Degrees:  
* B.S. in Human Performance and Health Development  
* M.Ed. in Counselor Education  
* M.Ed. in Educational Leadership  
* PhD in Counselor Education  
* PhD in Educational Administration

I. ENROLLMENT AND COMPLETERS

Undergraduate:

**BS Human Performance and Health Development:**

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II. DESCRIBE KEY ACCOMPLISHMENTS

The Educational Leadership, Counseling, and Foundations Department had several key accomplishments to highlight this year:

- Faculty members are active scholars and presented at state, national and international conferences. The faculty has a group published 10 articles, 2 books, 3 chapters, and 2 case studies. Faculty were also involved in professional service (13), community service (5) and institutional service (23).

- The department graduated 12 doctoral students, 21 Master’s degree students across programs and generated 4872 credit hours.

- The Human Performance and Health Promotion program, which was re-instated Fall 2012, has grown considerably in size doubling this year to 54 majors. In Fall 2014, the first group of students will graduate.

- The Counselor Education program was reviewed by its accrediting organization, Council for Accreditation of Counseling and Related Educational Programs (CACREP) in May 2014. Prior to the visit, the faculty prepared an extensive report detailing the characteristics of the program and how it met the numerous CACREP standards. The faculty also began to use LiveText as the means to record program documentation. The site visit was very successful. The review team’s report noted the many strengths of the program and requested only two revisions to syllabi and some additional survey data on graduate job performance. The faculty
responded to those requests and the program will be reviewed at the CACREP board meeting in July 2014.

- The Counselor Education program faculty has been working toward establishing an international collaboration with the University of Malta. During the year, several meetings have taken place to develop a memo of understanding and to explore the possibility of more formal arrangements with the University of Malta.

- The Educational Administration faculty prepared a Letter of Intent to add a Master’s of Higher Education. This Letter of Intent is currently under review.

- Dr. Brian Beabout prepared the SPA report for Educational Leadership program.

- The HPHP faculty has begun the establishment of a exercise physiology laboratory. A state-of-the art lab recruits students to the program and provides the opportunity to learn clinical skills needed in the workplace. The first purchase, a metabolic cart, was made this academic year. Students will begin using this equipment in courses this fall.

- Dr. Marc Bonis submitted a grant to the Drew Brees Foundation seeking funds to develop the HPHP lab, but it was not funded. Another grant is currently in preparation for fund to purchase other needed equipment.

- Search for faculty members in Higher Education and HPHP. Dr. Alonzo Flowers will join the UNO faculty in August. The other search is still ongoing.

- The College of Education and Human Development celebrated its 50th Anniversary. The department re-established contact with alumni and participated in four special events to mark this occasion.
• The department website has been updated and improved. Listservs are established for all programs to maintain contact with students.

• Doctoral student, Melissa DeRoche, won a prestigious award from the National Board of Certified Counselors, the second award given to a UNO student in the last two years.

III. ATTACH THE ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT FROM WEAVE AND THE ANNUAL FACULTY ACTIVITY REPORT FROM FACULTY 180
Detailed Assessment Report
2013-14 Counselor Education, M.Ed.
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose
The Counselor Education graduate program at the University of New Orleans has been recognized by the University as a Program of Distinction. The Program prepares graduate students at the master's level to assume professional positions within the counseling and mental health profession. Located in the City of New Orleans, the University of New Orleans is a state-supported institution of higher education which has an urban mission. As a result, the Counselor Education program has a special commitment to preparing professionals in the counseling profession to practice in settings that are focused on populations and issues that are typical of urban centers. The university and program also support a graduate student population with representation throughout the state of Louisiana, the United States, and the world. The program has a special commitment to diversity. Faculty members believe that diversity enriches our society and that differences among people must be recognized and appreciated. Faculty members expect graduate students to embrace their learning experience while enrolled in the graduate program in a manner that leads to maximum benefit from the learning experiences the program has to offer. The faculty establishes expectations for a rigorous intellectual climate and provides a supportive environment for a diverse student body to grow and develop personally, interpersonally, clinically, and professionally through clinical outreach, instruction and research. Faculty members are committed to providing very high quality educational experiences to students and to serving as professional role models.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Theoretical knowledge
Students will obtain current theoretical knowledge in the core areas of counseling.

Related Measures

M 1: Master's level comprehensive examination
All students will complete the Counselor Preparation Comprehensive Exam (CPCE), a national exam developed by the NBCC, as their master’s level comprehensive examination. This exam is parallel in content and structure to the professional licensure exam. The exam has an overall score and 8 sub-scales. The sub-scales are: Human Growth and Development Social and Cultural Diversity Helping Relationships Group Work Career Development Assessment Research and Program Evaluation Professional Orientation and Ethical Practice

Source of Evidence: Capstone course assignments measuring mastery

Target:
90% of students will score 60% or above on first attempt.

Connected Document
Master's Comprehensive Examination (CPCE)-Spring 2014

Finding (2013-14) - Target: Met
December 2013: All six students (100%) taking the Master’s level comprehensive examination achieved a satisfactory score (60% or above) overall on the Counselor Preparation Comprehensive Examination (CPCE). May 2013: All three students (100%) taking the Master’s level comprehensive examination achieved a passing score overall on the Counselor Preparation Comprehensive Examination (CPCE). For the academic year 2013-2014, all students achieved a passing score on the Master's level comprehensive evaluation.

