

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 24-25**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 21, 2025**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports in early September.

How to Submit:
Consult your college Associate/Assistant Dean, as guidelines vary.

Student Outcomes Assessment & Success Reports 2024-25

Annual Reporting Guidelines for Academic Programs

AY 24-25 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION A: TABLE FORMAT

Academic Program:	M.Ed. School Counseling	Date:	
Author(s):	Tonya Balch		
Visit the Assessment & Accreditation Sycamore Root Site to verify the following assessment-related documents are current. If any are missing or out of date, please submit the most current version with this report.		Curriculum Map current: yes_X_ no__ Assessment Plan current: yes_X_ no__	
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		X__ Campus __ Distance __ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

For assistance contact
Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Learning Outcome(s) Assessed	Assessment Strategies Used			Established Performance	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool			

Include actual outcome language; enter one per line, add lines as needed			i.e. rubric, exam key, preceptor evaluation, etc.	Goal for LO Mastery		
1. 5.b. Students will demonstrate a systems approach to conceptualizing clients.	COUN 634: Practicum	Final Case Presentation	Rubric	will earn an average of 89 out of 100 points (B+).	100 % of students met the benchmark with 9/10 earning an A. The average score on the <i>counselor's assessment</i> dimension of the rubric was 14.6/15 points.	The number of students earning an A increased from last year. Additionally, the average score on the <i>counselor's assessment</i> dimension increased from 13.5/15 to 14.6/15.
	COUN 635: Career Development	Postsecondary Education Plan assignment	Rubric	Students will earn an average of 70 out of 80 points (B+).	The average score was 58.1/60. Nine students met the benchmark. One student was excused due to a death in the family.	The rubric for this assessment changed scales. The assignment had been worth 80 points and it moved to 60 points. Last year, the average score was 77.3/80 (96.6). This year, the average score was 58.1/60 (96.8).
	COUN 739B Internship	Final Case Presentation in Internship	Rubric	Students will earn an average of 89 out of 100 points (B+).	The average score was 95.7/100 with 11/11 earning an A. The average score on the <i>counselor's assessment</i> dimension of the rubric as 14.5/15 points.	The average score increased from 93.3/100 to 95.7/100. The <i>counselor's assessment</i> dimension remained the same.
		Pass the Indiana Praxis assessment for school	Licensure test	100% pass rate.		

		counselors				
2. 3. d. Students will demonstrate the impact of heritage, attitudes, beliefs, understandings, acculturative experiences on an individual's view of others.	COUN 634: Practicum	Final Case Presentation	Rubric	Students will earn an average of 89 out of 100 points (B+).	100 % of students met the benchmark with 9/10 earning an A. The average score on the <i>counselor's assessment</i> dimension of the rubric was 14.6/15 points.	The number of students earning an A increased from last year. Additionally, the average score on the <i>counselor's assessment</i> dimension increased from 13.5/15 to 14.6/15.
	COUN 739B: Internship	Engagement in supervision	Individual assessment	Students will be come to monthly supervision with questions regarding their K-12 clients.	All students actively engaged in supervision twice each month.	
		Final Case Presentation in Internship	Rubric	Students will earn an average of 89 out of 100 points (B+).	The average score was 95.7/100 with 11/11 earning an A. The average score on the <i>counselor's assessment</i> dimension of the rubric as 14.5/15 points.	The average score increased from 93.3/100 to 95.7/100. The <i>counselor's assessment</i> dimension remained the same.
3. Practice 3.c. Students will develop and practice core curriculum design, lesson plan development, classroom management strategies, and	COUN 793B: Fieldwork	Developing & Implementing four classroom lesson plans	Complete lesson plan templates	Students will earn an average of 87 out of 100 points (B+).	The average score was 75/75 with 11/11 students earning an A.	Students utilize the ASCA National Model Classroom Lesson Plan templates.
	COUN 635: Career Development	Indiana Career/College Lesson Plan	Complete lesson plan template	Students will earn an average of 13	The average score of those completing the assignment was 34.4/35.	There was very little change from the previous year (.1

differentiated instructional strategies.				out of 15 points (B+).	9/11 students met expectations. One student did not complete the assignment at all. One student was excused due to a death in the family.	point). Students utilize these templates in various courses.
	COUN 731: Organization and Administration of Guidance Programs	ASCA National Model Assignment	Complete a series of templates	Students will earn an average of 89 out of 100 points (B+).	The average score was 117/120 with 12/13 students earning an A. This is a group project. The average score on the dimension of the rubric related to classrooms	There was an increase from last year, 117/120 to 120/120. This is a group project and students hold one another accountable.

