



# 2023 SOE Program Assessment Report

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Graduate Counseling

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# Contents

1. Programmatic Student Learning Outcomes & Curriculum Map .....	3
2. Assessment Planning .....	3
4. Assessment Data .....	4
5. Data Use to Improve Student Learning.....	8
6. Data Use to Inform Programmatic Change .....	8

# 1. Programmatic Student Learning Outcomes & Curriculum Map

[Counselor Education – Programmatic SLO's & Curriculum Map](#)

# 2. Assessment Planning

[Counselor Education – Program Assessment Overview](#)

### 3. Assessment Data

Program Level Outcome	Assessment	Findings	Intervention / Innovation	Findings: Assessment of Intervention/Innovation
<p><b>Program Objective 1:</b> Demonstrate mastery of core counseling knowledge including theoretical, conceptual, and practical foundations of counseling, therapeutic relationship and change factors, case conceptualization skills, and treatment planning abilities</p> <p><i>(BACP Area A. Building Authentic &amp; Effective Change Practices:</i> Emphasis on knowledge of foundational theories, models, and concepts that inform case conceptualization, skill development, and treatment planning in counseling)</p>	<ul style="list-style-type: none"> <li>● Individual Case Conceptualization and Treatment Plan Assessment</li> <li>● Systemic Case Conceptualization and Treatment Plan Assessment</li> <li>● Advanced Systemic Case Conceptualization Assessment</li> <li>● Clinical Case Conceptualization</li> <li>● Research-Based Clinical Case Conceptualization</li> </ul>	<p>For Area A, students are scored across the same 11 standards in 5 courses. The mean student score in 2023 across all standards was 1.28. This is within the ideal programmatic scoring range established by the faculty. Per the <i>Counselor Education Assessment Handbook</i>, “The faculty has determined that the effectiveness of rubrics in measuring each KOA is to be determined using an ideal average course score between 1 and 1.50.”</p> <p>The highest individual standard score across 2023 course KOAs measuring this Program Objective was 1.41 and the lowest was 1.09. This is within the range of ideal programmatic standards established by the faculty.</p>	<p><b>Intervention:</b> 2 students did not meet all expectations in 50300 and 1 student did not meet all expectations in 50400. Per the <i>Counselor Education Assessment Handbook</i>, “If a student scores below 1 on a given section, the course instructor [may choose to]...provide the student an opportunity to demonstrate understanding of relevant course material by means of an oral interview or written resubmission or those portions of the KOA in which the student failed to demonstrate competency.” In both cases, the instructor followed the protocol and provided remediation to correct the issue within the same course.</p> <p><b>Innovation:</b> Because these measurable outcomes indicate that a) the program assessment and rubrics in this area of measurement are sufficiently rigorous; and b) our students are consistently either meeting or exceeding faculty expectations at the programmatic level, no programmatic innovations are expected at this time. This will continue to be reviewed on an annual basis.</p>	<p>2023 outcomes indicate that the KOA’s in BACP Area A are effective measures of student learning. The assessments are aligned in form and function, as each builds upon the next to expand student understanding/skill in case conceptualization and treatment planning process. Initial KOA’s provide very specific guidance and these guide points are removed in subsequent assessments. Such scaffolding is leading to student success. These assessments have been reviewed and adjusted extensively by faculty over the past four years, leading to cohesiveness in both rubrics and KOA student guidance. This program objective will be reviewed on an annual basis.</p>