Connected Document
Master’s Comprehensive Exam Results Fall 2013

Related Action Plans (by Established cycle, then alpha):

Examine patterns of performance on the sub-scales
The performance of students will be examined across the sub-scales to identify areas of strength and those where additional support might be needed.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Master's level comprehensive examination | Outcome/Objective: Theoretical knowledge

Projected Completion Date: 08/2014

SLO 2: Develop identities as professional counselor
Students will develop identities as professional counselors by understanding as professional counselors by understanding and using counseling theories as models to conceptualize client presentation and select appropriate counseling interventions. Students are aware of models of counseling that are consistent with current professional research and practice in the field and can demonstrate that they have begun to develop a personal mode of counseling.

Related Measures

M 2: Professional Identity rubric
Students are ranked on a rubric according to this standard in the course EDGC 6400-Theories on a scale of: 0-Below Expectations; 1-Unacceptable 2-Acceptable 3-Target.

Source of Evidence: Academic indirect indicator of learning - other
Target: At least 80% of candidates will be classified as “target” on the rubric.

Connected Document: Counselor Professional Identity Data Rubric-Fall 2103

Finding (2013-14) - Target: Met
In the Fall 2013 semester, 21 out of 26 students (81%) were classified as on "target" in the rubric assessing this standard.

Related Action Plans (by Established cycle, then alpha):

- **Continue to collect data and track performance**
  - Data using this rubric will continue to be collected and assessed.
  - **Established in Cycle:** 2013-14
  - **Implementation Status:** Planned
  - **Priority:** High

- **Relationships (Measure | Outcome/Objective):**
  - **Measure:** Professional Identity rubric | **Outcome/Objective:** Develop identities as professional counselor

**SLO 3: Multicultural counseling**

Students will be exposed to issues in multicultural counseling.

**Related Measures**

**M 3: Multicultural counseling**

All students take the Master’s comprehensive exam which is the Counselor Preparation Comprehensive Exam (CPCE). One of the sub-scales on CPCE is Social and Cultural Diversity which directly assesses knowledge of diversity.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
85% will achieve a score of "satisfactory" or above (60%) on the Social and Cultural Diversity sub-scale of the CPCE.

**Connected Document**
Master's Comprehensive Examination (CPCE)-Spring 2014

Finding (2013-14) - Target: Partially Met
100% (all six students) achieved a satisfactory on the Social and Cultural Diversity sub-scale of the CPCE during the Fall 2013 semester. In the Spring 2014 semester, 2 out of 3 students (66%) achieved a satisfactory score on the Social and Cultural Diversity sub-scale, which is below the target of 85% for that semester. The student outcomes, when considered for the entire academic year, met the target as 8 out of 9 (89%) in total met the criterion for the sub-scale.

**Connected Document**
Master's Comprehensive Exam Results Fall 2013

**SLO 4: Research outcome**

Master's students will be exposed to current research and professional literature that forms the foundations for Counselor Education.

**Related Measures**

**M 1: Master's level comprehensive examination**

All students will complete the Counselor Preparation Comprehensive Exam (CPCE), a national exam developed by the NBCC, as their master’s level comprehensive examination. This exam is parallel in content and structure to the professional licensure exam. The exam has an overall score and 8 sub-scales. The sub-scales are: Human Growth and Development Social and Cultural Diversity Helping Relationships Group Work Career Development Assessment Research and Program Evaluation Professional Orientation and Ethical Practice

**Source of Evidence:** Capstone course assignments measuring mastery

**Target:**
85% of students will score 60% or above on the Research and Program Evaluation section of the Master's Comprehensive exam (CPCE) on first attempt.

**Connected Document**
Master's Comprehensive Examination (CPCE)-Spring 2014

Finding (2013-14) - Target: Not Met
Five out of six students (83%) achieved the score of at least 60% on the Research and Program Evaluation section of the Master's Comprehensive exam (CPCE) on the first attempt during the Fall 2013 testing. Two out of three students (66%) achieved as passing score on the Research and Program Evaluation section of the CPCE during the Spring 2014 testing. Overall, for the academic year, 7 out of 9 students (78%) achieved a passing score on this sub-scale.

**Connected Document**
Master's Comprehensive Exam Results Fall 2013

**Related Action Plans (by Established cycle, then alpha):**

Review tests results and research course activities

Based on the findings, one student of the six did not perform at criterion level on the Research and Program Evaluation section of the test. While findings indicate most students performed capably, the program faculty will review test results and determine whether there may be an activity or strategy to introduce into the research course.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: Master's level comprehensive examination | Outcome/Objective: Research outcome

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Review test results and match to research course assignments
Based on the findings, one student of the six did not perform at criterion level on the Research and Program Evaluation section of the test. While findings indicate most students performed capably, the program faculty will review test results and determine whether there may be an activity or strategy to introduce into the research course.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Review test results and research course activities
Based on the findings, one student of the six did not perform at criterion level on the Research and Program Evaluation section of the test. While findings indicate most students performed capably, the program faculty will review test results and determine whether there may be an activity or strategy to introduce into the research course.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Projected Completion Date: 08/2014

