

CWU Student Learning Outcomes Assessment Plan Preparation Form

Department:     Psychology    

Program     M. Ed. in School Counseling    

The student learning outcomes of the CWU school counseling program are consistent with those of the Council for the Accreditation of Counseling and Related Programs (CACREP)\*, the National Council for the Accreditation of Teacher Education (NCATE)\*, and Washington State Office of the Superintendent of Public Instruction (OSPI) standards for Educational Staff Associate in School Counseling certification programs\*.

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program Goals	Related Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p>1. Academic Performance/Thesis Development: Students will organize their work effectively, demonstrate critical thinking skills, function independently, and use data/research to conceptualize their thinking.</p>	<p>1. Assist the department in fulfilling the department goals.</p> <p>2. Train specialists to provide comprehensive, developmental guidance programs in the schools</p> <p>3. Meet or exceed current state and national standards for professional training</p>	<p>1. Maintain currency of academic programs</p> <p>2. Promote effective teaching</p> <p>3. Promote excellence in learning to prepare students for careers and advanced study</p> <p>8. Serve as a center for psychological and educational services to the community and region</p>	<p>Goals I:&amp; II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</p> <p>Goal VI: Strengthen the college's contributions to the field of education.</p>	<p>Goals I:&amp; II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal V: Achieve regional and national prominence for the university.</p>	<p>Assessment of student progress form Appended. Academic performance category. Includes all coursework and thesis research).</p> <p>Professional Education Advisory Board oral examination, and portfolio review includes internship performance.</p> <p>Comprehensive examination constructed with PEAB input.</p>	<p>All students in program. assessed by student's advisor (with input from program faculty).</p> <p>All graduating students examined by PEAB</p>	<p>Assessment of student progress is completed the spring of first year and fall of second year.</p> <p>PEAB examination at end of program</p>	<p>By their second review, students must receive a "3" or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p> <p>All students earn satisfactory evaluations on comprehensive written examination and Professional Education Advisory Board oral examination and portfolio review.</p>

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<p><b>2. Clinical Performance.</b> Students will demonstrate skills in oral and written communication, listening to client’s concerns, interpersonal relations, and respect for human diversity. Students will demonstrate responsiveness to supervision.</p>	<p>1. Assist the department in fulfilling the department goals.</p> <p>2. Train specialists to provide comprehensive, developmental guidance programs in the schools</p> <p>3. Meet or exceed current national and state standards for professional training</p>	<p>3. Promote excellence in learning to prepare students for careers and advanced study</p> <p>8. Serve as a center for psychological and educational services to the community and region</p> <p>6. Pursue diversity goals by attracting women and minority students and faculty members and by increasing student and faculty contact with diverse populations.</p>	<p>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</p> <p>Goal V: Build partnerships that with private, professional, academic, government, and community-based organizations.</p> <p>Goal VI: Strengthen the college’s contributions to the field of education.</p>	<p>Goals I:&amp; II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry</p>	<p>Assessment of student progress form (Appended. Clinical Performance category includes all aspects of clinical skills development).</p> <p>Professional Education Advisory Board oral examination, and portfolio review includes internship performance.</p> <p>Comprehensive examination constructed with PEAB input.</p>	<p>All students in program. assessed by student’s advisor (with input from program faculty)</p>	<p>Assessment of student progress is completed the spring of first year and fall of second year.</p> <p>PSY 593A is started either the student’s second or third quarter. Students continue to take the sequence until every quarter until they complete PSY 682.</p> <p>The PEAB and Comprehensive Exam are taken during or after their final quarter of internship.</p>	<p>By their second review, students must receive a “3” or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p> <p>Students must receive a “3” (Expected performance) or above on their PSY 593A evaluation. They must receive a “Satisfactory” or above on 593B or C.</p> <p>The student must not receive any “1”s on the 79-item evaluation from PSY 682.</p> <p>The PEAB and Comprehensive Exam are scored pass/fail. Students must receive a passing score on both.</p>

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<p><b>3. Other Professional/Personal Development:</b> Students will take initiative for their clinical, academic, and personal duties. They will demonstrate dependability and time management skills. Students will also maintain professional/ethical behavior, work as a team with peers, maintain flexibility when approaching clinical and academic concerns, and demonstrate appropriate self-awareness of personal strengths and weaknesses.</p>	<p>1. Assist the department in fulfilling the department goals.</p> <p>2. Train specialists to provide comprehensive, developmental guidance programs in the schools</p> <p>3. Meet or exceed current national standards for professional training</p>	<p>3. Promote excellence in learning to prepare students for careers and advanced study</p> <p>8. Serve as a center for psychological and educational services to the community and region</p>	<p>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</p> <p>Goal VII: Create and sustain productive, civil, and pleasant learning environments.</p> <p>Goal VI: Strengthen the college's contributions to the field of education.</p>	<p>Goals I:&amp; II: Maintain and strengthen an outstanding academic and student life at all sites</p>	<p>Assessment of student progress form (Appended. Other Professional and Personal Development category)</p> <p>PSY 593A, B, and C evaluations are completed the faculty supervisor.</p> <p>PSY 593E and 682 evaluations are completed by the onsite supervisor.</p> <p>Comprehensive Exam is scored by the program director.</p> <p>PEAB oral interview is scored collectively by the PEAB members.</p>	<p>Student's advisor (with input from program faculty)</p> <p>PSY 593A is started either the student's second or third quarter. Students continue to take the sequence until every quarter until they complete PSY 682.</p> <p>The PEAB and Comprehensive Exam are taken during or after their final quarter of internship.</p>	<p>Assessment of student progress is completed the spring of first year and fall of second year.</p> <p>The PEAB and Comprehensive Exam are taken during or after their final quarter of internship.</p>	<p>By their second review, students must receive a "3" or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p> <p>All students earn satisfactory evaluations on comprehensive written examination and Professional Education Advisory Board oral examination and portfolio review.</p>

\*CACREP is a leading national body for accrediting educational programs in school counseling. It establishes standards for the institution, program objectives and curriculum (including foundations, contextual dimensions, and knowledge and skills), clinical instruction, faculty and staff, organization and administration, and evaluations in the program. The current CACREP standards may be found at <http://www.cacrep.org/2001Standards.html>. NCATE standards may be found at <http://www.ncate.org/public/standards.asp> in which school counselors fall under the standards for "other school personnel." Washington State standards for school counselor certification programs are codified in WAC 181-78A-270(5), available online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>