

CMU Assessment Plan Template

Program Professional Counseling

Assessment Coordinator Wendy A. Folger

Department(s) or Interdisciplinary Council Responsible for the Program _____

Five-Year Implementation Dates (2003-2004 to 2007-2008)

1. Student Learning Outcomes for the program. List the Student Learning Outcomes in each of the domains that apply to the program.

Through the program, the student will demonstrate competence in the following outcomes:

Outcome One: Graduates will have a working knowledge of Human Growth and Development as it applies to the counseling profession.

Objectives:

- a. theories of individual development, theories of family development, theories of learning and theories of personality development;
- b. environmental factors as they affect both normal and abnormal behavior;
- c. transitions across the life span, strategies for facilitating development over the life span; and
- d. developmental crises, human disability, human addictive behavior, and psychopathology.

Outcome Two: Graduates will have a working knowledge of social and cultural foundations as they apply to the counseling profession.

Objectives:

- a. multicultural and pluralistic trends, characteristics and concerns of diverse groups;
- b. attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender socioeconomic status, and intellectual ability;
- c. individual strategies with diverse populations, family strategies with diverse populations, and group strategies with diverse populations; and
- d. social and cultural ethical considerations.

Outcome Three: Graduates will have a working knowledge of helping relationships.

Objectives:

- a. counseling and consultation theories including individual and systems perspectives as well as coverage of relevant research and factors considered in applications;

- b. basic interviewing, basic assessment, basic counseling skills;
- c. counselor characteristics and behaviors that influence helping processes including age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, orientations, and skills;
- d. consultant characteristics and behaviors that influence helping processes including age, gender ethnic differences, verbal and nonverbal behaviors, personal characteristics, orientations, and skills;
- e. client characteristics and behaviors that influence the helping processes;
- f. consultee characteristics and behaviors that influence the helping processes; and
- g. ethical considerations in helping relationships.

Outcome Four: Graduates will have a working knowledge of group work as it applies to the counseling profession.

Objectives:

- a. principles of group dynamics, group process components, developmental stage theories;
- b. group members' roles and behaviors, group leadership styles, characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods; and
- e. approaches used for other types of group work including task groups, prevention groups, support groups, and therapy groups.

Outcome Five: Graduates will have a working knowledge of career and lifestyle development as it applies to the counseling profession.

Objectives:

- a. career development theories and decision-making models;
- b. career, avocational, educational and labor market information resources, visual and print media, and computer-based career information systems;
- c. career development program planning, organization, implementation, administration and evaluation;
- d. interrelationships among work, family and other life roles and factors including multicultural and gender issues as related to career development;
- e. career and educational placement, follow-up and evaluation;
- f. assessment instrument and techniques relevant to career planning and decision-making;

- g. computer based career development applications and strategies, including computer-assisted career guidance systems; and
- h. career counseling processes, techniques and resources including those applicable to specific populations.

Outcome Six: Graduates will have a working knowledge of appraisal as it applies to the counseling profession.

Objectives:

- a. theoretical and historical bases for assessment techniques;
- b. validity and reliability;
- c. appraisal methods including environmental assessment, performance assessment, individual and group test methods, behavioral observations and computer managed and computer assisted methods;
- d. assessment of special populations;
- e. selecting, administering, interpreting and using instruments; and
- f. ethical considerations in appraisal.

Outcome Seven: Graduates will develop skills in research design and methodology.

Objectives:

- a. research methods,
- b. descriptive and inferential data analysis,
- c. skills in understanding acceptable testing and evaluation standards.
- d. critiquing professional research literature
- e. writing a professional manuscript, a research proposal and a master's degree paper

2. Curriculum Alignment of Student Learning Outcomes. Where is the information introduced, emphasized, and/or reinforced in the courses required in the program? Use the format below to list the program Outcomes and the Core Courses. Fill in each cell with either an 'I' where the outcome is *introduced*, an 'E' where the outcome is *emphasized*, and/or an 'R' where the information is *reinforced*.

