

CMU Assessment Plan Template

Program School 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: (from MTTC test)

Outcome One: Human Development and Learning

- A. Understand human development from early childhood to adulthood.
- B. Understand ways in which developmental stages and external factors affect educational counseling and assessment
- C. Understand characteristics of students with special educational needs.
- D. Understand principles of learning and motivation.
- E. Understand principles of and methods for promoting cognitive development.
- F. Understand principles of and methods for promoting social and personal development.

Outcome Two: Assessment and evaluation

- A. Understand principles and characteristics of quantitative educational measurement, evaluation, and assessment methods.
- B. Understand principles and characteristics of qualitative educational measurement, evaluation, and assessment methods.
- C. Understand how to manage, administer, and interpret a variety of educational assessment programs and instruments.
- D. Understand how to manage, administer, and interpret a variety of educational assessment programs and instruments.
- E. Understand how to use assessment and evaluation information and data to plan educational programs and school improvement.

Outcome Three: Counseling and Group Guidance

- A. Understand principles and techniques of individual counseling.
- B. Apply knowledge of group counseling principles and procedures.
- C. Apply knowledge of group guidance principles and procedures.
- D. Understand referral procedures.
- E. Understand intervention procedures.

- F. Understand the needs of students with special concerns (e.g., at-risk students, students with personal or family problems.)
- G. Understand issues related to the needs of students from all cultural backgrounds.

Outcome Four: Educational and Career Planning

- A. Apply procedures for determining educational placement in relation to career goals.
- B. Apply knowledge of approaches for and theories of career development and occupational choice.
- C. Understand career development and information programs.
- D. Understand career assessment and career decision-making procedures.
- E. Understand postsecondary educational planning.

Outcome Five: Guidance Programs and Professional Knowledge

- A. Apply procedures for determining and reporting comprehensive guidance and counseling program needs. Priorities, and objectives.
- B. Apply knowledge of professional responsibilities, standards, and issues related to school counselors.
- C. Understand the structure and functions of the Michigan Comprehensive Guidance and Counseling Program.
- D. Apply consultation, collaboration, and coordination procedures.
- E. Understand principles and procedures for establishing and maintaining effective school-home relationships.
- F. Apply knowledge of legal and ethical issues related to the rights and responsibilities of students, parents and guardians, and school personnel.

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 504	CED 515	CED 611	CED 630	CED 640
Outcome One					
Outcome Two					I, E, R
Outcome Three		I			
Outcome Four	I		I, E, R		E, R
Outcome Five	I, E, R				

I = Introduced E = Emphasized R = Reinforced

Program Student Learning Outcomes	Core Courses				
	CED 650	CED 660	CED 677	CED 690	CED 691
Outcome One			I, E	R	R
Outcome Two					R
Outcome Three	I, E, R	I, E, R		E, R	R
Outcome Five					R

	Core Courses			→	
Program Student Learning Outcomes ↓	CED 765	CED 695	CED 651	Plan A or Plan B	
Outcome One			R		
Outcome Two		I, E, R		E, R	
Outcome Three			R		
Outcome Four					
Outcome Five	I, E, R				

I = Introduced E = Emphasized R = Reinforced

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	MTTC, Comprehensive Exams, survey of employers	% passing, descriptive survey data	2003-2004
All	MTTC, Comprehensive Exams	% passing	2004-2005
All	MTTC, Comprehensive Exams	% passing	2005-2006
All	MTTC, Comprehensive Exams	% passing	2006-2007
All	MTTC, Comprehensive Exams, survey of graduates	% passing, descriptive survey data	2007-2008

Other Program Assessments

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 _____