

Section V – Use of Assessment Results to Improve Candidate and Program Performance
Program: *MSEd School Counseling and Student Affairs & College Counseling*

Overview

2013

As a result of our CACREP self-study process, the Educational Faculty has modified current assessments to encompass core standards as well as specific standards for school counseling and specific standards for student affairs/college counseling. Assessment modifications will be implemented starting in the spring 2014 semester. In reviewing section IV, specific discrepancies have been noted in the individual assessments about the ability to measure program specific standards. We have identified critical changes that need to be addressed by a thorough review of existing grading rubrics to determine their effectiveness and reliability to assess the true measure of student performance.

Additionally, based upon changes to the assessments curricular modifications for the Student Affairs/College Counseling program have been facilitated to rename two courses to better reflect CACREP Student Affairs/College Counseling standards and contemporary professional trends. Further changes to clinical supervisions have been made to ensure specific program standards are addressed consistent with program assessments between the school counseling and student affairs/college counseling programs.

2012

Overall, the modifications for this year have been primarily focused on adding SAC and DSC assessments within the counseling programs. These assessments have been updated to reflect current trends in counselor education such as the implementation of the guidelines for bullying prevention programs in New Jersey. We identified critical changes to address supervisory practices, bullying, ASCA National model, and professional counselor roles. The faculty continues to evaluate and consequently align our assessments to the CACREP 2009 standards.

2011

Section IV provides data about our candidates' competencies in relation to the CACREP 2009 standards. Overall, our faculty continues to grow the program and make adjustments to the assessments where they deem it appropriate. Assessments in the counseling program need to encompass both a theoretical understanding and a practical implementation. Since beginning data collection several years ago, the program has made a number of changes to ensure that students gain understanding in all of the CACREP core areas. In addition, all assessments have been updated to include the CACREP 2009 standards at this point. All information about the program is discussed in our yearly faculty meeting. We identified small changes to implement over the course of the next academic year.

2010

Overall, the program faculty is satisfied with the selected assessments for the upcoming year. The program has instituted quite a few changes based on the results of Section IV over the past few years and are looking forward to keeping the assessments closely related to what they are set at. Results revealed the need for changes at the start of the year and those changes have increased students' ability to understand and comprehend the counseling program at Monmouth University. Program syllabi and assessments are being updated to include the CACREP 2009

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standards. Overall, the faculty feels that the new changes that were implemented will allow for increased student comprehension of counselor preparation.

2009

As evidenced by the report to follow, this year brought around a lot of changes to the assessments in the Counseling Program. The results of the assessments prior to this point revealed that the assessments themselves did not match what the program desires were. For example, the program expectation was that students would target the assessment that involved the CPCE, whereas what data revealed was that students were hitting the “not met” component on the assessment. The program gained CACREP accreditation over the course of this academic year which revealed the need for an increased need to target assessments within the program.

2008

As the program will review in this report, the 2008 academic year brought about many changes for the program and the assessments housed within the program. The addition of the CPCE was a major addition to the current assessments. This assessment was a suggestion during the site visit of the CACREP accreditation team earlier in the year. Results of the current assessments revealed students were meeting and reaching target, however the program faculty felt as though the assessments did not accurately reflect the professional counselor in trainings' expected content knowledge.

I. Content Knowledge

2013

The data gleaned from this year's assessments administered throughout the eight CACREP core content areas conveyed that students demonstrated knowledge, however there are inconsistencies involving mastery in the majority of courses. These inconsistencies are noted by the repetitive overall target level over the past few semesters. This is evidenced by general assessment of the grading rubrics demonstrating that students are at the target level and although they are proficient, they are not distinguished. Program faculty has initiated the process for significant revisions of the grading rubrics for assessments one, two, three, five, six, and eight. The process for these revisions will include redesign of the rubric categories for assessing each individual content knowledge area. These grading rubrics will reflect a more rigorous and accurate assessment of student comprehension.

