

**Counselor Education & Rehabilitation**

**MS in Counseling & Student Services K-12**

**Kremen School of Education and Human Development**

**Student Outcomes Assessment Plan (Soap)**

**I. Mission Statement**

The mission of the MS in Counseling and Student Services in K-12 is to prepare student services professionals to work effectively with a diverse student population in K-12 education settings with the competency in both theory and practice of counseling and advising to facilitate student development and success.

**II. Goals and Student Learning Outcomes**

Goal 1: Prepare school counselors to meet the counseling and advising needs of an increasingly diverse and changing student population.

Goal 2: Prepare qualified school counselors who are proficient in written and verbal communications.

Goal 3: Prepare school counselors to practice effectively in collaborative and interdisciplinary organizations.

Goal 4: Promote the development of the school counselor identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California.

Goal 5: Maintain awareness of best practices and counseling and student services delivery by maintaining academic and practical experiences that comply with the standards set by the California Commission on Teacher Credential (CCTC)

**III. Curriculum Map (Matrix of Courses X Learning Outcomes)**

I = Introductory level of understanding required

R = Reinforced level of understanding

A = Advanced level of understanding required

**Goal 1:**

	<b>Objectives</b>	<b>Course</b>	<b>Competency Level</b>
1.1	Articulate orally and in written form a theoretical base and rationale for counseling.	COUN 174 COUN 176 COUN 202 COUN 200 COUN 208 COUN 241 COUN 298 COUN 299	I I I I R A
1.2	Conduct effective individual and group advising and psycho-educational counseling.	COUN 200 COUN 202 COUN 208 COUN 240 COUN 242 COUN 249	I I R I I A
1.3	Identify the needs of people in a changing society related to human development over the lifespan.	COUN 206 COUN 240 COUN 241	I I I
1.4	Apply professional counseling and advising expertise under direct supervision.	COUN 200 COUN 202 COUN 208 COUN 249	I I R A
1.5	Accurately conduct assessment and apply measurement and evaluation in the field of student services counseling.	COUN 203 COUN 208 CI 285	I R A
1.6	Articulate orally and in written form a theoretical base and rationale for career development and describe the	COUN 220	I

	importance of career choice in a changing society.		
1.7	Demonstrate awareness to the existence of cultural diversity; sensitivity to people with differences; responsiveness to differences through counseling and advising interventions with individuals and groups.	COUN 200 COUN 201 COUN 202 COUN 208 COUN 240 COUN 242 COUN 249	I I I R I I A
1.8	Recognize the need for and become directly involved with research in the field of counseling and student services that is consistent in style and format with that of the American Psychological Association Publication Manual, 6 <sup>th</sup> Edition	ERA 220 COUN 298 COUN 299	I A A

**Goal 2:**

	<b>Objectives</b>	<b>Course Number</b>	<b>Competency Level</b>
2.1	Use writing skills to communicate in a style and format consistent with the current American Psychological Association Publication Manual, 6 <sup>TH</sup> Edition.	ERA 220 COUN 298 COUN 299	I A A
2.2	Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate counseling and student services terminology and consultative practices.	COUN 200 COUN 202 COUN 208 CI 285 COUN 242 COUN 249	I I R A I A

**Goal 3:**

	<b>Objectives</b>	<b>Course Number</b>	<b>Competency Level</b>
3.1	Develop and participate in cooperative and collaborative ventures with members of our K-12 community.	COUN 249	A
		COUN 240	I
3.2	Maintain effective working relationships with members of the K-12 community.	COUN 200	I
		COUN 202	I
		COUN 208	R
		COUN 249	A

**Goal 4:**

	<b>Objectives</b>	<b>Course Number</b>	<b>Competency Level</b>
4.1	Identify counseling and student services, legal, and ethical concerns related to the needs of students who are living and developing in a pluralistic society.	COUN 200	I
		COUN 201	I
		COUN 203	I
		COUN 208	R
		COUN 241	I
		CI 285	A
		COUN 249	A
4.2	Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association	COUN 200	I
		COUN 208	R
		COUN 241	I
		COUN 249	A

Goal 5:

	<b>Objectives</b>	<b>Course Number</b>	<b>Competency Level</b>
5.1	Become proficient consumers of current literature, theory, and research pertaining to best practices in the field Counseling and Student Services.	COUN 200 COUN 201 COUN 202 COUN 203 COUN 206 COUN 208 COUN 240 COUN 241 COUN 242 CI 285 COUN 288 COUN 249	I I I I I R I I I A A A
5.2	Integrate components of best practices in counseling and student services into practice.	COUN 200 COUN 201 COUN 202 COUN 203 COUN 206 COUN 208 COUN 220 ERA 220 COUN 240 COUN 241 COUN 242 CI 285	I I I I I I R I I I I I

		COUN 249	A
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**Summary Matrix of Objectives and Courses**