Review tests results and research course activities
Based on the findings, one student of the six did not perform at criterion level on the Research and Program Evaluation section of the test. While findings indicate most students performed capably, the program faculty will review test results and determine whether there may be an activity or strategy to introduce into the research course.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Detailed Assessment Report
2013-14 Counselor Education, Ph.D.
Date: 07/10/2014 01:03 AM CST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose
The Counselor Education graduate program at the University of New Orleans has been recognized by the University as a Program of Distinction. The Program prepares graduate students at the doctoral level to assume professional positions within academia, as well as the counseling and mental health profession. Located in the City of New Orleans, the University of New Orleans is a state-supported institution of higher education which has an urban mission. As a result, the Counselor Education program has a special commitment to preparing professionals in the counseling profession to practice in settings that are focused on populations and applied issues that are typical of urban centers. The university and program also serve a graduate student population with representation throughout the state of Louisiana, the United States, and the world. The program has a special commitment to diversity. Faculty members believe that diversity enriches our society and that differences among people must be recognized and appreciated. Faculty members expect doctoral students to embrace their learning experience while enrolled in the graduate program in a manner that leads to maximum benefit from the learning experiences the program has to offer. The faculty establishes expectations for a rigorous intellectual climate and provides a supportive environment for a diverse student body to grow and develop personally, interpersonally, clinically, and professionally through clinical outreach, instruction and research. Faculty members are committed to providing very high quality educational experiences to students and to serving as professional role models.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Leadership roles
Doctoral students will be prepared to assume leadership roles in the counseling and counselor education professions.

Related Measures

M 1: Leadership roles
Evaluation Method: Doctoral students each year will hold leadership roles in professional counseling associations or will assist faculty members holding such roles. Students present at professional conferences.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum of 25% of the doctoral students each year will hold such positions.

Finding (2013-14) - Target: Met
Twelve students had leadership roles in local and national organizations during Fall 2013. Six students presented at state or national conferences in Fall 2013. During the Spring 2014 semester, seven doctoral students presented at national and local conferences. Ten students participated in leadership roles. Using the leadership number, 31% of the students had leadership roles.

Related Action Plans (by Established cycle, then alpha):
Continue to support and encourage students to participate in leadership roles
The program will continue to have an active chapter of Sigma Chi (honor society) so that students have an opportunity to participate in leadership roles.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hg

Relationships (Measure | Outcome/Objective):
  Measure: Leadership roles | Outcome/Objective: Leadership roles

**SLO 2: Research skills**
Doctoral students will learn research skills and complete research of publishable quality as judged by a jury of faculty members.

**Related Measures**

**M 2: Dissertation**
All doctoral students will successfully write and defend a dissertation.

Source of Evidence: Presentation, either individual or group

**Target:**
Students (100%) will successfully write and defend a dissertation.

*Finding (2013-14) - Target: Met*
During the Fall 2013 semester, three students successfully wrote and defended a dissertation. All students (100%) who scheduled a defense met this goal. During the Spring 2014 semester, three students successfully wrote and defended a dissertation.

*Related Action Plans (by Established cycle, then alpha):*

**Develop better means of tracking total numbers of students who defend**
In preparing the report, it became clear that we need a better system to collect data at the program level for summarizing the numbers of students who complete the dissertation. While this information is collected diligently on the individual level and available in student files, we need to develop a systematic way to have that data tallied as students defend.

*Established in Cycle: 2013-14*
*Implementation Status: Planned*
*Priority: Hg*

*Relationships (Measure | Outcome/Objective):*
  Measure: Dissertation | Outcome/Objective: Research skills

**SLO 3: Clinical counseling supervision & advanced counseling practice**
Doctoral students will develop skills in clinical counseling supervision and in advanced counseling practice during their academic programs.

**Related Measures**

**M 3: Individual and Group Supervision**
Doctoral students will successfully provide individual and group supervision to master’s students each semester during their doctoral studies.

Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of all doctoral students will successfully guide at least one Master’s student in clinical supervision each semester enrolled during their program of study.

*Finding (2013-14) - Target: Met*
All doctoral students enrolled in the Fall 2013 (100%) provided either group or individual supervision to master’s students and practiced supervisory skills under the guidance of a faculty member. In Spring 2014, all 19 enrolled doctoral students supervised master’s students.

*Related Action Plans (by Established cycle, then alpha):*

**Revise measure to align with CACREP**
For the next cycle, this measure will be revised to include a rubric from the Advanced Supervision course that aligns with CACREP standards.

*Established in Cycle: 2013-14*
*Implementation Status: Planned*
*Priority: Hg*

*Relationships (Measure | Outcome/Objective):*
  Measure: Individual and Group Supervision | Outcome/Objective: Clinical counseling supervision & advanced counseling practice

**SLO 4: Knowledge of counseling theory and scholarship**
All students will demonstrate specialized knowledge of theory and scholarship in Counselor Education by passing a General Examination judged by a jury of three faculty members.

**Related Measures**

**M 4: General Examination**
General examinations are comprehensive exams taken by all doctoral students to test students’ knowledge of theory and scholarship in Counselor Education.

Source of Evidence: Academic direct measure of learning - other

**Target:**
85% of students will pass the General Examination on its first administration.

*Finding (2013-14) - Target: Met*
No students took Generals during Fall 2013 semester; Both students who took the General Examination during Spring 2014 passed on first administration.
Related Action Plans (by Established cycle, then alpha):

Develop a better method to track the total number of students who complete the General Exam.

In preparing the report, it became clear that we need a better system to collect program data for summarizing the numbers of students who pass the General Exam. While this information is recorded diligently on the individual level and available in student files, we need to develop a systematic way to have that data tallied as students complete the exam.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: General Examination | Outcome/Objective: Knowledge of counseling theory and scholarship

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Detailed Assessment Report
2013-14 Educational Administration, Ph.D.

