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Cover Sheet for Assessment Plans

BY:

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master’s and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Counseling and Educational Psychology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Counseling and Student Development: Ed.D. in School Counseling

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

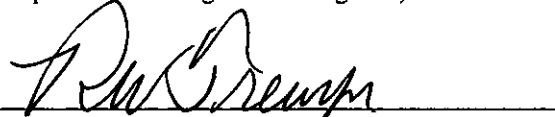
<input checked="" type="checkbox"/>	Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement:
		<u>10/25/04</u>


Department Head's Signature

10/28/04
Date

College Dean's Signature
(Required for Undergraduate Programs)

Date


Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

3/23/05
Date

Student Learning Outcomes
Ed.D. in Counseling and Student Development:
Specialization in School Counseling

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BY:

Educational Foundations

1. Students will comprehend the psychological foundations of professional education practice. (Knowledge)

Internship

2. Students will comprehend ethical and legal issues in school counseling. (Attitudes and Professional Conduct)

Research

3. Students will be able to evaluate quantitative and qualitative research methods. (Skill)

Content

4. Students will be able to apply theory pertaining to the principles and practice of counseling. (Knowledge)
5. Students will be able to apply the theory and practice of counselor supervision. (Knowledge)
6. Students will be able to apply instructional theory and methods relevant to counselor education. (Knowledge)
7. Students will be able to evaluate quantitative and qualitative research methods. (Skills)
8. Students will be able to apply models and methods of appraisal. (Skills)
9. Students comprehend ethical and legal issues in counselor education and supervision. (Attitudes and Professional Conduct)
10. Students comprehend the implications of sociocultural, demographic, and lifestyle diversity relevant to counselor education and supervision (Attitudes and Professional Conduct)

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**Ed.D. in Counseling and Student Development
Specialization: School Counseling
Assessment of Student Learning Plan
Kansas State University**

BY:.....

Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Education
Department: Counseling and Educational Psychology
Date: September 21, 2004

B. Contact Person(s) for the Assessment Plans

Dr. Fred Bradley, Professor
Dr. Ken Hughey, Professor

C. Degree Program

Ed.D. in Counseling and Student Development

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

Of the 10 learning outcomes prescribed by our accrediting agency, our department will focus on the following learning outcomes in our three-year assessment plan.

1. Students will comprehend the psychological foundations of professional education practice.
2. Students will be able to evaluate quantitative and qualitative research methods.
3. Students will comprehend ethical and legal issues in school counseling.

Special rationale for selecting these learning outcomes (optional):

Each one addresses a different University-wide SLO.

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Students will comprehend the psychological foundations of professional education practice.	X			
2. Students will be able to evaluate quantitative and qualitative research methods		X		
3. Students will comprehend ethical and legal issues in school counseling.	X		X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not sure	
Students will comprehend the psychological foundations of professional education practice.	1. Objective and written exams			1. Students enrolled in EDCEP 912
Students will be able to evaluate quantitative and qualitative research methods	1. Objective tests and written projects			Students in EDCEP 816, 817
Students will comprehend ethical and legal issues in school counseling.		1. Written evaluation by supervisor 2. Clinical assessment of ethical practices with school age populations		1. Students enrolled in EDCEP 977 2. EDCEP 987, 991

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
Students will comprehend the psychological foundations of professional education practice.	EDCEP 912	EDCEP 912	EDCEP 912	3-year baseline data created after spring 2007 semester
Students will be able to evaluate quantitative and qualitative research methods	EDCEP 816 EDCEP 817	EDCEP 816 EDCEP 817	EDCEP 816 EDCEP 817	3-year baseline data created after spring 2007 semester
Students will comprehend ethical and legal issues in school counseling.	EDCEP 977 EDCEP 987 EDCEP 991	EDCEP 977 EDCEP 987 EDCEP 991	EDCEP 977 EDCEP 987 EDCEP 991	3-year baseline data created after spring 2007 semester

4. What is the unit's process for using assessment results to improve student learning?

Learning Outcomes	Improvement plan
Students will comprehend the psychological foundations of professional education practice.	Students' performance will be compiled over a three-year period. Faculty will discuss any needed changes in curriculum if weaknesses are discovered. Future assessments will be compared to the 3-year baseline to monitor improvement and stability in students' performance.
Students will be able to evaluate quantitative and qualitative research methods	Students' performance will be compiled over a three-year period. Faculty will discuss any needed changes in curriculum if weaknesses are discovered. Future assessments will be compared to the 3-year baseline to monitor improvement and stability in students' performance.
Students will comprehend ethical and legal issues in school counseling.	Students' performance will be compiled over a three-year period. Faculty will discuss any needed changes in curriculum if weaknesses are discovered. Future assessments will be compared to the 3-year baseline to monitor improvement and stability in students' performance.

Department: Education: Department of counseling and educational psychology **Evaluative Rubric for Degree Program Assessment Plans**

Degree Program Title: Ed.D. in counseling and student development (including an emphasis in school counseling)

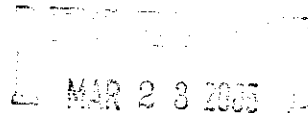
Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: March 21, 2005

Decision (check one):

Revision Needed (*see first feedback section below*)

Assessment Plan Approved



BY:.....