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Faculty re-sequenced the courses in our program of study. This was effective and we received positive feedback from our students. Our graduate students tend to be very focused and meet our expectations. We have incorporated more group projects to mirror the work of practicing school counselors. This has proven to be effective. Additionally, we have incorporated more vignettes to mirror scenarios in practice.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	1. Student case presentation in both Practicum and Internship requires students to conceptualize K-12 students utilizing both developmental and counseling theories. We provide rubric and exemplar for this assignment. When students present their case presentation, they also complete a self-evaluation of the counseling session with the K-12 student. Students additionally submit a video of a group they have conducted with a self-evaluation. These indirect assessments are
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	valuable as it provides insight into the confidence level of the students in providing individual and group counseling. 2. The ASCA National Model for a Comprehensive School Counseling Program. We introduce the model in Introduction to School Counseling, reinforce the concepts and begin utilizing one of the templates in Fieldwork and Career Development, and utilize all the templates in Organization and Administration of Guidance Programs. We added a group component to this assignment two years ago and it has been highly effective. They complete the assignment in groups at different developmental levels.
What student success indicators are concerning?	Enrollments are our primary concern. Fall 2025 was the lowest enrollment we have had over the last five years. Our highest enrollment was in fall of 2023 with 27 students total compared to 18 in 2025. On a positive note, we retained 100% of our students. We transitioned to a 60-hour program per requirement of CACREP, our accrediting body. We modified the delivery of our summer programs to accommodate students' time traveling to campus with options. This was very well received and appreciated by our students.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data, contact Kelley Woods-Johnson or Institutional Research.</i> https://sycamoresindstate.sharepoint.com/sites/EMP-InstitutionalResearch/SitePages/Blue-Reports.aspx	We maintain strong retention rates and graduation rates. The majority of our graduate students have researched school counseling and are committed once they begin. As noted last year, our program moved from 48-hours to 60-hours per our accrediting body. We were fearful this would impact applications and ultimately, the number of students enrolling in the program. This has proven to be the case. On average, we admit 11-12 students each year. This year, our first-year cohort only has 8 students. That is a significant difference. Recruitment efforts are under way to encourage school corporations to 'grow your own programs.' In the past, this has been successful in Vigo County, Evansville Vanderburg County, and Plainfield schools.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	We identified two priorities in our action plan. Below are updates. 1. We have successfully retained all the adjuncts in the school counseling program for this academic year. Historically, six courses were required in the summer and now it is eight. This means instead of one summer adjunct we needed three. We were able to hire three additional highly qualified adjuncts for the additional summer courses.
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	2. We remain very concerned about enrollments due to increased coursework required by our accrediting body. For districts/schools that reach out regarding applicants for open school counseling positions, I encourage all of them to 'grow your own' and identify individuals in their districts who would be a good fit for them. We will reach out to the Bayh College of Education's partnering districts to promote our school counseling program this fall.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Our priorities remain the same.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	1. We will continue to have a partnership with both Vigo County School Corporation. 2. We will reach out to the <i>preferred partnership</i> school districts through Education Student Services.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will keep our current student learning outcomes for an additional year to monitor if programmatic changes have impacted them.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty collectively selected Key Performance Indicators (KPIs) for our accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We selected standards from our KPIs for university assessment. We utilize TEAMS for data collection and counseling faculty analyze annually. All faculty have access to TEAMS, can input data from their courses, and review at any time. This report is posted on our website and available for any stakeholder requests.
Date information in this report was/will be discussed with program faculty (please retain minutes/documentation of this discussion).	October 14, 2025

Academic Program:			Date:	
Author(s):				
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How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.			__ Campus __ Distance __ Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal for Demonstrating LO Mastery
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

2. Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data, contact Kelley Woods-Johnson or Institutional Research.* <https://sycamoresindstate.sharepoint.com/sites/EMP-InstitutionalResearch/SitePages/Blue-Reports.aspx>

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders. **Note the date information in this report was/will be discussed with program faculty (please retain minutes/documentation of this discussion).**