<p><b>Program Objective 2:</b> Students who successfully complete the Counselor Education graduate program will demonstrate a professional counseling identity in terms of leadership and advocacy through an understanding of, and effectiveness in, working with a) diversity issues (e.g.; moral, social, cultural, racial, sexual, political, and economic) in school-related or clinical mental health counseling-related contexts; and b) an awareness of foundational ethical, legal, and licensing standards.</p> <p><b>(BACP Area B. Growing Just &amp; Ethical Sociocultural Practices:</b> Emphasis on understanding of ethics, multiculturalism, diversity, advocacy, social justice issues, and professional identity that inform best practices in counseling)</p>	<ul style="list-style-type: none"> <li>● Ethical Application Paper Assessment</li> <li>● Social Justice and Advocacy Project Assessment</li> <li>● Service Delivery Project</li> <li>● Peer Helping Programs Paper</li> <li>● Ethics, Advocacy, &amp; Counseling Strategies Project</li> </ul> <p><i>*Note: One (1) course that is typically measured in BACP Area B for Program Objective 2 was not included in this scoring because it was not taught in 2019 due to cohort course schedule changes.</i></p>	<p>For Area B, students are scored across the same 10 standards in five courses. The mean student score in 2023 across all standards was 1.08. This is within the ideal programmatic scoring range established by the faculty. Per the <i>Counselor Education Assessment Handbook</i>, “The faculty has determined that the effectiveness of rubrics in measuring each KOA is to be determined using an ideal average course score between 1 and 1.50.”</p> <p>The highest individual standard score across all 2023 Course KOAs measuring this Program Objective was 1.25 and the lowest was 1.04. This is within the range of ideal programmatic standards established by the faculty.</p>	<p><b>Intervention:</b> 3 students did not meet all expectations in 56400, 2 students did not meet all expectations in 57500, and 1 student did not meet all expectations in 54200. Per the <i>Counselor Education Assessment Handbook</i>, “If a student scores below 1 on a given section, the course instructor [may choose to]...provide the student an opportunity to demonstrate understanding of relevant course material by means of an oral interview or written resubmission or those portions of the KOA in which the student failed to demonstrate competency.” In all 5 cases, the course instructors followed the protocol and provided remediation to correct the issue within the same course.</p> <p><b>Innovation:</b> Because these measurable outcomes indicate that a) the program assessment and rubrics in this area of measurement are sufficiently rigorous; and b) our students are consistently either meeting or exceeding faculty expectations at the programmatic level, no programmatic innovations are expected at this time.</p>	<p>2023 outcomes indicate that the KOA’s in BACP Area B are effective measures of student learning. The assessments vary in form but they align in function, as each is used to gauge student learning objectives related to advocacy, diversity, and ethical/legal priorities in our field. Attending to these critical areas in a diverse range of ways provides students with a well-rounded grasp of how diversity, equity, and inclusion apply in many areas of counseling practice. These KOA’s have been reviewed and adjusted extensively by faculty over the past three years to increase cohesion of rubrics and student guidance. This program objective will be reviewed on an annual basis.</p>
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<p><b>Program Objective 3:</b> Students who successfully complete the Counselor Education graduate program will demonstrate effective skills as scholar-practitioners such as selecting, administering, and interpreting psychological assessments; understanding, critiquing, and applying counseling research; and assessing the effectiveness of a) school counseling programs and their work with students and school communities as school counselors, or b) their work with clients and agencies as clinical mental health counselors.</p> <p><b>(BACP Area C. Applying Sound &amp; Coherent Assessment Practices:</b> Emphasis on analytical skills required to critically evaluate current research, implement various assessment practices, and develop effective research programs in counseling)</p>	<ul style="list-style-type: none"> <li>● School Counseling Portfolio and Presentation Project</li> <li>● Biopsychosocial and Treatment Planning Project</li> <li>● Assessment Report</li> <li>● Research Prospectus</li> </ul>	<p>For Area C, students are scored across the same 10 standards in four courses. The mean student score in 2023 across all standards was 1.41. This is within the ideal programmatic scoring range established by the faculty. Per the <i>Counselor Education Assessment Handbook</i>, “The faculty has determined that the effectiveness of rubrics in measuring each KOA is to be determined using an ideal average course score between 1 and 1.50.”</p> <p>In 2023, the EDU 50500 key assessment had a course average of 1.52, just above ideal programmatic scoring range established by the faculty. The faculty member will be revisiting this KOA in collaboration with other faculty to increase the rigor of the assessment.</p>	<p><b>Intervention:</b> 1 student did not meet all expectations in one course (54200) and two student in another course (50500). Per the <i>Counselor Education Assessment Handbook</i>, “If a student scores below 1 on a given section, the course instructor [may choose to]...provide the student an opportunity to demonstrate understanding of relevant course material by means of oral interview or written resubmission or those portions of the KOA in which student failed to demonstrate competency.” In all 3 cases, instructors followed protocol and provided remediation to correct the issue in the same course.