As of: 01/17/2014 08:38 AM CST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

The Education Administration doctoral program prepares individuals intending to build academic or administrative careers in the areas of school, college, or university leadership and administration. The school leadership concentration in Education Administration integrates theory and practice in the development of scholars of leadership, research and teaching who aspire to broaden the body of knowledge and thereby inform K-12 educational policy and practice. The higher education concentration integrates theory and research in order to develop scholars of administration, research and teaching who aspire to broaden our understanding of higher education.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Research project
All graduates will complete a research project of publishable quality by graduation as judged by a jury of faculty members.

Related Measures

M 1: Dissertation
Dissertation

Source of Evidence: Senior thesis or culminating major project

Target:
100% of graduates will complete the dissertation.

Finding (2013-14) - Target: Met
Between April 2013 and November 2013, 4 EDAD PhD students successfully completed their dissertation defenses out of a total of four defenses attempted. This goal has been met, with an 100% pass rate. Student Pass/Fail Date Goal 1 PASS 4/22/13 PASS 2 PASS 10/31/13 PASS 3 PASS 11/6/13 PASS 4 PASS 4/1/2013

Between November 2013 and April 2014, 2 EDAD PhD students successfully completed their dissertation defenses of a total of two defenses attempted. This goal has been met, with an 100% pass rate. Student Pass/Fail Date Goal 5 PASS 4/8/2014 PASS 6 PASS 3/25/2014 PASS

Related Action Plans (by Established cycle, then alpha):
target met... look for increasing number
Of the four students who scheduled dissertation defenses between April and November 2013, all four successfully completed. While this is a strong 100% goal attainment rate, this number is relatively small compared to the nearly 70 students in the PhD program. We would like to look for an increase in this number. While this is due somewhat to the fact that 2 of 3 program faculty from Spring 2013 left the university with the addition of a new faculty member in the Fall 2013, and a second tenure-track faculty member expected to begin in Fall 2014, an increased number of PhD graduates should be attainable.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Dissertation | Outcome/Objective: Research project

Implementation Description: Spring 2014 meeting to identify candidates likely to complete by November 2014 with sufficient support

Responsible Person/Group: Brian Beabot, Christopher Broadhurst

SLO 2: General Examination
All students will demonstrate a specialized knowledge of the scholarship in the area of school leadership or higher education administration by passing a jury judged General Examination prior to graduation.

Related Measures

M 2: General Exam Report
General Exam Report (rated by three faculty members)

Source of Evidence: Academic direct measure of learning - other

Target:
85% of students will pass the General Examination on its first administration.
**Finding (2013-14) - Target: Not Met**
From May 2013 through Dec. 2013, 4 PhD students took their general exams. All four passed, giving the program a 100% attainment rate for this goal. This exceeds the 85% goal set as our benchmark. Student Test Date PASS/Fail 1 5/31/13 PASS 2 11/25/13 PASS 3 11/24/13 PASS 4 12/23/13 PASS

--- From January 2014 through May 2014, 7 EDAD PhD students took their general exams. Only four of seven passing, giving the program a 57% attainment rate for this goal. This falls well short of the 85% goal set as our benchmark. Student Test Date PASS/Fail 5 5/2/14 PASS 6 3/25/14 PASS 7 3/17/14 PASS 8 3/3/14 PASS 9 5/5/14 FAIL 10 4/02/14 FAIL 11 3/10/14 FAIL

**Related Action Plans (by Established cycle, then alpha):**

**Faculty re-visit general exam directions**
Only 4 of 7 general exam takes (57%) in Spring 2014 and 8 of 11 (72%) for the academic year passed their general exams. While the reasons varied, the faculty proposes to hold a retreat during September 2014 to revisit a number of program documents, including the general exam purpose and directions.
We will give the exam with this revised documentation in fall 2014 and re-assess student progress in January 2015.

**Established in Cycle: 2013-14**
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** General Exam Report | **Outcome/Objective:** General Examination

**Implementation Description:** Meeting with EDAD faculty in Fall 2014 to review general exam documentation for clarity and alignment with faculty expectations

**Projected Completion Date:** 01/2015
**Responsible Person/Group:** Brian Beabout, Graduate Coordinator

**outcome met, continue monitoring**
With 100% (4/4) students passing their general exam, we met this target. Given the large size of the program, however, we would like to see more students taking their generals. With the addition of a new faculty member in Fall 2013 and plans for another in Fall 2014, we will anticipate keeping our passage rate above 85% while seeing 6-8 students take the exam.

**Established in Cycle: 2013-14**
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** General Exam Report | **Outcome/Objective:** General Examination

**Implementation Description:** Monitor students in PhD seminar 1 & 2 courses and ensure all students have taken general exam prior to the end of seminar 2.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Brian Beabout

**SLO 3: Analyze, evaluate, and take a position**
Students will demonstrate the ability to analyze, evaluate, and take a position on a current issue of practice in the field of school leadership or higher education administration.

**Related Measures**

**M 3: Qualifying Examination Report**
Qualifying Examination Report (rated by three faculty members)

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
75% of students will pass the Qualifying Examination on its first administration.