Student Awareness Coordinator (SAC) program established the five assessments targeted to assess the content knowledge within the program. The assessments that were established were: assessment one, ASCA Model Project; assessment two, Bullying Unit; assessment three, School Counselor/SAC interview; assessment four, Research Paper; and assessment five, Case Studies/tapes/presentations.

Director of School Counseling (DSC) program established four comprehensive assessments that reflected content knowledge. The assessments that were established were: assessment one, Research Paper; assessment two, Contract & Supervisory Agreement; assessment three, Curriculum Development & Planning Project; assessment four, Instructional Design.

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Student Affairs/College Counseling developed two specific assessments for EDC 501 Introduction to Student Affairs & College Counseling and EDL 541 Administration of Higher Education. The assessments that were established were: assessment two, Mid-Term Examination on College Student Development Theories; assessment seven, Legal and Issue Analysis.

2012

The data that reflects that for all eight assessments administered throughout the program is conducted in order to gain insight into each candidate's competency in the domain of content knowledge for counselor education. From the previous year, faculty continued to review assessments four, seven, and eight. Assessment four's examination was modified to reflect current research, practice, and trends in counseling. Assessment eight's examination was moved to the end of the course in order to present a more comprehensive view of student's competency.

Student Awareness Coordinator (SAC) program developed five assessments targeted to cover content knowledge. These assessments have been integrated throughout the program this year. The assessments are: assessment one, ASCA Model Project; assessment two, Bullying Unit; assessment three, School Counselor/SAC interview; assessment four, Research Paper; and assessment five, Case Studies/tapes/presentations.

Director of School Counseling (DSC) program initiated four comprehensive assessments that reflect content knowledge. These are represented by: assessment one, Research Paper; assessment two, Contract & Supervisory Agreement; assessment three, Curriculum Development & Planning Project; assessment four, Instructional Design.

The faculty will continue to analyze all MSEd, SAC, & DSC assessments for their validity and reliability throughout the upcoming academic year. Changes and modifications will be made as needed to ensure that content is being accurately assessed.

2011

The data that reflects the content knowledge comes from assessments one, four, seven, and eight that are administered throughout the program in order to gain insight into each candidate's competency in the content knowledge of professional counseling. At this point, some candidates achieve a *met or target* for these assessments while others were categorized into the *not met* category.

As a result of students receiving instruction in the CACREP eight core domains, content knowledge of the profession is thoroughly integrated across the curriculum. The data reflections students achieving a met or target for assessments two, three, five, and six due to the integration of counselor skill development. The faculty is planning on making modifications to assessment one. The assessment will be modified from a midterm examination to a final examination in order to ensure that students have gleaned all necessary knowledge about ethical counseling.

Over the course of the next year, the faculty will continue to review assessments four, seven, and eight to determine the effectiveness of using a midterm evaluation to measure content knowledge. Currently, these assessments are revealing a deficiency in student performance, however the faculty believes in the validity of these assessments. The faculty has modified the

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specific content of the assessments to reflect current research trends and practices in professional counseling.

2010

Based upon the data results from the CPE exams, there were noted that several students did not meet the minimum standards. The significant trends demonstrated a need to reevaluate methods of instruction in the counseling pedagogy. This type of curriculum review can positively impact the candidate's individual and program performance in professional counseling. The specified program area that demonstrated significant weakness was assessment procedures in counseling. This program's improvement plan will be addressed through the development of new multiple choice mid-term exams targeting the eight core areas throughout the program. This process may foster a more accurate reflection and preparation for the Counselor Preparation Examination. Consequently, this process allows for a more concentrated focus on content knowledge in addition to experiential counseling skills acquired throughout the program. In summation, based on the assessment results, these modified changes can directly impact faculty evaluative techniques to better assess a student's conceptualization, disposition, and readiness for professional counseling.

According to the exit survey data, students expressed concern that the Counselor Preparation Exam. This examination was administered as the final assessment of the counseling program, which ultimately determines successful completion of the entire program. In response to student concerns, we have transitioned to allocate the CPE one year prior to graduation; at the end of Practicum course. In addition, program faculty will coordinate small-group trainings and study groups to improve competency in counseling content knowledge.