</p> <p><b>Innovation:</b> Because these measurable outcomes indicate that a) the program assessment and rubrics in this area of measurement are sufficiently rigorous; and b) our students are consistently either meeting or exceeding faculty expectations at the programmatic level, no programmatic innovations are expected at this time.</p> <p>All course averages were within the acceptable range except for EDU54200. The instructor had made some modifications to the content of the KOA for 2023, and is working to make modifications to improve the validity of the measure in preparation for next year. These modifications will be cross-checked by faculty according to procedures outlined in the <i>Counselor Education Assessment Handbook</i>.</p>	<p>2023 outcomes indicate that the KOA’s in BACP Area C are effective measures of student learning. The assessments vary in form but they align in function, as each is used to gauge student learning objectives related to research and assessment practices in our field. Attending to these critical areas in a diverse range of ways provides students with a well-rounded grasp of how research and assessment practices apply in many areas of counseling practice.</p> <p>These KOA’s have been reviewed and adjusted extensively by faculty over the past year to increase cohesion of rubrics and student guidance due to an “above ideal” average 1.55 score last year. This program objective will be reviewed on an annual basis.</p>
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<p><b>Program Objective 4:</b> Students who graduate from the Counselor Education Graduate Program will demonstrate mastery of applied clinical counseling competencies through supervised university and field-based professional counseling experiences</p> <p><b>(Area D. Enacting Appropriate &amp; Evidence-based Counseling Practices:</b> Emphasis on clinical application of foundational knowledge in terms of best practices in individual, couples, and family counseling <b>(D.1)</b> as well as group counseling <b>(D.2)</b>).</p>	<p>D1:</p> <ul style="list-style-type: none"> <li>● Practicum Evaluation I</li> <li>● Practicum Evaluation II</li> <li>● Internship Evaluation I</li> <li>● Internship Evaluation II</li> </ul> <p>D2:</p> <ul style="list-style-type: none"> <li>● Group Proposal Project</li> <li>● Group Proposal Paper/Presentation Project</li> </ul>	<p>For Area D.1, students are scored across the same 58 standards in four courses. In 2023, six (6) students did not meet expectations in 1 course (EDU 52400), and aggregated course average for practicum courses was 1.21. The two EDU 55100 sections had an aggregated course average of 1.36 and all students (SC+CMHC) met expectations. This is in the ideal programmatic scoring range established by faculty. Per the <i>Counselor Education Assessment Handbook</i>, “The faculty has determined that the effectiveness of rubrics in measuring each KOA is to be determined using an ideal average course score between 1 and 1.50.”</p> <p>For Area D.2, students are scored across the same 3 standards in two courses. In 2023, the EDU 53200 key assessment had a course average of 1.42, within the range of ideal programmatic standards established by the faculty. Faculty adjusted this KOA last year, when the course average was 1.63, well above ideal programmatic scoring range established by the faculty.</p>	<p><b>Intervention:</b> 6 students did not meet all expectations in one course (52400) in Area D.1. Per the <i>Counselor Education Assessment Handbook</i>, “If a student scores below 1 on a section, the course instructor [may choose to]...record the failure to demonstrate competency as a point of remediation to be shared with fellow faculty at the next assessment review cycle meeting, such that the next instructor to teach a BACP course will be made aware of the need to provide the student with additional support and resources to establish competency.” In the case of all 6 students, the course instructor followed the protocol by informing the next instructor about the concern as a point of clinical remediation. In all cases, the students were re-assessed on the same items in their 52500 course and met standards at that time.</p> <p>For Area D.2, 1 student failed to meet expectations on the EDU 53200 KOA. Faculty determined that individual remediation was appropriate, <i>per the Counselor Education Handbook</i>, and the students accepted an opportunity to complete a uniquely targeted assignment to demonstrate learning in the area of concern (as this is the final class in the BACP Area sequence).</p> <p><b>Innovation:</b> Faculty determined that, insofar as all D.2 courses and some D.1 courses are taken in the final year of student study which restricts opportunity for multiple measures, the course instructor will immediately work with a student to complete a uniquely targeted assignment to demonstrate learning in the area of concern.</p>	<p>2023 outcomes indicate that the KOA’s in BACP Area D.1 are effective measures of student learning. The assessments are aligned in form and function, as each serves as a measure of progressive skill development for students in their clinical practicum and internship settings. Students are not expected to meet every criteria in first semester of practicum, as this course provides students their first opportunity to learn and to demonstrate the basic skills and abilities required to be a proficient counselor. As such, students can continue to build those skills in the second semester of practicum (52500), per the <i>Counselor Education Assessment Handbook</i>. All students who did not meet criteria in 52400 were able to meet or exceed those criteria in 52500.</p> <p>2023 outcomes indicate that the KOA’s in BACP area D.2 are effective measures of student learning. The faculty made a concerted effort to improve the D.2 KOA’s and rubrics. The faculty will monitor outcomes related to these KOA’s to ensure student learning outcomes are effectively assessed in terms of specific knowledge and skills relevant to their future careers in either school or mental health counseling.</p>
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## 4. Data Use to Improve Student Learning

