

PROGRAM LEARNING OUTCOME (PLO) 4: THEORETICAL ANALYSIS AND REPORT SPRING, 2021

Program Learning Outcome (PLO) 4: Students in the master's degree programs (CMHC, RC, and SC) within the Department of Counseling and Human Services at the University of Scranton will: "Demonstrate master's level theoretical knowledge and competencies in counseling domains."

INTRODUCTION

The Department of Counseling and Human Services has conducted several administrations of the Counselor Preparation Comprehensive Exam (CPCE) beginning with the Spring 2015 semester (baseline data) through the Spring 2019 semester in order to establish performance levels of PLO 4: Theoretical. Students entering graduate programs in CMHC, RC and SC beginning in the Fall 2015 semester and thereafter are required to take the CPCE exam prior to graduation. During the years of Spring 2015 – Spring 2019, there were 6 semesters in which students were tested using the CPCE. Specifically, administrations included Spring 2015 (pilot baseline data), Spring 2017, Fall 2017, Spring 2018, Fall 2018, and Spring 2019. The CPCE is utilized by over 390 universities and colleges and is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. The exam is developed and produced by the Center for Credentialing and Education (CCE). This 136-item exam measures student knowledge across 8 domains: 1) Human Growth and Development; 2) Social and Cultural Diversity; 3) Helping Relationships; 4) Group Work; 5) Career Development; 6) Assessment; 7) Research and Program Evaluation; 8) Professional Orientation and Ethical Practice. Each domain has 17 items on the exam. Exam results provide counseling programs with a way to evaluate individual student progress and compare internal program outcomes with a national sample of all counseling graduate students completing the exam.

The CPCE exam was piloted during the Spring of 2015 with a group of advanced master's level students enrolled in internship ($n = 24$). Students were encouraged to take the test without advanced preparation to assist the department with establishing baseline performance measures that will be used to direct the development of future policies and procedures. The purpose of the pilot test was explained to all participants.

Tests were provided at university expense; students did not incur any financial cost for their service contributions to the department.

The CPCE exam was also administered to advanced master's level counseling students during the Spring 2017 semester ($n = 4$), Fall 2017 semester ($n = 17$), Spring 2018 semester ($n = 15$), Fall 2018 semester ($n = 7$), and Spring 2019 semester ($n = 12$) as a requirement for graduation. Established passing criteria was not established and implemented for these testing administrations but will be implemented in future administrations (beginning in the Fall 2019 semester and thereafter). This passing score criteria was put into effect for any students entering a program Fall 2019 or later. A passing score was determined to be 1 standard deviation below the national mean for the total score of that specific testing administration. Students who do not meet that benchmark can be assessed at the individual sub-scores and will meet with their program mentor to discuss remediation.

Data from the Spring 2015, Spring 2017, Fall 2017, Spring 2018, Fall 2018, and Spring 2019 administrations of the CPCE were inputted and evaluated using Excel. Results represent outcomes from students in each one of our master's degree programs. Results include domain scores for our entire student sample that are also disaggregated by program as well as a total mean score for the entire sample that is also disaggregated by program.

OUTCOMES

Table 1 includes aggregated means for all counseling master's degree students taking the CPCE across the 6 CPCE testing administrations and within the 8 counseling domains assessed. Tables 2, 3 and 4 include the disaggregated means for CMHC, RC, and SC students respectively across CPCE testing administrations and within the 8 counseling domains.