**Finding (2013-14) - Target: Not Met**
That Fall 2013 Qualifying Examination was administered to 8 students on October 19th. 5 students passed and 3 students failed this exam and were scheduled a re-take in Spring 2014. This is a passage rate of 62.5% passage rate. This goal was not met. Student Score Target 1 PASS PASS 2 FAIL PASS 3 FAIL PASS 4 PASS PASS 5 PASS PASS 6 PASS PASS 7 PASS PASS 8 FAIL PASS (p.s.- upon re-takes, 2 students passed and 1 student failed again, resulting in a dismissal proceeding)  

--- The Spring 2013 Qualifying Exam was administered to 5 students on April 12, 2014. 4 students passed and 2 students failed this exam and is scheduling a re-take for summer 204. This is a passage rate of 80% for the spring semester and 89% for the academic year. This goal was not met. Student Score Target 9 FAIL PASS 10 PASS PASS 11 PASS PASS 12 PASS PASS 13 PASS PASS

**Related Action Plans (by Established cycle, then alpha):**

**Change exam information from email to in-person**
Historically, information about this exam (expectations, date, administration procedures, etc.) has been delivered to students electronically at the beginning of the semester, at least 4 weeks before they take the exam. In order to ensure student comprehension of exam guidelines, we will require attendance at a pre-exam meeting scheduled approximately 2-weeks prior to the exam date to communicate this information and answer questions.

**Established in Cycle: 2013-14**
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** Qualifying Examination Report | **Outcome/Objective:** Analyze, evaluate, and take a position

**Implementation Description:** Schedule 20 minute meeting with all qualifying exam takers two weeks prior to SP14 exam.
Projected Completion Date: 05/2014
Responsible Person/Group: Brian Beabout / Chris Broadhurst

Examine student transcripts for 2 core courses
As the qualifying exam is intended to assess student abilities to apply theories, form our doctoral core courses to a novel situation presented in the exam, completion of a certain number of core courses is important. Faculty will review the transcripts of all qualifying exam candidates and for people who have successfully completed 0 or 1 core courses, the student will be asked to delay their exam one semester until 2 courses are complete.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Qualifying Examination Report
  Outcome/Objective: Analyze, evaluate, and take a position

Implementation Description: Review transcripts of all qualifying exam candidate transcripts and ask students with only 1 successfully completed (B or higher) core course to delay taking their exam 1 semester.
Projected Completion Date: 09/2014
Responsible Person/Group: Brian Beabout, Graduate Coordinator

Detailed Assessment Report
2013-14 Educational Leadership, Counseling, and Foundations
As of: 6/17/2014 08:36 AM CST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Strategic Plan Goals

SP Goal 1: Student involvement with community
  Involve students in local, national, and international community.

SP Goal 2: Expand course delivery methods
  Increase student access to the University by expanding course delivery methods.

SP Goal 3: Recruit and graduate students
  Recruit and graduate students.

SP Goal 4: Effective and innovative teaching
  Faculty members are effective classroom teachers who teach in an innovated manner.

SP Goal 5: Intellectual contributions
  Faculty engage in research endeavors that advance the academic quality of the university

SP Goal 6: Community service
  Faculty engage in institutional, professional, and community service.

Other Outcomes/Objectives, with any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Community placements
1. Develop a departmental report of different placements throughout the community across programs. 2. Seek additional community sites.

University Strategic Plan Associations
  University of New Orleans
  2 Students
  5 Community

Related Measures

M 1: Internship/field experience report
  Develop yearly report of internships and field experiences.
  Source of Evidence: Administrative measure - other
  Target:
  Students participate in internships and field experiences in the community as part of their required program.

  Finding (2013-14) - Target: Met
  Nineteen graduate students in Counselor Education were placed in 13 different school and community sites this year. Graduate student in Educational Leadership were placed in eight different school in Orleans and Jefferson Parish. These students contribute significantly to the community by offering services and assistance to non-profit organizations, schools, and community members.

Connected Documents
  Internship Sites 2014-Educational Leadership
  Internship Sites Counselor Education 2013-2014

Related Action Plans (by Established cycle, then alpha):

Begin Human Performance and Health Promotion Internships
  Students in Human Performance and Health Promotion will begin internships next Fall. We will also track student placement and supervisor evaluations of these students.

  Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Strategies/Actions):
  Measure: Internship/field experience report | Strategies/Actions: Community placements

Projected Completion Date: 12/2014
Responsible Person/Group: Ann O’Hanlon and Marc Bonis

O/O 2: Online course development resources
1. Offer training or resources for faculty wishing to develop online course. 2. Develop course learning activities suitable to online delivery.

University Strategic Plan Associations
University of New Orleans
1 Academic Programs

Related Measures

M 2: Course tally
Tally number of additional courses online or in hybrid format offered across programs in the department.
Source of Evidence: Activity volume

Target:
By Fall 2015, demonstrate 25% of courses are offered in a hybrid/online method.

Finding (2013-14) - Target: Partially Met
The percent of online/hybrid courses was calculated for the 2013-2014 academic year for each of the three programs in EL CF. In summary, Educational Administration offered 6 online or hybrid courses out of the 22 courses offered over the year which is equivalent to 27%. The Counselor Education program offered 3 out of the 34 courses that it offered over the last year which represents 9%. The Human Performance and Health Promotion program offered 6 hybrid or online courses out of the 25 for 24%. So, this target was met for two of the three different programs. Examining the data proved to be interesting because it became clear that the offering of internet or hybrid classes was not evenly dispersed throughout the year in all programs.