A primary emphasis in our program is using KOA's to evaluate student learning and then providing an immediate opportunity for remediation (i.e., a chance for the student to revise and resubmit inadequate portions of the KOA) within the same course. In doing so, students can correct misunderstandings and faculty can ensure students understand all materials before proceeding to the next BACP course in a sequence. As seen in the following metrics, this process ensures greater equity in the learning process for students.

Evaluated across all BACP standards following completion of remediation requirements, our students demonstrated the following outcomes:

- 100% (n=87; three cohorts) Met Standards for all criteria across all BACP Areas.

Evaluated across all BACP standards prior to completion of remediation requirements, our students demonstrated the following outcomes:

- 94% (n=83; three cohorts) Met Standards for all criteria in BACP Area A.
- 98% (n=55; two cohorts) Met Standards for all criteria in BACP Area B.
- 96% (n=83; three cohorts) Met Standards for all criteria in BACP Area C.
- 93% (n=55; two cohorts) Met Standards for all criteria in BACP Area D1, with all Below Standard scores in our EDU52400 Practicum course, which is to be expected (see Section 4).
- 98% (n=28; one cohort) Met Standards for all criteria in BACP Area D2.
- 100% of students who did not meet a given standard in a given course successfully completed remediation, based on guidelines set forth in the *Counselor Education Assessment Handbook*.
- 100% of our CMHC and SC graduates successfully passed licensure exams.

In sum, our BACP framework is designed to maximize real-time intervention when students do not pass particular sub-areas of a given KOA. In this respect, our data evaluation process is geared towards maximizing student opportunity for successful learning across all BACP areas.

## 5. Data Use to Inform Programmatic Change

Our assessment system has been steadily developed over the last ten (10) years, rigorously evaluated using the new BACP framework for the past five (5) years, and is constantly evolving in response to changes in accrediting body standards and frequently updated state licensure requirements. We focus on continuous improvement to ensure that we are meeting the changing standards and needs of our professional fields. To meet this challenge, we are committed to engaging in continuous reflection regarding our assessment procedures and outcomes, with a minimum of four data review meetings per year serving as the central, brainstorming and problem-solving component of our data review cycle.

We are confident in the effectiveness of our assessment standards and protocols, as set forth in the *Counselor Education Assessment Handbook*. Students in our program consistently meet or exceed the standards set forth by our national accrediting and state licensing bodies, and we have been proficient in monitoring student progress across multiple measures to ensure that remediation is addressed when individual students do not meet KOA expectations. Our data review cycle provides a systematic way for faculty to collaboratively discuss and address individual, course, and programmatic KOA outcomes on a quarterly basis. While the system itself



continues to be refined, we are confident in its structure. We are also dedicated to making all necessary changes to individual KOA's when the data indicates that the rigor of an assessment is questionable. As such, we are in a continual process of collectively refining our assessment methods, with emphasis on individual KOAs.

We have worked hard to identify best practices for remediation so as to ensure students are meeting standards in developmentally appropriate ways (i.e., from introductory assessments to measures of mastery). We have improved the structure of our quarterly data review meetings to ensure more active engagement in the process of making individual KOA modifications. It should also be noted that we view effective measures of student success as going beyond the BACP framework itself. In four of the past five years, our graduates demonstrated a success rate of 100% on state licensure exams.

BACP areas A, B, and C have been reviewed for multiple years, with faculty refinements in the KOA's occurring each year. Although the rigor of many of these assessments is now well-established, we are committed to the continuous refinement of these KOA's. Due to clear variations in LTL interpretations of KOA scoring rubrics two years, we committed ourselves to providing LTL's with training on use of our rubrics in KOA-based classes. Additionally, BACP Area D (aligned with Program Objective 4) was developed three year ago, as the objective and goals were included elsewhere in our framework previously. We determined this clinical experience and demonstration of skill was of such emphasis in our program that they really couldn't be merged with other objectives and areas. Modifications to the BACP Area D.2 KOA and rubric last year resulted in a significant increase in student scores compared to the previous year. This can be attributed to greater clarity of faculty expectations and guidance per the rubric and the increased rigor of the KOA is observed in a significantly lower course average score. As a KOA's with only three years of data, we will continue to refine KOA D.2 to ensure that the assessment is an appropriate developmental fit for students in their final stages of program study.

We look forward to sharing this report with our advisory councils, faculty governance committee in the School of Education, and our accrediting bodies in order to obtain additional feedback.