M.A.E. in School Counseling and Guidance
Academic Assessment Plan
2012-13

College of Education
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Office of the Provost

University of Florida

Institutional Assessment

Continuous Quality Enhancement

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Table of Contents

Academic Assessment Plan for M.A.E. in School Counseling and Guidance
College of Education

A. Mission

The mission of the Counseling and Counselor Education entry-level program (M.Ed., MAE, & Ed.S.) in School Counseling and Guidance is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about counseling, learning, and human behavior, and to conceptualize and organize a school-based developmental guidance and counseling program and with respect to diverse groups; and to collaborate with others to solve critical educational and human problems in a diverse global community. This mission aligns with the College of Education mission as well as the overall land grant, sea-grant, and space-grant mission of the University of Florida.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Candidates will identify, explain, and defend professional knowledge to address a wide variety of circumstances within the school counseling field.	Candidates will successfully meet all EAS indicators, pass the Florida DOE state certification exams (written) and an oral exit interview	Campus
Skills	Candidates demonstrate proficiency in school counseling skills by demonstrating the ability to apply and adhere to ethical and legal standards in school counseling and the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	The Individual Supervisor End-of-Semester Report Form (ISESR) is completed for each candidate by the following: individual faculty members, adjunct teaching the content of practicum and internship, field supervisors at practicum and internship sites, and supervisor of group and individual supervision. Candidates must score 4 points or higher in each required area of the 10 areas stated in the ISESR in order to meet the standard requirement.	Campus
Professional Behavior	Candidates will demonstrate professional behavior in school counseling by engaging in: (a) professional organizations, including	At the end of each academic year, both students and faculty complete an Annual Evaluation of Student Performance and Progress form. Candidates will also	Campus

membership benefits, activities, services to members, and current issues; (b) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (c) ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	document membership in professional organizations (e.g., American Counseling Association, American School Counseling Association, Florida School Counseling Association) as part of the annual review process.	

C. Research

The entry-level degree program in School Counseling and Guidance is a degree program for counseling practitioners. Students in the School Counseling program are expected to become effective consumers of school counseling-related research. Hence, they are expected to be familiar with research methods and data-driven decision making used in the school counseling field and to understand how to apply such methods in assessing the caliber of published research in the field.

D. Assessment Timeline

Program: M.A.E. in School Counseling and Guidance   College: Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
#1	Educator Assessment System Tasks (throughout program and by program completion)	Florida Teacher Certification Examination (by program completion)	Oral Exit Interview (final semester in program)
Skills			
#2	Individual Supervisors' End of Term Report (internship semester)		
Professional Behavior			
#3	Professional Association Membership (as determined by Faculty Annual Evaluation of Student Performance)		

E. Assessment Cycle

Program: M.A.E. in School Counseling and Guidance   College: Education
Analysis and Interpretation: By September 30
Program Modifications: Completed by September 30
Dissemination: Completed by end of spring term

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1	√	√	√	√	√	√
Skills						
#2	√	√	√	√	√	√
Professional Behavior						
#3	√	√	√	√	√	√

F. Measurement Tools

1. <u>Educator Assessment System</u>: UF COE's online reporting system to track candidate progress in meeting Florida Department of Education's continued program approval standards (competencies leading to certification eligibility).

2. <u>Florida Department of Education Teacher Certification Examinations</u>: School Counseling and Guidance candidates take the Professional Knowledge, General Knowledge, and Subject Area exams.

3. <u>Annual Evaluation of Student Progress</u>: At least once annually (usually in the spring semester), both students and faculty complete an annual review of progress form (see Appendix 1). This annual assessment asks students and the faculty who have worked with them to evaluate their progress for the year and in the program. Knowledge, skills, and professional behaviors are included.

4. <u>Supervisor's End of Term Report</u>: Students enrolled in practicum and internship are continuously evaluated by supervisors who are onsite and/or at the university. The assessment form filled out by the students' supervisors at the end of the term is considered a summative evaluation of their knowledge, skills, and professional performance throughout their practical experience.

5. <u>Exit Interview</u>: A capstone experience in which the student demonstrates that they have obtained present levels of professional competence before they face the demands of post-graduate supervised practice.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Sondra Smith-Adcock	School of Human Development and Organizational Studies	ssmith@coe.ufl.edu	273-4328
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Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1. Faculty Annual Evaluation of Student Performance and Progress

Student_____   Semester/Year_____

Student's Advisor_____Reviewer_____

Directions: The ratings provided on this form are intended to guide the student and the Counselor Education Program in evaluating academic performance. Evaluations should be based on performance during the past academic year. For each item, check the box under the number that best describes the student's performance using the following scale:

1-Unsatisfactory   3-Satisfactory   N/O-Not Observed

2-Needs Improvement   4-Outstanding

Academic Performance	1	2	3	4	N/O
1. Performance during course(s)					
2. Mastery of material					
3. Effort					
4. Commitment to excellence					
5. Writing skills					
6. Oral communication skills					
7. Research skills					
8. Knowledge of professional literature					
9. Openness to feedback					
10. Meets deadlines					
11. Comparison to course peers					
12. Overall rating					

Please comment on the student's overall performance and elaborate on any items that rated 1 or 2 so that we may have a more complete understanding of any areas of weakness.

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Component	Criterion	Rating			Comments
		Met	**Partially Met**	**Not Met**	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				