

2016-2017 Assessment Cycle EDUC_Counselor Education MS

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the college to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the college strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

Program Mission: It is the mission of the Department of Counselor Education at the University of Louisiana at Lafayette, working together in partnerships with schools, community agencies, and university colleagues, to develop Counselors in the areas of personal growth, academic excellence, and professional competence. Through an experiential, contextual, and systemic curriculum and by integrating theory, research, practice, and professional involvement, it

is the aim of the faculty to promote scholarly inquiry, respect for diversity, a strong professional identity, and ethical practice among the next generations of Counselors."

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	<p>Students in all concentrations will demonstrate content mastery of topics related to ethics and professional issues, specifically as follows:</p> <ul style="list-style-type: none"> a. history and philosophy of the counseling profession b. professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications c. counselors'™ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster d. counseling supervision models, practices, and processes, professional organizations, including membership benefits, activities, services to members and current issues e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues f. the role and process of the professional counselor advocating on behalf of the profession g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients h. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling. 								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1" data-bbox="516 1478 1375 1887"> <thead> <tr> <th data-bbox="516 1478 711 1549">Assessment Measure</th> <th data-bbox="711 1478 1192 1549">Criterion</th> <th data-bbox="1192 1478 1375 1549">Attachments</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 1549 711 1887">Direct - Standardized Test</td> <td data-bbox="711 1549 1192 1887">All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to ethics and professional issues in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum.</td> <td data-bbox="1192 1549 1375 1887"></td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to ethics and professional issues in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum.	
Assessment Measure	Criterion	Attachments							
Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to ethics and professional issues in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum.								

	<p>Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring ethics and professional issues</p>	

Goal/Objective	<p>Students in all concentrations will demonstrate content mastery of topics related to the development and maintenance of a clinically efficacious helping relationship, specifically as follows:</p> <ul style="list-style-type: none"> a. an orientation to wellness and prevention as desired counseling goals b. counselor characteristics and behaviors that influence helping processes c. an understanding of essential interviewing and counseling skills d. counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions f. a general framework for understanding and practicing consultation, and g. an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies 								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1" data-bbox="516 1703 1385 1898"> <thead> <tr> <th data-bbox="516 1703 711 1776">Assessment Measure</th> <th data-bbox="711 1703 1192 1776">Criterion</th> <th data-bbox="1192 1703 1385 1776">Attachments</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 1776 711 1898">Direct - Standardized Test</td> <td data-bbox="711 1776 1192 1898">All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive</td> <td data-bbox="1192 1776 1385 1898"></td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive	
Assessment Measure	Criterion	Attachments							
Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive								

	<p>Examination, which is designed to provide evidence of candidates'™ competencies related to helping relationships in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring helping relationships.</p>	
--	--	--

Goal/Objective	<p>Students in all concentrations will demonstrate content mastery of topics related to the nature of group counseling, inclusive of dynamics, methods, and theories, specifically as follows: a. principles of group dynamics, including group process components, developmental stage theories, group members'™ roles and behaviors, and therapeutic factors of group work, b. group leadership or facilitation styles and approaches, including 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, appropriate selection criteria and methods, and methods of evaluation of effectiveness.</p>								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th data-bbox="505 1671 711 1745">Assessment Measure</th> <th data-bbox="711 1671 1192 1745">Criterion</th> <th data-bbox="1192 1671 1385 1745">Attachments</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1745 711 1898">Direct - Standardized Test</td> <td data-bbox="711 1745 1192 1898">All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to</td> <td data-bbox="1192 1745 1385 1898"></td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to	
Assessment Measure	Criterion	Attachments							
Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to								

	<p>provide evidence of candidates'™ competencies related to group processes in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring group processes</p>	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students in all concentrations will demonstrate content mastery of topics related to ethics and professional issues, specifically as follows: a. history and philosophy of the counseling profession b. professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications c. counselors'™ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster d. counseling supervision models, practices, and processes, professional organizations, including membership benefits, activities, services to members and current issues e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues f. the role and process of the professional counselor advocating on behalf of the profession g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients h. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.