Based upon results for all assessments, we have elected to initiate a more content-based approach. This approach will consist of innovative, teaching methods that can further develop student comprehension of content knowledge in professional counseling. Therefore, we will be revising all assessments to better reflect true mastery of counselor education. The rationale includes: A) alignment of all syllabi to 2009 CACREP standards and objectives, B) integration of assessments C) administering objectives assessments, D) revise program assessments.

2009

For EDC-545 Career Development, the core assessment was modified from a final exam to a case study presentation/project to better reflect critical thinking and analysis in client case conceptualization. This curricular modification was established in response to an inadequate, final exam that failed to target an in-depth understanding of career development in practice. This extensive, curriculum design can provide students specific time to reflect on career assessments, theoretical foundations of career theory, and the major tenets of career counseling through an experiential project.

For EDC-530 Counseling Theories, a presentation on the major counseling theories was incorporated into the course as a way for students to thoroughly understand and demonstrate mastery of each counseling theory. This presentation incorporated a thorough analysis of counseling theories and practice. Although, still remains a significant need to assess content

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knowledge of counseling theories through written examination. This was infused to evaluate a student's content knowledge on counseling theory.

2008

Based on the feedback criteria from assessments gathered as part of the NCATE criteria, the following recommendations and suggestions have been outlined for the Educational Counseling Program.

All program course syllabi have been modified to meet the assessment objective areas for continued alignment to CACREP accreditation. Additionally, course changes have been made in specific assessment procedures to reflect appropriate content learning across the program curriculum. These curricular modifications have been designed to ensure validity and reliability of the assessment procedures.

Based on the current assessment procedures, faculty continue to align practical teaching strategies and a comprehensive approach to Internship courses by including social justice, client advocacy, cultural self-awareness, and counselor growth. These educational experiences are directed to enhance the content knowledge for diverse groups.

Based on the assessments, new teaching strategies have been infused into the counseling program to reflect the content areas of the comprehensive examination administered at the end of the program. These teaching strategies reflect best practices in counselor education. Incorporated are small group instructional activities, mini-examinations, and group guidance.

Based on the assessment procedures, practical techniques have been introduced for enhancing portfolios, resumes, curriculum vitas, theoretical modality, and interviewing skills. These specific skill sets include comprehensive reviews of resumes, mock interviews, professional development seminars, and conference presentations. By integrating these skills into the program curriculum through the content knowledge of professional counseling, students will gain a clearer understanding of the role of the counselor.

Based on the assessment procedures, adjunct faculty have been provided specialized training in models of clinical supervision for school counselors. Each adjunct faculty member is specifically trained in models of clinical supervision within school environments.

II. Professional and pedagogical knowledge, skills, and dispositions

2013

The current results of these assessments continue to demonstrate appropriate measures for evaluating the knowledge, skills, and dispositions to become an effective counselor. Each assessment conveys the current pedagogical expertise of the faculty that address the learning areas of students in the MSEd, SAC, and DSC programs.

The program faculty have initiated a newly created disposition form. This disposition form addresses student competency in the area of professionalism in the field of counseling.

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Based upon initial assessment data gleaned from the results and changes in professional competencies, clinical supervision of practicum and internship students has been separated to draw distinction between the school counseling and student affairs/college college degree programs in order to facilitate a deeper situated learning experience. Student Affairs/College Counseling and School Counseling students will take separate field experience courses. School Counseling students will take EDC 601A and 602A Internship in Counseling: SC. Student Affairs/College Counseling will take EDC 601B/602B Internship in Counseling: SACC. A separate section of EDC 600 Practicum will be offered dependent upon enrollment.

2012

The results of the assessments have indicated that each evaluation addresses the knowledge, skills, and dispositions to become an effective counselor. Each assessment reflects the precise CACREP standards that are required for each MSEd, SAC, and DSC student.