<u>Course</u>	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2
COUN 174	I															
COUN 176	I															
COUN 200	I	I		I			I			I		I	I	I	I	I
COUN 201							I						I		I	I
COUN 202	I	I		I			I			I		I			I	I
COUN 203					I								I		I	I
COUN 206			I												I	I
COUN 208	R	R		R	R		R			R		R	R	R	R	R
ERA 220								I	I						I	I
COUN 220						I									I	I
COUN 240		I	I				I				I		I		I	I
COUN 241	I		I												I	I
COUN 242		I					I								I	I
CI 285										A					A	A
COUN 249		A		A			A			A	A	A	A	A	A	A
COUN 298	A			A	A		A			A	A	A	A	A	A	A
COUN 299	A							A	A							

#### **IV. Assessment Methods**

##### **A. Direct Measures**

1. Clinical Review Conducted in Counseling Practicum
2. Graduate Writing Requirement on Writing Competency conducted before Advancement to Candidacy
3. Field Site Evaluation on Counseling Competencies and Professional Dispositions
4. Employer Survey
5. Comprehensive Examination or Master Project/Thesis
6. Client Evaluation

##### **B. Indirect Measures**

1. Advisory Board
2. Employer Survey
3. Exit Survey
4. NCATE Review
5. Alumni Survey

#### **V. Student Learning Outcomes X Assessment Methods Matrix**

Goal	Objectives	Assessment Tools					
		Clinical review	Graduate Writing Req	Field Placement Evaluation	Employer Survey	Comprehensive Exam	Client Evaluation
1.1	Articulate orally and in written form a theoretical base and rationale for counseling.	X		X	X	X	X
1.2	Conduct effective individual and group advising and psycho-educational counseling.	X		X	X		X
1.3	Identify the needs of people in a changing society related to human development over the lifespan.	X		X	X	X	X
1.4	Apply professional counseling and advising expertise under direct supervision.	X		X	X		X
1.5	Accurately conduct assessment and apply measurement and evaluation in the field of school counseling.	X		X	X	X	X
1.6	Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society.			X	X	X	X
1.7	Demonstrate awareness to the existence of cultural diversity; sensitivity to people with differences; responsiveness to differences through counseling and advising interventions with individuals and groups.	X		X	X	X	X
1.8	Recognize the need for and become directly involved with research in the field of counseling and student services that is consistent in style and format with that of the American Psychological Association Publication Manual, 6 <sup>th</sup> Edition		X				
2.1	Use writing skills to communicate in a style and format consistent with the current American Psychological Association Publication Manual, 6 <sup>th</sup> Edition.		X				
2.2	Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate counseling and student services terminology and consultative practices.	X		X	X		



3.1	Develop and participate in cooperative and collaborative ventures with members of our K-12 community.			X	X		
3.2	Maintain effective working relationships with members of the K-12 community.			X	X		
4.1	Identify counseling and student services, legal, and ethical concerns related to the needs of students who are living and developing in a pluralistic society.	X		X	X	X	
4.2	Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.	X		X	X	X	
5.1	Become proficient consumers of current literature, theory, and research pertaining to best practices in the field Counseling and Student Services.	X		X	X	X	
5.2	Integrate components of best practices in counseling and student services into practice.	X		X	X	X	X

<b>VI. Timeline for Implementation of Assessment Methods and Summary Evaluations</b>
Year 2011 to 2012
Clinical Review Conducted in Counseling Practicum
Year 2011 to 2012
Graduate Writing Requirement on Writing Competency conducted before Advancement to Candidacy
Year 2011 to 2012

Field Site Evaluation on Counseling Competencies and Professional Dispositions; Client Evaluations; Employer Survey

Year 2011 to 2012

Comprehensive Examination or Master Project/Thesis

## VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

From Fall 2008 to spring 2010, 228 students were evaluated by the Clinical Review Committee, 2 students needed additional individual mentoring and advisement. Due to this finding, the program faculty considered ways to improve individual mentoring and advising, documentation of MOU for student progress, and preparation and orientation of our instructors in order to enhance student access and early identification of problems.

From 2008 to 2010, 198 students have attempted to pass the GWR. Twenty-two students have failed. The program responded by designing and offering a 1-unit elective class focusing on writing in the APA format and style. In Spring 2010, of the 42 students who attempted the GWR, 100% pa

A hundred percent of (n=103) Employer's Evaluation Forms rated our candidates' educational training and expertise at 3 or above on the 1-5 scale of satisfaction. Most comments on our program were positive. Comments for improvement reflected more of a difference in expectations between employers and university instructors; which underscores the importance of scheduling more contacts between on-site supervisors and university instructors to clarify expectations and concerns.

Of the 207 students enrolled in the field placement from Fall 2008 to summer 2010, all received ratings from their on-site school supervisors ranging from "acceptable", to "A fine counselor, of great value to the profession", to, "One of the few very outstanding counselors I have known". No student (zero) received the rating of "unacceptable".

Students have the choice of comprehensive exam or Master's project/thesis as their culminating experience. Item analysis on students' responses to Multiple Choice questions on all required courses was conducted for every comprehensive exam. Questions with over 50% of failed responses will be analyzed for needs of improvement in curriculum delivery. Students who failed the essay portion of the exam received individual advising to improve writing and theory-application articulation.