Table 1 shows the aggregate mean scores for all counseling programs. In the Spring 2015, the highest scores were in C8 "Professional Orientation and Ethical Practice" ($M = 12$) and C4 "Group Work" ($M = 11.9$) while the lowest scores were in C1 "Human Growth and Development" ($M = 9.54$) and C6 "Assessment" ($M = 9.71$). During the Spring 2017, the highest scores were in C3 "Helping Relationships" ($M = 12.3$) and C8

“Professional Orientation and Ethical Practice” ($M = 10.3$). The lowest scores in the Spring 2017 administration were in C7 “Research and Program Evaluation” ($M = 8.3$) and C5 “Career Development” ($M = 9$). For the Fall 2017, highest scores were in C3 “Helping Relationships” ($M = 11.6$) and C4 “Group Work” ($M = 11.3$). The lowest scores for the Fall 2017, were in C5 “Career Development” ($M = 8.5$) and C8 “Professional Orientation and Ethical Practice” ($M = 10.3$). For the Spring 2018, the highest scores were in C1 “Human Growth and Development” ($M = 12$) and C3 “Helping Relationships” ($M = 11.7$) and the lowest scores were in C5 “Career Development” ($M = 8.2$) and C4 “Group Work” ($M = 10.3$). For the Fall 2018, the highest scores were in C3 “Helping Relationships” ($M = 12.7$) and C6 “Assessment” ($M = 12.6$) and the lowest scores were in C5 “Career Development” ($M = 10.9$) and C8 “Professional Orientation and Practice” ($M = 11$). For the Spring 2019, the highest scores were in C1 “Human Growth and Development” ($M = 11$), C5 “Career Development” ($M = 10.6$), and C8 “Professional Orientation and Practice” ($M = 10.6$) and the lowest scores were in C3 “Helping Relationships” ($M = 8.1$) and C2 “Social and Cultural Diversity” ($M = 8.9$). The total mean scores for all programs combined were highest in the Fall 2018 testing administration ($M = 93.6$) and lowest in the Spring 2019 ($M = 77.5$). The Spring 2015 testing administration had the highest number of examinees ($n = 24$) while the Spring 2017 testing administration had the fewest number of examinees ($n = 4$). The average of the total means for the three graduate counseling programs across the six testing administrations were CMHC ($M = 90.77$), RC ($M = 79.92$), and SC ($M = 78$). CMHC had the largest number of examinees (41) over the 6 testing administrations followed by RC (19) and SC (19).

Table 2 shows the means for the 8 domains across testing administrations for CMHC. The domain with the highest mean in the Spring 2015 was C8 “Professional Orientation and Ethical Practice” ($M = 12.5$). For the Spring 2017, the highest score was C3 “Helping Relationships” ($M = 14$) and C8 “Professional Orientation and Ethical Practice” ($M = 14$). For the Fall 2017, the highest score was C4 “Group Work” ($M = 12.2$). For the Spring 2018, the highest score was C3 “Helping Relationships” ($M = 13.6$). For the Fall 2018, the highest score was C3 “Helping Relationships” ($M = 13.2$). For the Spring 2019, the highest scores were C1 Human Growth and Development ($M = 11.6$) and C8 “Professional Orientation and Ethical Practice” ($M = 11.6$). The lowest

mean score for the Spring 2015 was C1 “Human Growth and Development” ($M = 8.9$). For the Spring 2017, it was also C1 “Human Growth and Development”. The lowest scores were in C5 “Career Development” for the Fall 2017 ($M = 8.6$) and Spring 2018 ($M = 8.7$) administrations. The lowest scores for Fall 2018 were C5 “Career Development” ($M = 11.2$). The lowest scores for Spring 2019, were in both C2 “Social and Cultural Issues” ($M = 8.6$) and C3 “Helping Relationships” ($M = 8.6$).