Competencies within the diversity standards have been fully integrated into each part of the program curriculum. This is exemplified by the introspective reflections, roundtable discussions, and higher critical thinking not only in the course which houses this assessment, but throughout the entire program. It is the intent that these skills are used as building components to professional counseling.

2011

Overall, in this area, we feel that the results demonstrate the skills required to become an effective professional counselor. Each assessment addresses specific CACREP content areas that are necessary for each MSEd Counseling student to possess. Students acquire these content areas and can then integrate them into their counseling skill development.

We have chosen the immersion project to measure a candidate's dispositions with diverse communities. Diversity is not only a CACREP content area, but a foundational aspect to self-awareness in a counseling program. This assessment appears to be a viable way of measuring the candidate's disposition. No recommended change to using this as an assessment is being made by the faculty.

Through the use of the assessments, we are able to better evaluate professional readiness, disposition, and skills required in a professional counseling environment. All MSEd Counseling students are required to meet with their program advisor a minimum of one time per year. All MSEd Counseling students are invited to attend an orientation session once per semester to present new program changes. Focus groups have also been scheduled annually to provide an opportunity for students to express their thought, ideas and concerns to appropriate administrators in the School of Education.

The option to integrate diversity training into all courses is being discussed. Program faculty will meet over the course of the year to determine effectiveness of the integration. This change could affect the assessments in the future.

2010

At the time of the annual counseling program meeting, there were determinations that including

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a midterm examination in each and every course was not a viable option for measuring the comprehension of a counselor program. Program faculty met and determined that four of the assessments would continue to measure a subjective manner, such as a midterm or final examination, whereas the other four assessments needed to measure objective responses to understanding counseling.

Our multicultural project that was determined was the immersion project. This project allows students not only to comprehend what being a multiculturally competent counselor is about and learning theory- but also understanding what it is truly like to work with a diverse population. Students are required to immerse themselves into races, cultures, religions, sexual orientations, etc. that are unlike themselves. The point of this project is to allow students to feel the discomfort others might feel when placed in this same type of situation.

Other assessments that program faculty determined were necessary for a greater understanding of counseling included a Career Development paper, a Thesis in the research course, and research paper within the Human Growth & Development Course. All of these papers allow students to express their own experiences in gathering data, empirical research, and providing opinion on how to implement the concepts into being a professional counselor.

2009

Over the course of the year, program faculty became increasingly concerned with the results of the CPCE examination and the numbers of students needing to take, retake, and still have difficulty passing the examination. Program faculty determined that there needed to be something within the assessments that better prepared students to take the CPCE. The determination was that much of the counseling program was based in practice rather than theory. The concept of the counseling program is for students to be able to apply theory into practice however, what was revealed through the results of the assessments where that the students were unable to obtain a comprehensive understanding of theory. Program faculty determined the most effective way to meet this goal was to implement more subjective assessments throughout the counseling program, thus leading to changing all assessments to reflect midterm examinations in the eight courses that represented the eight CACREP core content areas.

2008

During the 2008 year, the program faculty were visited by the CACREP accreditation team. Several changes were requested of the program through the visit that are reflected in the modifications made within the assessments being used to measure students' comprehension of the counseling program at Monmouth University. One of the largest changes that was instituted during the academic year was the addition of using the Comprehensive Preparatory Counseling Examination (CPCE). This was an addition that all students must pass the examination in order to graduate from the program. During the first administration, only one student took the examination and passed. The program faculty determined that it would be best to add this exam as a piece of the assessments to measure effectiveness in the program.

The other change that took place during this year was the changing of assessment seven from a project to an examination. It was clearly evident by the results of the one student who took the CPCE that the assessment portion of the examination was not completely understood. This was

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evident as well by the professor of the course. The program faculty determined if students were able to have more preparation in assessment, the results of the CPCE may be a more comprehensive understanding of the section.

