating scale previously mentioned.

6. **How Will Data be Summarized?** Data will be summarized in a table format with data from the past five years available for comparison. Each table will correlate with the learning outcome mentioned in this section of the report.

7. **How Will Results be Used to Evaluate Performance?** Results will be compared over the past five years or more in the core training area listed above. When making these comparisons, results will reveal those areas where program modifications may be necessary.

8. **What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)?** Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. Candidate ratings for this learning outcome will be compared over the past five years.
Learning Outcome #6: Group Work:

1. How Will Candidates be Selected to Participate in the Assessment? Candidates in the School Counseling program will complete the required course, COUN 5523: Group Counseling, which aligns with the learning outcome mentioned in this section of the report.

2. How Many Candidates Will be Assessed? The number of candidates who will participate in this area of assessment will be those enrolled in COUN 5523: Group Counseling graduate course.

3. What is the Target Population? The target population for this report will consist of those candidates enrolled in the before mentioned course.

4. What Artifacts Will be Collected for Assessment? The artifact that will be collected for assessment will be the written project for the before mentioned course, which is designed to meet NCATE and CACREP learning objectives.

5. What Protocols Will be Used to Collect Each Artifact? The instructor teaching the course will gather data on the artifact for that course following the rating scale previously mentioned.

6. How Will Data be Summarized? Data will be summarized in a table format with data from the past five years available for comparison. Each table will correlate with the learning outcome mentioned in this section of the report.

7. How Will Results be Used to Evaluate Performance? Results will be compared over the past five years or more in the core training area listed above. When making these comparisons, results will reveal those areas where program modifications may be necessary.

8. What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)? Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. Candidate ratings for this learning outcome will be compared over the past five years.

Learning Outcome #7: Assessment:

1. How Will Candidates be Selected to Participate in the Assessment? Candidates in the School Counseling program will complete the required course, COUN 5283: Assessment in Counseling, which aligns with the learning outcome mentioned in this section of the report.

2. How Many Candidates Will be Assessed? The number of candidates who will participate in this area of assessment will be those enrolled in COUN 5283: Assessment in Counseling graduate course.

3. What is the Target Population? The target population for this report will consist of those candidates enrolled in the before mentioned course.
4. What Artifacts Will be Collected for Assessment? The artifact that will be collected for assessment will be the written project for the before mentioned course, which is designed to meet NCATE and CACREP learning objectives.

5. What Protocols Will be Used to Collect Each Artifact? The instructor teaching the course will gather data on the artifact for that course following the rating scale previously mentioned.

6. How Will Data be Summarized? Data will be summarized in a table format with data from the past five years available for comparison. Each table will correlate with the learning outcome mentioned in this section of the report.

7. How Will Results be Used to Evaluate Performance? Results will be compared over the past five years or more in the core training area listed above. When making these comparisons, results will reveal those areas where program modifications may be necessary.

8. What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)? Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. Candidate ratings for this learning outcome will be compared over the past five years.

Learning Outcome #8: Research and Program Evaluation:

1. How Will Candidates be Selected to Participate in the Assessment? Candidates in the School Counseling program will complete the required course, COUN 5863: Research in Counseling, which aligns with the learning outcome mentioned in this section of the report.

2. How Many Candidates Will be Assessed? The number of candidates who will participate in this area of assessment will be those enrolled in COUN 5863: Research in Counseling graduate course.

3. What is the Target Population? The target population for this report will consist of those candidates enrolled in the before mentioned course.

4. What Artifacts Will be Collected for Assessment? The artifact that will be collected for assessment will be the written project for the before mentioned course, which is designed to meet NCATE and CACREP learning objectives.

5. What Protocols Will be Used to Collect Each Artifact? The instructor teaching the course will gather data on the artifact for that course following the rating scale previously mentioned.

6. How Will Data be Summarized? Data will be summarized in a table format with data from the past five years available for comparison. Each table will correlate with the learning outcome mentioned in this section of the report.

7. How Will Results be Used to Evaluate Performance? Results will be compared over the past five years or more in the core training area listed above. When
making these comparisons, results will reveal those areas where program modifications may be necessary.

8. What Analyses Will be Used to Compare Current and Historical Data (last 3-5 years)? Quantitative analyses will be used to determine the programs’ candidate learning outcomes are achieved. Candidate ratings for this learning outcome will be compared over the past five years.

IV. Program Modifications

A. How Will the Need for Program Modification be Determined? Program modifications will originate from NCATE and CACREP accreditation standard revisions and will be based on the analyses of the assessments in the School Counseling program.

B. How Will Program Modifications be Monitored and Evaluated? Suggested modifications will be presented to the Department Chair and Dean, before submission to the Teacher Education Council, the Graduate Council, and the Academic Council for approval. Enacted modifications will be assessed and evaluated annually, based on the yearly Program Outcome Assessment Report.

V. Distance Education

A. Does the Program Have any Distance Education Courses (IETV or Web-based)? No courses on the School Counseling degree plan are taught via IETV, Web-based, or blended formats. The in-classroom, face-to-face training format is consistent with the preparation of counselors and the counseling process.

VI. Faculty Involvement

A. How Will Faculty be Involved in the Assessment Process? Graduate faculty members of the Department of Behavioral Sciences who teach School Counseling courses will be involved in the data gathering concerning the eight NCATE artifact measurements. The School Counseling program coordinator will prepare the Program Outcome Assessment Report. Faculty members of the Department of Behavioral Sciences as well as the Chair and the Dean will review the annual report and will make recommendations for revisions.

VII. Transparency

A. How Will Results of Assessment be Made Available to Internal Constituents? The Oklahoma State Department of Education provides candidates with individual scores on the School Counselor OSAT. The School Counseling program coordinator will share scores on the Comprehensive Examination with each candidate. In addition, candidate scores on the eight course artifacts will be shared with each candidate. The above mentioned scores will also be provided to the SOSU’s Teacher Education Services. Lastly, program modifications as a result of data assessments will be made available to inform constituents and stakeholders of program changes, strengths, and areas for improvement via the School Counseling Program Web-site, the Departmental Web-site,
and during annual Graduate Counseling Coordinating Committee meetings.

B. How Will Results of Assessment be Made Available to External Constituents?
Assessment information will be made available to inform constituents and stakeholders of program changes via the School Counseling Program Web-site.