Table 3 shows the means for the 8 domains across testing administrations for RC. The domain with the highest mean in the Spring 2015 was C4 “Group Work” ($M = 12.2$). For the Fall 2017, it was C3 “Helping Relationships” ($M = 11.4$) and C4 “Group Work” ($M = 11.4$). For the Spring 2018, it was C6 “Assessment” ($M = 11$). For the Fall 2018, the highest scores was in C3 “Helping Relationships” ($M = 13$). For the Spring 2019, the highest score was in C1 Human Growth and Development ($M = 10.4$). The domain with the lowest mean score was C5 “Career Development” in the Spring 2015 ($M = 9$), Fall 2017 ($M = 9.2$), and Spring 2018 ($M = 8.7$). Also in the Spring 2018, C7 “Research and Program Evaluation” tied with C5 “Career Development” with lowest scores ($M = 8.7$) for both domains. For the Fall 2018, the lowest score was in C8 “Professional Orientation and Ethical Practice” ($M = 6$). For the Spring 2019, the lowest score was in C3 “Helping Relationships” ($M = 7.2$).

Table 4 shows the means for the 8 domains across testing administrations for SC. The domains with the highest means in the Spring 2015 were C2 “Social and Cultural Issues” ($M = 12.3$), C3 “Helping Relationships” ($M = 12.3$) and C4 “Group Work” ($M = 12.3$). The domain of C3 “Helping Relationships” was the highest for the Spring 2017 ($M = 11.7$) and Fall 2017 ($M = 11$). For the Spring 2018, the domain with the highest mean was C1 “Human Growth and Development” ($M = 11.4$). For the Fall 2018, the domain with the highest mean was C6 “Assessment” ($M = 13$). For the Spring 2019, the highest means were in both C4 “Group Work” ($M = 11.5$) and C.8 “Professional Orientation and Ethical Practice” ($M = 11.5$). The domain with the lowest mean score was C7 “Research and Program Evaluation” for the Spring 2015 ($M = 10$) and Spring 2017 ($M = 6$) testing administrations. For the Fall 2017, the lowest mean scores were equivalent in the following three areas C4 “Group Work” ($M = 6.5$), C5 “Career Development” ($M = 6.5$), and C8 “Professional Orientation and Ethical

Practice” ($M = 6.5$). The lowest mean score for the Spring 2018 testing administration was in C5 “Career Development” ($M = 7.2$). The lowest mean score for the Fall 2018 was in C4 “Group Work” ($M = 7$). For the Spring 2019, the lowest mean score was C3 “Helping Relationships” ($M = 9$).

	Spring 2015	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Total
	n=24	n=4	n=17	n=15	n = 7	n = 12	N=79
C1	9.5	9.5	11.0	12.0	12.1	11.0	10.9
C2	11.1	9.8	10.7	10.5	11.1	8.9	10.4
C3	11.1	12.3	11.6	11.7	12.7	8.1	11.3
C4	11.9	9.3	11.3	10.3	11.6	9.7	10.7
C5	10.1	9.0	8.5	8.2	10.9	10.6	9.6
C6	9.7	9.5	10.4	10.8	12.6	9.3	10.4
C7	10.4	8.3	11.0	10.8	11.6	9.3	10.2
C8	12.0	10.3	10.3	10.6	11.0	10.6	10.8
Total	85.8	78.0	84.8	84.9	93.6	77.5	84.1

Column Labels: C1 = Human Growth and Development; C2 = Social and Cultural Diversity; C3 = Helping Relationships; C4 = Group Work; C5 = Career Development; C6 = Assessment; C7 = Research and Program Evaluation; C8 = Professional Orientation and Ethical Practice

	Spring 2015	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Total
	n=13	n=1	n=10	n=7	n = 5	n = 5	N=41
C1	8.9	10.0	11.4	13.4	12.4	11.6	11.3
C2	10.2	11.0	10.7	10.4	12.4	8.6	10.6
C3	10.9	14.0	11.9	13.6	13.2	8.6	12.0
C4	11.6	12.0	12.2	10.9	13.0	9.6	11.6
C5	10.2	11.0	8.6	8.7	11.2	11.4	10.2
C6	9.1	12.0	10.9	10.6	12.6	9.6	10.8
C7	10.5	15.0	12.1	13.4	12.8	8.8	12.1
C8	12.5	14.0	10.9	11.7	12.4	11.6	12.2
Total	83.9	99.0	88.7	92.7	100.0	79.8	90.7