Goal/Objective	<p>Students in all concentrations will demonstrate content mastery of topics related to ethics and professional issues, specifically as follows:</p> <ul style="list-style-type: none"> a. history and philosophy of the counseling profession b. professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications c. counselors'™ roles and responsibilities as members of an interdisciplinary
----------------	---

	<p>emergency management response team during a local, regional or national crisis, emergency or disaster</p> <p>d. counseling supervision models, practices, and processes, professional organizations, including membership benefits, activities, services to members and current issues</p> <p>e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</p> <p>f. the role and process of the professional counselor advocating on behalf of the profession</p> <p>g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>h. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.</p>														
Legends	SLO - Student Learning Outcome/Objective (academic units);														
Standards/Outcomes															
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th colspan="4">Criterion</th> </tr> </thead> <tbody> <tr> <td>Direct - Standardized Test</td> <td colspan="4">All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to ethics and professional issues in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring ethics and professional issues</td> </tr> </tbody> </table>					Assessment Measure	Criterion				Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to ethics and professional issues in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring ethics and professional issues			
Assessment Measure	Criterion														
Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to ethics and professional issues in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring ethics and professional issues														
Assessment Findings	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Summary</th> <th>Attachments of the Assessments</th> <th>Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td>Direct - Standardized Test</td> <td>Has the criterion All candidates</td> <td>Table 1: Summary Fall 2016 --Five candidates</td> <td>weave_COUN_LiveText_Data__from_Irv_16_17.docx</td> <td></td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Standardized Test	Has the criterion All candidates	Table 1: Summary Fall 2016 --Five candidates	weave_COUN_LiveText_Data__from_Irv_16_17.docx	
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
Direct - Standardized Test	Has the criterion All candidates	Table 1: Summary Fall 2016 --Five candidates	weave_COUN_LiveText_Data__from_Irv_16_17.docx												

		<p>enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to ethics and professional issues in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum.</p>	<p>es were scored on the Ethics and Professional Issues section of the standardized test. One (1) candidate failed this section on the Fall 2016 test administration. Four or 80% of the candidates tested scored at or above the nationally derived standard deviation for the sub-test measuring Ethics and Professional Issues in counseling. Table 2. Summary Spring 2017 - All nine candidates tested scored at</p>		
--	--	--	--	--	--

		<p>Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test</p>	<p>or above the nationally derived standard deviation for the sub-test measuring ethics and professional issues. When combined, fourteen (14) candidates took the test and 13 of the 14 (92.85%) of the candidates passed the Ethics and Professional Issues section of the Counselor Preparation Comprehensive Examination.</p>		
--	--	---	--	--	--

		measuring ethics and professional issues been met yet? Met			
--	--	---	--	--	--

Assessment List Findings for the Assessment Measure level for Students in all concentrations will demonstrate content mastery of topics related to the development and maintenance of a clinically efficacious helping relationship, specifically as follows: a. an orientation to wellness and prevention as desired counseling goals b. counselor characteristics and behaviors that influence helping processes c. an understanding of essential interviewing and counseling skills d. counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions f. a general framework for understanding and practicing consultation, and g. an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies

Goal/Objective	Students in all concentrations will demonstrate content mastery of topics related to the development and maintenance of a clinically efficacious helping relationship, specifically as follows: a. an orientation to wellness and prevention as desired counseling goals b. counselor characteristics and behaviors that influence helping processes c. an understanding of essential interviewing and counseling skills d. counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions f. a general framework for understanding and practicing consultation, and g. an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

	Assessment Measure	Criterion			
	Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to helping relationships in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring helping relationships.			
Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Standardized Test	Has the criterion All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is	Summary : All candidates (Fall 2016 N=5; Spring 2017 N=9) passed the Helping Relationships section of the Counselor Preparation Comprehensive Examination (CPCE).	weave_COUN_LiveText_Data__from_lrv_16_17.docx	

		designed to provide evidence of candidates'™ competencies related to helping relationships in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated			
--	--	---	--	--	--

