

Assessment of Student Learning Plan

2017-18 Academic Year
University of Southern Maine

A. College, Department, Date

College COLLEGE OF MANAGEMENT AND HUMAN SERVICE/ School of
Education and Human Development
Department COUNSELING, ADULT & HIGHER EDUCATION
Program COUNSELING

B. Contact Person for the Assessment Plan

Name and title DR. ADELE BARUCH, Associate Professor and Department Chair

C. Degree Program

Name of Degree Program M.S. IN COUNSELING (COUNSELOR EDUCATION)

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. *Do you have your student learning outcomes published on your department's website?* Yes

i. *If yes, please indicate the url:*

<https://usm.maine.edu/counselor-education/overview>

ii. *If no, please list 3-5 of the most important student learning outcomes for your program. What will students know by the end of your program? Assessment Resources link: scroll down and select, "Objectives & Outcomes Guidelines"*

<https://usm.maine.edu/assessment/assessment-resources>

b. *Please identify which of your student learning outcome(s) 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)).*

Please see chart of measures/indicators for "Eight Core Areas of Competence (attachment #5). This shows the basic expectations for student competencies along with the assessments used to indicate growth or learning on these. Additionally, we have attached the measures for the Standards for Clinical Mental Health and School Counseling.

Additionally we have collected “Key Indicators of the Integration of Core and Specialty Standards Across the Counselor Education Program” (Attachment 3)

c. *Do you have a matrix or curriculum map showing when your student learning outcomes are assessed and in which courses? Yes, we publish a map of key performance indicators on our website.*

i. *If yes, do you have this map published on your website? Please indicate URL or attach a copy of the curriculum map.*

<https://usm.maine.edu/assessment/assessment-resources>

A chart of “Key Indicators” is published at this site and it indicates when the key indicators are assessed.

Step 2: Assessment Methods Selected and Implemented

d. *Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree. Assessment Resources link: scroll down and select, “Direct and Indirect Measures-Strategies for Assessing Learning,” or “Creating & Using Rubrics, and Rubric Grading & Examples”*

<https://usm.maine.edu/assessment/assessment-resources>

CPCE scores, national licensing exam scores (NCE), national certification results, Hanna Rubric, Practicum Performance Criteria, Portfolios (and rubric)

Please note: Generally, the goal of grading is to evaluate individual students’ learning and performance. The goal of assessment is to systematically examine patterns of student learning across courses and programs for purposes of improving educational practices. Grades may be the basis of assessment--for example, when a program agrees on a common assignment and rubric for assessment purposes, and grades are aggregated to develop a picture of average student performance. However, by themselves grades awarded in an individual course do not constitute assessment data.

e. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Please see chart for “Eight Core Areas” (Attachment 5) and Specialty Areas. Assessment rubrics have been designed for all of the required assessments for our core courses.

Additionally, our key performance indicators include formal assessments, rubrics, and scales of skill and knowledge acquisition, as well as dispositional development over the course of the program.

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit’s process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

We have a comprehensive assessment and evaluation plan, revised in 2018 (see attachment #4).

This year we have added key performance indicators to track student performance over the course of the program, adding to the program review of CPCE scores.

These added indicators include the Candidacy Scale (evaluated by Skills instructor after skills and prior to Practicum). The Hanna Rubric (used to evaluate student performance in Practicum) the Portfolio evaluation (used to evaluate a summative Portfolio created during Internship), as well as a Dispositional Scale (assessed each semester). See Attachment 2

- b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

Recently created Dispositional Scale (2016-17) to track students’ dispositional growth and maturity (Attachment #1).

c. *Date of most recent program review/self-study?* June 2017

Aside from the Dispositional Scale, aiding in informal feedback to students during advising, we have done the following in response to our attention to key indicators:

- (1) We have discussed course composition with adjunct faculty, resulting in amended syllabi.
- (2) We have developed student psychoeducational counseling groups, available to new students prior to their first field experience. These groups are designed to increase support during the transition to field work, as well as to promote interpersonal growth and development. The first group will be offered spring semester 2018. They will be facilitated by student interns, with scheduled consultational opportunities with a CAS student and supervision with Dr. Adele Baruch.

We developed these groups as a result of student feedback and performance during Practicum and Internship.

- (3) We have developed a section of Counseling Children and Adolescents with a Clinical Mental Health focus (as compared to School focus, a course that continues), developed as a result of student feedback during discussions and Portfolio presentations during Internship.

E. Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc.)? Please briefly explain any assessment projects.*

- A number of course rubrics have been developed, currently attached to the syllabi
 - Created Dispositional Scale – especially relevant for assessment for readiness for practicum
 - Created Practicum Candidacy Scale
 - Revised the Hanna Rubric for field evaluation
- 1) We have developed rubrics for a number of course assessments to level clarity to the assignment evaluation process (See Attachment E – Course Syllabi)
 - 2) We have significantly redesigned our course, Group Process and Procedures, to promote an understanding and experience with psychoeducational groups. (Counseling groups are covered in Group Practicum.) These changes have redesigned the small group experience to promote learning goals as opposed to the previous interpersonally focused goals. Since

the small groups in Group Process and Procedures are essentially leaderless, focusing on psychoeducational goals and processes made the most sense and created an enhanced sense of safety for students in that class.

F. Community Engagement Activities in your departmental curriculum:

a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.* Student learning outcomes related to community engagement are related to course-based activities.

b. *Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.*

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<u>R</u>	O
Student-Faculty Community Research Project	<u>R</u>	O
Internship, or a Field Experience	<u>R</u>	O
Independent Study (community-related project)	<u>R</u>	O
Capstone Course (community-related project)	<u>R</u>	O
Service-Learning (course-based)	<u>R</u>	O
Study Abroad, or an International Program	R	<u>O</u>
Interdisciplinary Collaborative Project (community related)	<u>R</u>	O
Student Leadership Activities (related to a team project)	<u>R</u>	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>R</u>	O
Other Activities (not mentioned above):		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: HCE 612, 609

Mid-level courses: HCE 502, 640, 644, 690, 691

Upper-level courses: HCE 686, 627

G. Additional Comments (Optional): *Please feel free to give suggestions or feedback on what would help you with the program assessment process.*

The faculty have streamlined our alumni survey this year, in the hopes of increasing response rates. Unfortunately, the response rates to the formal survey has been low again this year and it is being resent. However, we did receive a robust reply in response to a survey on current employment.

2/2018