Column Labels: C1 = Human Growth and Development; C2 = Social and Cultural Diversity; C3 = Helping Relationships; C4 = Group Work; C5 = Career Development; C6 = Assessment; C7 = Research and Program Evaluation; C8 = Professional Orientation and Ethical Practice

	Spring 2015 n=5	Spring 2017 n=0	Fall 2017 n=5	Spring 2018 n=3	Fall 2018 n = 1	Spring 2019 n = 5	Total N=19
C1	10.4	NA	11.2	9.7	11.0	10.4	10.5
C2	11.8	NA	11.2	10.7	8.0	8.8	10.1
C3	10.4	NA	11.4	9.7	13.0	7.2	10.3
C4	12.2	NA	11.4	9.7	10.0	9.0	10.5
C5	9.0	NA	9.2	8.7	9.0	9.6	9.1
C6	10.2	NA	10.0	11.0	12.0	8.8	10.4
C7	10.4	NA	9.8	8.7	8.0	9.6	9.3
C8	11.4	NA	10.6	10.7	6.0	9.2	9.6
Total	85.8	NA	84.8	78.9	77.0	72.6	79.8

Column Labels: C1 = Human Growth and Development; C2 = Social and Cultural Diversity; C3 = Helping Relationships; C4 = Group Work; C5 = Career Development; C6 = Assessment; C7 = Research and Program Evaluation; C8 = Professional Orientation and Ethical Practice

	Spring 2015 n=6	Spring 2017 n=3	Fall 2017 n=2	Spring 2018 n=5	Fall 2018 n = 1	Spring 2019 n = 2	Total N=19
C1	10.3	9.3	8.5	11.4	12.0	11.0	10.4
C2	12.3	9.3	9.5	10.6	8.0	10.0	10.0
C3	12.3	11.7	11.0	10.4	10.0	9.0	10.7
C4	12.3	8.3	6.5	10.0	7.0	11.5	9.3
C5	10.7	8.3	6.5	7.2	11.0	11.0	9.1
C6	10.7	8.7	8.5	11.0	13.0	10.0	10.3
C7	10.0	6.0	8.5	8.4	9.0	10.0	8.7
C8	11.5	9.0	6.5	9.0	9.0	11.5	9.4
Total	90.1	70.6	65.5	78.0	79.0	84.0	77.9

Column Labels: C1 = Human Growth and Development; C2 = Social and Cultural Diversity; C3 = Helping Relationships; C4 = Group Work; C5 = Career Development; C6 = Assessment; C7 = Research and Program Evaluation; C8 = Professional Orientation and Ethical Practice

RECOMMENDATIONS

- 1) The department will use this baseline information for future reports and administrations of the CPCE (Fall 2019 and later).
- 2) Future PLO 4 Reports can include a consolidated table with composite and disaggregated program results for comparison purposes.

- 3) Future PLO 4 Reports will include information about the standard deviations and means for the national standards for the CPCE.
- 4) Future PLO 4 Reports will also include information about how many students met the benchmark (scoring above 1 standard deviation below the mean) for each of the CPCE administrations.
- 5) Move past CPCE results from Via to Tevera as we transition from one software to another.

ACTION REPORT

- 1) The Graduate Standards Workgroup met on March 18, 2021 and discussed the report. They made some changes to the report (including adding recommendations 2-4 and adding an additional column to all of the tables for total scores) and decided to present it at the upcoming Assessment Action Committee (AAC) meeting.
- 2) The AAC met on March 23, 2021 and discussed the report. The AAC discussed different aspects of the report, including the potential changes in scores as we go from students who were only required to take the test (in the scores from this report) to students who have to meet the required score to complete the program. The AAC decided to move the report to the April CHS Department Meeting for formal approval vote.
- 3) The CHS Department met on April 9, 2021 and voted on the report.