III. Effects on students learning and creating environments that support learning

2013

In the annual review of the program assessments, it was determined that there were several assessments that had inflated results. The faculty intend to review each assessment rubric and systematically revise them to more accurately demonstrate student learning. This review will take place over the course of the next academic year. The assessments included are one, two, three, five, six, and eight.

Based on changes to assessments two and seven, course titles will be changed to better reflect course content. EDL 541 will change from Administration of Higher Education to Leadership and Administration of Campus Environments and EDC 501 will change from Introduction to Student Affairs & College Counseling to Introduction to College Student Development & Student Affairs. This will be implemented to occur over the next academic year.

2012

SAC Assessment one was changed from intervention project to ASCA Model project. This reflects a comprehensive counseling program that would offer SAC students the opportunity to show their knowledge of the domains of personal/social, academic, and career, which are part of the ASCA National Model counseling program.

SAC Assessment two was changed from clinical practice approach to Bullying Unit. The necessity of this change was a requirement after the State of New Jersey changed to the Anti-Bullying Law. This assessment envelops the understanding of all aspects of the HIB and school climate change.

SAC Assessment three was changed from Alcohol/Drug case study to School Counselor/SAC interview. The interview will reflect their knowledge of their professional school counselor/SAC's role in the school and their consultative partnerships with other school personnel.

DSC Assessment two changed from final exam to Contract & Supervisory Agreement. The understanding of an agreement in supervision is a foundational component to the working alliance. There is a standard for expectations in clinical supervision that must be outlined at the onset of the relationship to ensure accountability on the side of the supervisor and supervisee.

DSC Assessment five was eliminated because the course no longer has an assessment (ELCC).

2011

Assessment one will be changed from a midterm examination to a final examination. The faculty believes this is necessary because it will allow for additional instruction in ethical laws and practices in professional counseling. Due to the enormity of the topic, extended process of the

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material is essential to gain complete comprehension. This process allows for increased student learning and conceptualization.

An analysis of assessment four demonstrates an increased need for comprehension of counseling theory in group. There is a solid conceptualization of group methods as evidenced by clinical demonstrations of skills in class however; academic subjective assessments reveal a below average comprehension of the topic. Program faculty will implement repetition of group theory throughout the course.

An analysis of assessment seven demonstrates an increased need for comprehension of general statistics, statistics applied to assessments, and understanding the psychometric properties of assessments. While all of this information is clearly covered within the class, academic subjective assessments reveal a below average comprehension of the topic. Faculty will focus on the application of such topics to the practice of counseling and focus on broad conceptual understanding of assessment.

An analysis of assessment eight demonstrates a significant need for understanding specific, counseling theory and guidelines for implementation at the appropriate, educational level, K-12;College/University. Program faculty will emphasize more instructional time on counseling theories and the conceptualization of interventions specific to each one.

2010

After careful program review and analysis, program faculty asserts that a combination of examinations, projects, and experiential activities can provide an accurate depiction of mastery in basic counseling skills and professional knowledge. Therefore, a four of the assessments have changed from midterm examinations to projects within the field that allow for a comprehensive counselor training. Assessments two, three, five, and six changed from a midterm examination to another appropriate project.

In assessment two, which takes place in the Human Growth & Development course, the faculty reviewed the concept that growth and development must be obtained throughout the course of the master's program in counseling and therefore a research paper on the topic made the project a more in-depth understanding of the topic.

In assessment three, which occurs in the Multicultural Counseling course, with meticulous review, a multicultural immersion project was established to target a students' in depth perspective on race, culture, lifestyle and how it correlates to multicultural counseling competency.

In assessment five, the decision to add the Career Development Paper was a result of students needing to really comprehend the career development theories presented through the course of the program. An understanding of how the students connect their own career development with theory is essential in their preparation as they move into become professional counselors.

In assessment number six, which occurs in Research Methods course, the concept of whether research is understood through subjective tests was not a complete accuracy of whether students

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understand the concept of research. Including a paper seems like a more appropriate means for assessing the understanding of research in counseling.