Related Action Plans (by Established cycle, then alpha):

Continue to track data and add 1-2 more hybrid courses in Counselor Education.
Continue to track the data and to increase the percentage of online/hybrid courses add 1-2 hybrid courses in Counselor Education. Counselor Education faculty have reported that hybrid courses represent a better fit to the program than fully online courses, because specific interpersonal skills being taught can be more easily monitored with the inclusion of some face-to-face meetings, which is can be more difficult to monitor in completely online courses.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Strategies/Actions):
  Measure: Course tally | Strategies/Actions: Online course development resources

Projected Completion Date: 05/2015
Responsible Person/Group: Counselor Education Faculty/Chair

O/O 3: Actively recruit students
Seek and recruit additional students through local efforts (community schools, high schools), cohorts, or out-of-state students. 1. Participate in recruitment fairs and explore opportunities for cohorts. 2. Contact college for transfer students (BS). 3. Develop program listservs and communicate regularly with all majors with an overall advising email sent at least once a semester. 4. Enhance/update website.

University Strategic Plan Associations
University of New Orleans
2 Students

Related Measures

M 3: Track recruitment efforts
Develop a yearly report detailing efforts to recruit and retain students that tracks: · Recruitment fairs · Cohorts · Numbers of out-of-state students · Website improvements
Source of Evidence: Activity volume

Target:
Recruit students by representing programs at UNO events--Get to Know UNO and Graduate School, as well as program-specific events.

Finding (2013-14) - Target: Met
Educational Leadership, Counseling, and Foundations participated in the University recruitment fairs. The Educational Leadership Program also had two recruitment events in which they invited local school teachers and leaders to come and learn about the program. Both recruitment events were well attended. The Graduate Coordinator of Educational Administration was also contacted about establishing a Doctoral Cohort on the Northshore and a preliminary meeting occurred to discuss the possibility and determine number of interested individuals. The web information for all programs in the department has been updated.

Related Action Plans (by Established cycle, then alpha):

Revise measure and target
Revise measure and target to be more specific.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh
Relationships (Measure | Strategies/Actions):
Measure: Track recruitment efforts | Strategies/Actions: Actively recruit students

O/O 4: Actively retain students
Identify majors early in program (BS) and track progress. Encourage student mentorship, events and activities.

University Strategic Plan Associations
University of New Orleans
2 Students

Related Measures

M 4: Track student activities
Develop a yearly report detailing efforts to recruit and retain students that tracks: Student activities/student groups (Honor Societies and Mentorship Groups)
Source of Evidence: Administrative measure - other

Target:
Students or student organizations will be involved in at least three public activities per year.

Finding (2013-14) - Target: Met
The National Honor Society in Counselor Education, Sigma Chi, hosted three continuing education seminars for the public in the annual Big Easy series. This group also publishes a newsletter that is shared with students and alumni.

Related Action Plans (by Established cycle, then alpha):

Re-establish the HHP student organization
A goal for next academic year is to re-establish the student organization for the Human Performance and Health Promotion program that existed before the program was put on hiatus. This group called H²-Squared did social events and volunteer events in the community.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

O/O 5: Faculty performance
Faculty performance will be assessed.

University Strategic Plan Associations
University of New Orleans
3 Faculty

Related Measures

M 5: Teaching evaluations
Student evaluations will be collected each semester for every course. Faculty will be encouraged to participate in professional development activities.

Source of Evidence: Administrative measure - other

Target:
At least 80% of faculty members will achieve evaluations that are 4.0 or higher overall on a 5-point scale.

Finding (2013-14) - Target: Met
The results of faculty evaluations have only been been made available for the Fall 2013 semester. Summary scores from UNO Course Evaluation for Questions 1-15 and Questions 21-25 were examined for each course and instructor. Score ranged from 4.32 to 5.0 on the 5 point scale. All instructors (100%) has summary scores over 4.0. When examining specific items, some instructors had scores averaging between 3 and 4.

Related Action Plans (by Established cycle, then alpha):

Examine individual item data for patterns and provide feedback.
In addition to the summary scores, we will look at individual item scores and provide feedback to faculty who may not be meeting the criterion of a 4 on particular items.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

O/O 6: Course content
Course content monitored through syllabi.

University Strategic Plan Associations
University of New Orleans
1 Academic Programs

Related Measures

M 6: Syllabi review
Syllabi will be collected and reviewed for alignment with program goals and continuity. Syllabi will be maintained in the departmental office

Source of Evidence: Administrative measure - other

Target:
Each program will check alignment with accreditation organization and make revisions as needed. In this particular year, the Counselor Education program will be the primary program under review and all syllabi (100%) will be reviewed for alignment with CACREP standards.

Finding (2013-14) - Target: Met
In preparation for the accreditation visit by CACREP (Council for Accreditation of Counseling and Related Educational Programs) in May 2014, all syllabi were reviewed for alignment with CACREP standards and student learning outcomes. The alignment with objectives, assignments and learning outcomes was updated to match the new standards and the alignment was reflected in each syllabi by listing the standard next to the the syllabi outcome or assignment. This process was accomplished for all syllabi.

Related Action Plans (by Established cycle, then alpha):

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Strategies/Actions):
Measure: Syllabi review | Strategies/Actions: Course content
Projected Completion Date: 07/2014
Responsible Person/Group: Counselor Education Faculty

O/O 7: Publications and presentations
Faculty members maintain productivity and scholarly activities in their academic fields by publishing articles, chapters, or books and presenting research at state, national or international conferences.