		<p>adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring helping relationships. Has this been met yet? Met</p>			
--	--	---	--	--	--

Assessment List Findings for the Assessment Measure level for Students in all concentrations will demonstrate content mastery of topics related to the nature of group counseling, inclusive of dynamics, methods, and theories, specifically as follows: a. principles of group dynamics, including group process components, developmental stage theories, group members'™ roles and behaviors, and therapeutic factors of group work, b. group leadership or facilitation styles and approaches, including 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, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

Goal/Objective	Students in all concentrations will demonstrate content mastery of topics related
----------------	---

ve	to the nature of group counseling, inclusive of dynamics, methods, and theories, specifically as follows: a. principles of group dynamics, including group process components, developmental stage theories, group members'™ roles and behaviors, and therapeutic factors of group work, b. group leadership or facilitation styles and approaches, including 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, appropriate selection criteria and methods, and methods of evaluation of effectiveness.														
Legends	SLO - Student Learning Outcome/Objective (academic units);														
Standards/Outcomes															
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th colspan="4">Criterion</th> </tr> </thead> <tbody> <tr> <td>Direct - Standardized Test</td> <td colspan="4">All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to group processes in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring group processes</td> </tr> </tbody> </table>					Assessment Measure	Criterion				Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to group processes in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring group processes			
Assessment Measure	Criterion														
Direct - Standardized Test	All candidates enrolled in the Master of Science in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to group processes in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14 Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring group processes														
Assessment Findings	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Summary</th> <th>Attachments of the Assessments</th> <th>Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td>Direct - Standardized Test</td> <td>Has the criterion All candidates enrolled in the Master of Science</td> <td>Summary : All candidates (Fall 2016 N=5; Spring 2017 N=9)</td> <td>weave_COUN_LiveText_Data__from_lrv_16_17.docx</td> <td></td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Standardized Test	Has the criterion All candidates enrolled in the Master of Science	Summary : All candidates (Fall 2016 N=5; Spring 2017 N=9)	weave_COUN_LiveText_Data__from_lrv_16_17.docx	
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
Direct - Standardized Test	Has the criterion All candidates enrolled in the Master of Science	Summary : All candidates (Fall 2016 N=5; Spring 2017 N=9)	weave_COUN_LiveText_Data__from_lrv_16_17.docx												

		<p>in Counselor Education are assessed with the CPCE, Counselor Preparation Comprehensive Examination, which is designed to provide evidence of candidates'™ competencies related to group processes in Counseling. The CPCE is administered to all students in Counselor Education upon completion of the core curriculum. Students who score no lower than one-half of a</p>	<p>passed the Group Processes section of the Counselor Preparation Comprehensive Examination (CPCE).</p>		
--	--	--	--	--	--

		<p>standard deviation below the mean (based on the national norming sample) for each content area are considered to have demonstrated adequate content mastery. See data in the Supplemental Section. Number of students assessed = 14</p> <p>Ninety percent (90%) of the candidates tested will score at or above the nationally derived standard deviation for the sub-test measuring group processes been met yet?</p> <p>Met</p>			
--	--	--	--	--	--

--	--

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally

Other (explain in text box below)

Results were shared and discussed at one of the weekly faculty meetings after scores were received and analyzed.

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee (selected)

Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

Success rates are generally high, even measured against a high standard. When scores are deficient, students are made aware and the issue and they take the corrective action arrived at in consultation with the Department Head. To date, no student has missed a standard twice

5) What has the unit learned from the current assessment cycle?

Action Plan for Failed Benchmarks: Students met with Department Head to discuss area of weakness and to discuss the students' plan to remediate the deficit. The unit will continue to monitor scores from the CPCE and the subtest scores noted in the report.

Attachments