2009

Based on a thorough investigation by program faculty, the current assessments were removed as they did not accurately reflect mastery of content knowledge in the core areas of professional counseling. The curricular modification included comprehensive midterm examinations at the major benchmark points in the counseling program. These benchmarks include each of the CACREP core area courses: Professional Identity, Human Growth & Development, Group Counseling, Multicultural Counseling, Theories of Counseling, Assessment, Research in Counseling, and Legal & Ethical Issues in Counseling. These changes were also implemented because of the Counseling programs receipt of CACREP accreditation early in the year.

Through this change process assessment one, two, three, four, five, and six were changed. Assessment seven and assessment eight changed assessment numbers, but remained midterm examinations. Essentially all assessments were changed.

Assessment one, was previously assessment eight. The assessment remained the same as a mid-term examination in the Legal & Ethical Counseling course. Similarly, assessment three, which was previously assessment seven remained the same- a mid-term examination in the Appraisal and Assessment Course.

Assessment two became a midterm examination in the Human Growth & Development Course; assessment four became a midterm examination in the Counseling Theories Course, assessment five became a midterm examination in the Multicultural Counseling Course, assessment six became a midterm examination in the Group Counseling Course, assessment seven became a midterm examination in the Career Counseling Course, and assessment eight became a midterm examination in the Educational Research Course.

After program review, program faculty asserts a combination of evaluative techniques that identify a breadth of understanding and insight into counseling theory translated into interventions. All of the assessments were changed to midterm examinations due to the student outcomes on the CPCE from the previous year. This modification can better reflect mastery of content knowledge in the eight CACREP core areas.

2008

In assessment six, which previously took place in the Ethics Course, program faculty changed this assessment to encompass the Comprehensive Preparatory Counselors' Examination (CPCE) to accurately identify whether the eight core CACREP areas were being met by all students within the program. Although removing the assessment on Ethics, using the CPCE would allow program faculty to determine that all eight areas were being met which include: Professional Identity, Legal/Ethical Issues, Counseling Theory, Assessment, Human Growth & Development, Group Counseling, Multicultural Counseling, and Research.

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Assessment seven, which was previously an Appraisal and Assessment Project was removed and changed to a midterm examination in the Assessment Course. The program faculty determined that a comprehensive examination on appraisal and assessment procedures can enhance a students' content knowledge on psychological assessment techniques. Prior to this point, the full meaning of assessment and appraisal was not being understood by students.

Conclusion

2013

Preliminary discussions of the modification of the grading rubrics have begun. The faculty will continue to analyze each core rubric and their respective competencies. This process will take place with careful collaboration and consultation among faculty and administration. Initial results will be examined after their initial implementation.

2012

Initial results have been collected in the SAC and DSC program, but we are still in the preliminary stages of implementations of new assessments and collection of data. The faculty will continue to examine the effectiveness of the new assessments over the next academic year. Concurrently, assessments for the MSEd programs continue to demonstrate effectiveness conveyed through student knowledge, competency, and disposition.

2011

After careful examination of results from the eight assessments, there is a consensus that the curriculum development within the program has demonstrated effective results. These results are conveyed through student's counseling competency in the various stages of their development. In addition, there is continued analysis in the program curriculum in order to better convey the core components of professional counseling.

2010

As the program faculty analyze the current eight assessments, there is a sense of accomplishment in establishing assessments that truly encompass the students' comprehensive knowledge which include counseling theory and practice. The program faculty are encouraged by preliminary results of the assessments which have demonstrated the students true understanding of counseling and their role in the profession.

2009

Looking back at the past year, the program received CACREP accreditation which has resulted in a number of changes throughout the program which have been discussed in detail in this document. The change of all assessments to midterm examinations will bring about subjective change for students within the program as they move through the program.

2008

Looking back over the past year and the data which is presented here in the document, the program has made some minor changes to the assessments in order to assess some subjective testing of students. Prior to this point, students were all assessed in an objective manner making

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it difficult to understand their subjective knowledge. With the addition of the CPCE, student counselors-in-training will have a more preparatory program with the newly added assessments.