University Strategic Plan Associations
University of New Orleans
6 Research

Related Measures

M 7: Scholarly activity report
Faculty members will complete information about their scholarly activity each year.
Source of Evidence: Activity volume

Target:
75% of tenured/tenured track faculty will present and publish one or more articles, chapters, monographs, or books in their discipline annually.

Finding (2013-14) - Target: Met
Data for this finding are provided from Faculty 180. For the academic year 2013-2014, 78% of the tenured/tenure-track faculty presented or published one or more articles, chapter, monographs or books in their discipline. Faculty presented at state, national and international conferences with a total of 12 presentations. Departmental faculty, as a group published or had in press two (2) books and 10 journal articles.

Connected Documents
Scholarly Activities for Fall 2013
Scholarly Activities for Spring 2014
Scholarly Activity Summer 2013

O/O 8: Community service
Faculty members continue to serve on university committees, in administrative roles, on committees in professional organizations, and in the New Orleans community.

University Strategic Plan Associations
University of New Orleans
5 Community

Related Measures

M 8: Community service report
Faculty members will complete information about their service activity each year.
Source of Evidence: Activity volume

Target:
80% of faculty members will engage in one or more significant service activities annually and 30% will have leadership roles.

Finding (2013-14) - Target: Not Reported This Cycle
All faculty (100%) are involved in significant service activities on-campus serving on the Faculty Senate, Institutional Review Board, Graduate Council, Review and Retention, Strategic Planning, Graduate Council, Courses and Curricula and others. Faculty member also served as associate journal editors, proposal reviewers, editorial review board members, members on the board of examiners, and other boards. Approximately half of the faculty had leadership roles in some venue. Complete data available in Faculty 180 report.

Detailed Assessment Report
2013-14 Educational Leadership, M.Ed.
As of 6/17/2014 06:36 AM EDT
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)
Mission / Purpose

The Master’s of Education in Educational Leadership program is a metropolitan-focused program which prepares candidates for leadership roles in PK-12 schools, including positions such as assistant principal, principal, parish or city school supervisor of instruction, supervisor of child welfare and attendance, or comparable school or district leader positions. Completion of this program qualifies completers for Educational Leader Level I certification from the Louisiana State Department of Education and for a Master’s of Education degree.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Competent professional practice
Students will demonstrate standards-relevant knowledge believed necessary for competent professional practice.

Related Measures

M 1: Licensing exam
State mandated licensing exam

Source of Evidence: Certification or licensure exam, national or state

Target:
85% of students will achieve a passing score on the nationally normed, state mandated licensing exam

Finding (2013-14) - Target: Met
In the Fall of 2013, one M.Ed. student in Educational Leadership took the SLLA exam. The score was a 174, which exceeded the state’s passing score of 166. Thus, 100% of our students this semester scored a passing score on this exam. We have met the target of having 85% of students achieve a passing score. Student Score Earned Passing Score 1 174 166 -----------------------------

In the spring of 2014, 8 M.Ed. students in Educational Leadership took the SLLA exam. Seven of the eight achieved a passing score. Thus, 88% of our students this semester scored a passing score on this exam. We have met the target of having 85% of students achieve a passing score. Student Score Earned Passing Score 2 170 166 3 171 166 4 FAIL 166 5 183 166 6 184 166 7 169 166 8 179 166 9 179 166

Related Action Plans (by Established cycle, then alpha):

Goal met... maintain current 85% level
While we exceed our target performance level this semester, this is based on a single student. Prior to making any changes to this metric, we will continue monitoring performance here for 1 more semester.
The weakest sections of the exam for this student were II A (Teaching and Learning) and IB (Vision & Goals- constructed response). While the scores in this section were still in the normal range as defined by ETS, we would like to keep an eye on these areas for the next administration.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Licensing exam | Outcome/Objective: Competent professional practice
Implementation Description: continue monitoring.
Projected Completion Date: 05/2014
Responsible Person/Group: Brian Beabout
Additional Resources: n/a

SLO 2: Apply theory
Students will apply theory to problems of professional practice in educational settings.

Related Measures

M 2: Portfolio
Electronic portfolio review by 2-3 faculty members

Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will achieve a score of satisfactory or above on a scale with a range of 1.0 (unsatisfactory), 2.0 (satisfactory), and 3.0 (target).

Finding (2013-14) - Target: Met
With one completing M.Ed. student, we met this target as 100% (1/1) of students scored at least satisfactory on their portfolio review. Student Score Earned Target Score 1 2.2 2.0 -----------------------------

9 Students completed the comprehensive portfolio assignment given in the Internship course (EDAD 6895). Anonymized scores are listed below. 8 of 9 students achieved the target score of 2.0 on their initial submission, giving us an 89% success rate on this assessment- exceeding our 85% target. Student Score Earned Target Score 1 2.7 2.0 2 2.0 3 1 1.5 2.0 4 2.9 2.0 5 2.9 2.0 6 2.0 2.0 2.0 7 2.9 2.0 8 2.1 2.0 9 2.5 2.0

Related Action Plans (by Established cycle, then alpha):

Goal met (100%)... continue monitoring
The weakest area of the single comprehensive portfolio reviewed was the Ethics standard. Given the small sample size for this review; we will continue to monitor the performance of students on this standard in the next administration (Spring 2014).

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Portfolio | Outcome/Objective: Apply theory
SLO 3: Demonstrate dispositions
Students will demonstrate appropriate dispositions to be an effective school leader.