| Program Student Learning Outcomes | Core Courses | | | | |
|-----------------------------------|--------------|---------|---------|---------|---------|
| | CED 503 | CED 677 | CED 610 | CED 650 | CED 690 |
| Outcome One | I | I, E, R | | | R |

| | | | | | |
|---------------|------|---------|---------|---------|-----|
| Outcome Two | I, R | I, E, R | R | R | R |
| Outcome Three | | | | | E,R |
| Outcome Four | | | | I, E, R | |
| Outcome Five | | | I, E, R | | R |

| | | | | | |
|-------------|--|--|---|--|---|
| Outcome Six | | | R | | R |
|-------------|--|--|---|--|---|

Core Courses →

| | | | | | |
|-------------------------------------|---------|---------|---------|---------|---------|
| Program Student Learning Outcomes ↓ | CED 515 | CED 691 | CED 765 | CED 640 | CED 660 |
| Outcome One | | R | | R | R |
| Outcome Two | | R | R | R | R |
| Outcome Three | | E, R | I, E, R | | I, E, R |
| Outcome Four | I, E, R | R | | | |
| Outcome Five | | | | R | |
| Outcome Six | | | | I, E, R | |

| | | | |
|-------------------------------------|---------|------------------|---------|
| Program Student Learning Outcomes ↓ | CED 630 | Plan A or Plan B | CED 695 |
|-------------------------------------|---------|------------------|---------|

| | | | |
|---------------|---------|---|---------|
| Outcome One | | | |
| Outcome Two | R | | |
| Outcome Three | I, E, R | | |
| Outcome Four | | | |
| Outcome Seven | | R | I, E, R |

3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan. What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during each of the 5 years? How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

| Outcomes to be Assessed each Year | Instruments to be used each Year | Expected Measures from the Instruments | Academic Year |
|-----------------------------------|--|--|---------------|
| All | Comprehensive Exams, survey of employers | Scores | 2003-2004 |
| All | Comprehensive Exams | Scores | 2004-2005 |
| All | Comprehensive Exams | Scores | 2005-2006 |
| All | Comprehensive Exams | Scores | 2006-2007 |
| All | Comprehensive Exams, survey of graduates | Scores | 2007-2008 |

Other Program Assessments – Students are assessed throughout the program as shown on the chart on the following page.

| Transition Point | When to Assess | What to Assess | Assessment Tool | Data Source |
|-------------------------|-----------------------------------|--|--|---|
| Conditional Admission | Application submitted | Undergraduate GPA MAT score Written expression Overall qualifications | Transcripts Miller Analogies Test Statement of goals Composite score | Application Psychological Corporation Application item 26 GPA x 10 + MAT (CED) |
| Regular Admission | After 10 credits of CED courses | Coursework completed, course grades Overall suitability for field | Application for Regular Admission Regular Admission Student Assessment Form, CED Technical Standards for Admission and Continuation | Student submitted application Faculty reviews |
| Admission to Practicum | Receive application for practicum | Prerequisites: CED 677, B or better in CED 660 4 sessions of client experience | Transcript Human Development Clinic records | CMU Registrar's Office CED Human Development Clinic |

| | | | | |
|-------------------------|------------------------------------|--|---|----------------------------------|
| Admission to Internship | Successful completion of practicum | B or better in CED 690 | Transcript | CMU Registrar's Office |
| Completion of Degree | Final semester | Acquired knowledge of field | CED comprehensive exam | CSE Department |
| Endorsement/License | Graduation | Satisfactory completion of state endorsement or licensure requirements | Michigan Test for Teacher Certification, Guidance Counselor | Michigan Department of Education |

4. Dissemination of Information over the 5 year period of this Plan. When, where, and how will results be disseminated to stakeholders in each of the 5 years?

| Expected Measures from the Instruments | Affected Stakeholders | Dates and locations for dissemination of results |
|--|---------------------------------|--|
| % passing, scores, and survey results | Faculty and individual students | Results of both measures are shared with all faculty at the first meeting following each administration of both. Individual students receive written report of their scores following their taking of the measure. Survey results are shared with all faculty at a scheduled meeting where implications are also discussed and plans initiated for any program changes deemed desirable in light of results. |

Date sent to the Assessment Council November 10, 2003

Date reviewed by the Assessment Council _____

Approval Date _____