Feedback on immediate actions that are needed before approval:

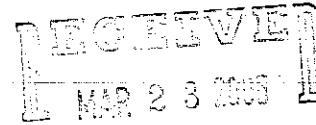
The Graduate College Assessment Review Committee has reviewed the assessment plan submitted for your program. The reviewers of the plan found only a few areas that require clarification or additional information for improvement. These areas are noted on the attached assessment rubrics, and are highlighted as scores of 2 or 1 on the rubric. The benchmark scores for each area of evaluation are 4s or 3s. I've highlighted those areas that elements scored below 3. In some cases, the reviewers' evaluations differed, and this probably reflects assessment areas that simply require minor edits or some clarification. In some cases, the edits may be minor enough that a faculty vote of the changes may not be required to resubmit the documents.

The revised assessment plan should be resubmitted to the Graduate School no later than May 4, 2005 (sooner would be fine). The Graduate CARC will re-evaluate the plan, and hopefully be able to forward it to the Provost with a recommendation for approval.

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score For Each Element
<i>Student learning outcomes</i>	At least two SLO's are clearly stated using the proper format.	At least two SLO's are stated but with some lack of clarity.	SLO's are stated but unclear regarding one or more critical aspects.	SLO's are not stated in an acceptable format.	4
<i>Assessment method for each outcome</i>	Multiple assessment measures are identified for each outcome.	At least one assessment measure is identified for each outcome.	Assessment measures are identified for some outcomes.	Assessment methods are not identified or inadequately described.	3
<i>One-half or more of the methods are direct measures</i>	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	4
<i>Groups to be included</i>	Groups are clearly identified.			Groups are not identified.	4
<i>Timeline for assessment implementation for next three years</i>	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	2
<i>Process for data presentation and discussion</i>	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	3
<i>Process for implementing revisions based on assessment results</i>	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	2

Department: Counseling & Educational Psychology Evaluative Rubric for Degree Program Assessment Plans
Degree Program Title: Ed. D. School Counseling



Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _____

Decision (check one):

- Revision Needed (see first feedback section below)
 Assessment Plan Approved

BY: _____

Feedback on immediate actions that are needed before approval:

Goals for each of initial 3 year period appear the same. Do you expect to collect data for 3 years before discussing how to use data to improve student learning? Can you provide a better timeline in which the process grows & builds on itself each year?

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

How does department expect to implement change after discussion of data? What are criteria for measuring success of measurements?

Department: Counseling & Ed. Psych

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: Ed.D. in School Counseling
Counseling & Student Dev.

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score For Each Element
<i>Student learning outcomes</i>	At least two SLO's are clearly stated using the proper format.	At least two SLO's are stated but with some lack of clarity.	SLO's are stated but unclear regarding one or more critical aspects.	SLO's are not stated in an acceptable format.	4
<i>Assessment method for each outcome</i>	Multiple assessment measures are identified for each outcome.	At least one assessment measure is identified for each outcome.	Assessment measures are identified for some outcomes.	Assessment methods are not identified or inadequately described.	4
<i>One-half or more of the methods are direct measures</i>	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	4
<i>Groups to be included</i>	Groups are clearly identified.			Groups are not identified.	4
<i>Timeline for assessment implementation for next three years</i>	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	2
<i>Process for data presentation and discussion</i>	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	3
<i>Process for implementing revisions based on assessment results</i>	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	2

Department: _____

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: _____

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _____

Decision (check one):

- Revision Needed (*see first feedback section below*)
 Assessment Plan Approved

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BY:.....

Feedback on immediate actions that are needed before approval:

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

what is being done during each year of the time table -
when are instruments & rubrics developed?
what are criteria for decisions that improve work
need to be made, & what improvements
need to be made?

Cover Sheet for Assessment Plans

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Department / Unit: Counseling and Educational Psychology

Title and Level of Academic Program: Counseling and Student Development, Ed.D.

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

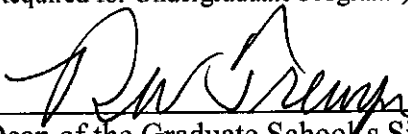
<input checked="" type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: <u>8/22/05</u>
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Department Head's Signature

8/22/05
Date

College Dean's Signature
(Required for Undergraduate Programs)

Date


Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

8/29/05
Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

Department: _Counseling and Educational Psychology

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: _Edd Counseling and Student Development

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _8-16-2005_____

Decision (check one):

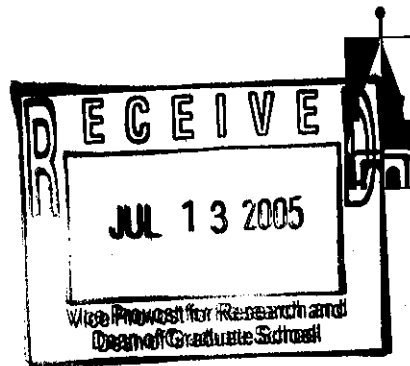
Revision Needed (*see first feedback section below*)

Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Recommendations of the committee appear to have been adequately addressed—thank you

Recommendations and feedback for the future (e.g., reporting assessment activities and results):



KSTATE

Kansas State University

**Counseling and
Educational Psychology**

College of Education
369 Bluemont Hall
1100 Mid-Campus Drive
Manhattan, KS 66506-5312
785-532-5541
Fax: 785-532-7304

July 11, 2005

Ron W. Trewyn
Vice Provost of Research and Dean of Graduate School
Graduate School
103 Fairchild Hall
CAMPUS

Dear Dr. Trewyn:

Please find the attached revised assessment plan for the Ed.D. in Counseling and Student Development. Although you stated in a previous letter that the plan for the M.S. in Counseling and Student and Development needed some revisions, I learned from Dr. Shanklin that it was actually the Ed.D.

I hope the changes we have made meet with the Graduate College Assessment Review Committee's approval.

Sincerely,

Steve Benton, Ph.D.
Professor and Chair

cc: Carol Shanklin

**Ed.D. in Counseling and Student Development
Specialization: School Counseling
Assessment of Student Learning Plan
Kansas State University**

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Education
Department: Counseling and Educational Psychology
Date: September 21, 2004
Revised: July 7, 2005

B. Contact Person(s) for the Assessment Plans

Dr. Fred Bradley, Professor
Dr. Ken Hughey, Professor

C. Degree Program

Ed.D. in Counseling and Student Development

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

Of the 10 learning outcomes prescribed by our accrediting agency, our department will focus on the following learning outcomes in our three-year assessment plan.

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1. Students will comprehend the psychological foundations of professional education practice.	X			
2. Students will be able to evaluate quantitative and qualitative research methods		X		
3. Students will comprehend ethical and legal issues in school counseling.			X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Learning Outcomes	Measures			Who will be assessed?
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Students will comprehend the psychological foundations of professional education practice.	1. Objective and written exams			1. Students enrolled in EDCEP 912
Students will be able to evaluate quantitative and qualitative research methods	1. Objective tests and written projects	1. Research-related activities		Students in EDCEP 816, 817
Students will comprehend ethical and legal issues in school counseling.		1. Written evaluation by supervisor 2. Clinical assessment of ethical practices with school age populations		1. Students enrolled in EDCEP 977 2. EDCEP 987, 991

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
Students will comprehend the psychological foundations of professional education practice.	EDCEP 912	EDCEP 912	EDCEP 912	2-year baseline data created after spring 2006 semester ¹ ; 3 rd year, assess prelim results and review class performance
Students will be able to evaluate quantitative and qualitative research methods	EDCEP 816 EDCEP 817	EDCEP 816 EDCEP 817	EDCEP 816 EDCEP 817	2-year baseline data created after spring 2006 semester; 3 rd year, assess prelim results and class performance; review research-related activities
Students will comprehend ethical and legal issues in school counseling.	EDCEP 977 EDCEP 987 EDCEP 991	EDCEP 977 EDCEP 987 EDCEP 991	EDCEP 977 EDCEP 987 EDCEP 991	2-year baseline data created after spring 2006 semester; 3 rd year, assess prelim results and competency level in practicum and internship

¹Enrollment in this program is very low, perhaps one or two students per year. Therefore, at least two years are needed for baseline.

4. What is the unit's process for using assessment results to improve student learning?

Learning Outcomes	Improvement plan
<p>Students will comprehend the psychological foundations of professional education practice.</p>	<p>Students' performance will be assessed and compiled over a two-year period. Future assessments will be compared to the 2-year baseline to monitor improvement and stability in students' performance. At the end of the second year, faculty will assess how students performed on the preliminary exam section that assesses this learning outcome. In addition, faculty will review class assessments to determine students' competency level. Based on the results of these assessments, faculty will determine needed changes in curriculum.</p>
<p>Students will be able to evaluate quantitative and qualitative research methods</p>	<p>Students' performance will be compiled over a two-year period. Future assessments will be compared to the 2-year baseline to monitor improvement and stability in students' performance. At the end of the second year, faculty will assess how students performed on the preliminary exam section that assesses this learning outcome. In addition, students' competency will be assessed based on their performance on research activities (e.g., proposal, dissertation). Based on the assessment data for this outcome, faculty will determine and make needed revisions in the curriculum.</p>
<p>Students will comprehend ethical and legal issues in school counseling.</p>	<p>Students' performance will be compiled over a two-year period. Future assessments will be compared to the 2-year baseline to monitor improvement and stability in students' performance. At the end of the second year, faculty will assess how students performed on the preliminary exam section that assesses this learning outcome. In addition, faculty will compile and review evaluative data from students' professional experiences in the program (i.e., practicum, internship) and the related course. Feedback will be obtained for the on-site supervisor for the field-based experiences. Based on a review of the evaluative data, faculty will determine and make changes needed in the curriculum.</p>