Related Measures

M 3: Field assessment
Clinical Field Assessment
Source of Evidence: Field work, internship, or teaching evaluation
Target:
80% of students will achieve “target” in all categories measured by the clinical field assessment as assessed by mentor leaders.

Finding (2013-14) - Target: Not Reported This Cycle
The Clinical Field Evaluation is a part of the EDAD 6895 (School Leader Internship) course. This course was not offered in Fall 2013 and thus this assessment was not administered. EDAD 6895 is scheduled for Spring 2014. 6/12/14: 10 candidates completed the EDAD 6895 course in spring 2014. The field evaluations have not all been received from the candidate’s mentors, and data entry will resume once all 10 surveys have been completed and returned to the department.

Related Action Plans (by Established cycle, then alpha):

Electronically administer clinical field evaluation
Due to the challenges in getting clinical field evaluations returned using our traditional paper format, the program will begin administering this evaluation to mentor principals electronically beginning with our next 6895 offering (expected Spring 2015).

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Field assessment | Outcome/Objective: Demonstrate dispositions

Implementation Description: Existing clinical field evaluation will be converted to an online Qualtrics survey and administered to all mentors.
Projected Completion Date: 05/2015
Responsible Person/Group: Brian Beabout

Detailed Assessment Report
2013-14 Human Performance and Health Promotion, B.S.
As of: 6/17/2014 06:36 AM CDT
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose
The Human Performance and Health Promotion program has a mission to foster learning and wellness across the lifespan in partnership with the diverse Greater New Orleans and global communities. The purpose of the B.S. in Exercise Physiology is to prepare prospective exercise physiology professionals with a quality educational foundation which will allow them to assume professional roles in society through a career in business, industry, agencies, hospitals, or educational settings. The B.S. in Exercise Physiology allows students to select concentrations in Exercise Science and Fitness and Human Performance. The purpose of the B.S. in Health Promotion is to prepare health education and promotion specialists who will have the skills and competencies to exhibit leadership in developing effective health education and promotion programs throughout the state. With such skills, graduates can make major contributions in improving the health of individuals and communities in Louisiana and beyond. The B.S. in Health Promotion includes course work to prepare individuals for employment in community and worksite health institutions and organizations. Courses have been built into the curriculum which will prepare students to assess health needs and to plan, implement and evaluate health programs for targeted populations. All core professional courses will be assessed regarding their alignment with the CHES certification competencies.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Professional knowledge, skills, and competencies
Graduates with a B.S. in Human Performance and Health Promotion will demonstrate professional knowledge, skills, and competencies as they deliver health instruction or services to clients.

Related Measures

M 1: Internship
Internship Final Evaluation
Source of Evidence: Field work, internship, or teaching evaluation
Target:
80% of graduates will be evaluated favorably (a score of 4 or better on a 5 point scale) during their internship on skills and competencies related to their specialization.

Finding (2013-14) - Target: Not Reported This Cycle
As of the end of 2013-14, no students have progressed far enough in the re-instated program to complete the internship. Students will be enrolled in the internship in Fall 2014.

Related Action Plans (by Established cycle, then alpha):
Collect data as students progress in the program.
At present, no students have progressed far enough in the program to collect data and evaluate this measure and outcome. The faculty in the program will be able to assess how well we meet this outcome when students begin to complete the program.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Internship | Outcome/Objective: Professional knowledge, skills, and competencies

SLO 2: Academic preparation
Graduates with the B.S. in Human Performance and Health Promotion will evaluate aspects of their academic preparation favorably.

Related Measures
M 2: Exit survey
Senior Exit Survey
Source of Evidence: Exit interviews with grades/program completers

Target:
At least 75% of graduates will express satisfaction with the preparation they received in terms of instruction and professional experiences on; overall quality of program, effectiveness of faculty as teachers, quality of instruction in professional courses and labs, practicum instruction outside the classroom, quality of instruction regarding standards and ethics, & awareness of multi-cultural issues.

Finding (2013-14) - Target: Not Reported This Cycle
As of the end of 2013-14, no students have progressed far enough in the re-instated HHP program to complete the degree and survey. The first group of students will graduate Fall 2014

Related Action Plans (by Established cycle, then alpha):
Collect data on this measure as student progress through the program
At present, no students have progressed far enough in the program to collect data and evaluate this measure and outcome. The faculty in the program will be able to assess how well we meet this outcome when students begin to complete the program.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Exit survey | Outcome/Objective: Academic preparation

SLO 3: Certification exam
Graduates will be encouraged to complete the appropriate certification exam (CHES or ACSM certification)

Related Measures
M 3: National Certification Exam
National Certification Exam: Certified Health Education Specialist (CHES) & American College of Sport Medicine (ACSM) certification for Health and Fitness Specialist
Source of Evidence: Certification or licensure exam, national or state

Target:
80% will achieve a passing score on first attempt.

Finding (2013-14) - Target: Not Reported This Cycle
As of the end of 2013-14, no students have progressed far enough to be eligible to take the National Certification exam.

Related Action Plans (by Established cycle, then alpha):
Collect data on this measure as student progress through the program
At present, no students have progressed far enough in the program to collect data and evaluate this measure and outcome. The faculty in the program will be able to assess how well we meet this outcome when students begin to complete the program.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: National Certification Exam | Outcome/Objective: Certification exam
## Activity Overview - By Faculty

**Educational Leadership, Counseling, and Foundations**

**Summer 2013 - Spring 2014**

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