Assessment of Student Learning Plan (ASLP): Counselor Education

2014-15 Academic Year

A. College, Department/Program, Date

> *College:* College of Management and Human Service
> *Department/Program:* Counselor Education Program
> *Date:* May 29, 2015

B. Contact Person for the Assessment Plan

> *Name and title:* Sue Jones, Ph.D. – Program Coordinator

C. Degree Program

> *Name of Degree Program:* Master of Science in Counseling

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes *(What are students able to do by the end of your program?)*

a. List 3-5 of the most important student learning outcomes for your program.

Students in the Counselor Education Program will be able to competently:

2. demonstrate knowledge of core curriculum.
3. demonstrate an integration and application of their knowledge and skills in the concentration areas in counseling (school, clinical mental health, and rehabilitation).
4. demonstrate knowledge and skills in addressing issues of diversity.
5. apply individual and group counseling skills and techniques.
6. reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs.
7. analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation.
8. apply ethical decision-making in counseling situations.
9. articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession.

b. Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

_a._ The above learning outcomes are assessed on an ongoing basis by the Counselor Education Program to meet the needs of accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

b. Please see attached proposal for portfolio format, which includes assessment plans for courses within the Counselor Education Program. Additionally, all students must pass a national exam (the CPCE – Counselor Preparation Comprehensive Exam) prior to moving into internship.

Step 2: How and When were the Learning Outcomes assessed?

a. _Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected._

The transition to the Tk20 Assessment & Accountability System has moved along slowly. There have been some transitional issues as staff assignment (from Tk20) have changed, but they continue to work on refinements and the development of reporting systems to meet multiple needs. The Counselor Education program is expected to being fully implementing the system starting in September 2015. We had hoped that all common assessments and rubrics would be uploaded for all students admitted as of Summer 2013, but this has been slow to develop as expected. We are working closely with the Office of Educator Preparation (in the School of Education & Human Development) to make sure our systems align with all reporting systems for unit NCATE/CAEP accreditation in addition to our reporting needs for CACREP and CORE.

The program's most recent official evaluation was conducted in 2011 (evidence is available on the web site at htpp://www.**usm.maine.edu/counselor-education/program-evaluations.** With the transition to the Tk20 system, we are shifting assessments and evaluations to align with new processes and procedures for data collection and accountability. A new program evaluation will be conducted in the 2015-2106 academic year to reflect these changes.

b. _Briefly describe when and how you implemented the assessment activity._

Our students move through the program at different speeds, so assessments happen throughout the year.

Step 3: Process of Using the Assessment results to Improve Student Learning

a. _Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning._
   a. _TK20 – getting up and running with this tool will help generate data to help the Counselor Education Program evaluate progress and view areas for needed improvement._

b. *Informal assessments in place help the program determine when additional courses are needed, as well as when changes in course sequencing may be required.*

E. **Other Course Assessment Activities:** See our draft Portfolio Format for Counselor Ed Program

F. **Are there "community engagement" activities integrated in your departmental curriculum?**

a. *Please indicate which of the components, listed below, are* <u>included</u> *in your program's curriculum, and then indicate if the activities are* <u>required or optional</u> *for students in your major.*

Community Engagement Activity	*Included*	*Required/Optional*	
Student Research (related to a community-based problem)	___	R	O
Student-Faculty Community Research Project	_x__	R	<u>O</u>
Internship, or a Field Experience	_x__	<u>R</u>	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (a component of a course)	_x__	R	<u>O</u>
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	_x__	R	<u>O</u>
Students/Faculty Community Leadership	_x__	R	<u>O</u>
(advisory boards, committees, conference presentations)			

Other Activities (not mentioned above): Courses often include service learning projects over the course of the class.

b. *Please list the courses (i.e. EDU 400) that have a "community engagement" activity in your program:*

Based upon Portfolio document, field-based courses are: HCE 612/HRD 664- Multicultural Counseling; HCE 686 Internship in Counselor Education; HCE 627 Group Counseling Practicum