

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

The School Counseling Program Learning Outcome (PLO) 5 states: Students in the School Counseling master's degree programs within the Department of Counseling and Human Services at the University of Scranton will: "Design, develop, and implement all aspects of the American School Counselor Association (ASCA) National Model."

EXECUTIVE SUMMARY

A systematic assessment of PLO 5 (SC) was conducted during the Fall semester of 2020 using data collected from SC students who completed internship during the most recent four semesters (F18-SP20). A previous report for this PLO was written and approved in SP17. There is a one-year data gap between the first report and the current one as the department was transitioning to VIA for assessment during AY F17-SP18.

"PLO 5 Evaluation Rubric for School Counseling" (see Appendix A) measures student competency across three domains: 1) Case Presentation [9 items/27 total points]; 2) Classroom Guidance/Counseling Group Assignment [4 items/12 total points]; and 3) Action Research (MEASURE) Project (6 items/18 total points). All individual items are scored using a 3-point scale. Assessment for PLO 5(SC) is completed throughout each student's internship experience. Data is entered into VIA at the conclusion of each semester.

RESULTS

Results are included in the four tables (below) followed by a brief narrative overview of highlights. Areas for future consideration are presented in the "Recommendations" section followed by an "Action Report" section to document the department's ongoing "Closing the Loop" activities.

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

Table 1: School Counseling PLO 5 Report Comparisons (SP17 and F20)

	Case Presentation (max = 27)	Classroom Guidance/Counseling Group Assignment (max = 12)	Action Research (MEASURE Project) (max = 18)	Overall Score (max = 57)
Last Report: SP17 (n=8)	24.00 88.88%	11.13 92.75%	15.5 86.11%	50.63 88.82%
Current Report: F18-SP20 (n=23)	m=24.77 SD=2.82 91.74%	m=10.13 SD=1.25 84.41%	m=15.78 SD=1.91 87.66%	m=50.68 88.91%

Table 2: Case Presentation (AY2018-2019 through AY2019-2020)

	Q1 (1-3 pts)	Q2 (1-3 pts)	Q3 (1-3 pts)	Q4 (1-3 pts)	Q5 (1-3 pts)	Q6 (1-3 pts)	Q7 (1-3 pts)	Q8 (1-3 pts)	Q9 (1-3 pts)	Full Scale (max = 27)
F18 (n=2)	m=2.50 SD=.71	m=3.0 SD=.00	m=3.0 SD=.00	m=3.0 SD=.00	m=2.0*	m=2.0*	m=2.5 SD=.71	m=2.5 SD=.71	m=2.5 SD=.71	m=23.29 SD=.00
SP19 (n=4)	m=3.0 SD=.00	m=3.0 SD=.00	m=3.0 SD=.00	m=2.75 SD=.50	m=3.0 SD=.00	m=2.75 SD=.50	m=3.0 SD=.00	m=3.0 SD=.00	m=2.75 SD=.50	m=26.25 SD=.96
F19 (n= 10)	m=2.80 SD=.42	m=2.9 SD=.32	m=2.6 SD=.70	m=2.6 SD=.52	m=2.6 SD=.52	m=2.6 SD=.52	m=2.6 SD=.52	m=2.5 SD=.71	m=2.3 SD=.67	m=23.50 SD=3.50
SP20 (n=7)	m=3.0 SD=.00	m=2.86 SD=.38	m=3.0 SD=.00	m=2.86 SD=.38	m=3.0 SD=.00	m=3.0 SD=.00	m=2.86 SD=.38	m=2.71 SD=.49	m=2.86 SD=.38	m=26.14 SD=1.21
ALL (n=23)	m=2.87 SD=.34	m=2.91 SD=.29	m=2.83 SD=.49	m=2.74 SD=.75	m=2.77 SD=.43	m=2.70 SD=.47	m=2.74 SD=.45	m=2.65 SD=.57	m=2.57 SD=.59	m=24.77 SD=2.82

*Only 1 data point

Table 3: Classroom Guidance/Group Counseling Assignment (AY2018-2019 through AY2019-2020)

	Q1 (1-3 pts)	Q2 (1-3 pts)	Q3 (1-3 pts)	Q4 (1-3 pts)	Q5 (1-3 pts)	Q6 (1-3 pts)	Full Scale (max = 18)
F18 (n=2)	m=2.50 SD=.71	m=2.50 SD=.71	m=3.00 SD=.00	m=2.00 SD=1.41	m=2.00 SD=1.41	m=2.00 SD=1.41	m=14.00 SD=5.66
SP19 (n=4)	m=2.75 SD=.50	m=2.75 SD=.50	m=2.75 SD=.50	m=3.00 SD=.00	m=3.00 SD=.00	m=2.50 SD=.58	m=16.75 SD=1.26
F19 (n= 10)	m=2.90 SD=.32	m=2.70 SD=.48	m=2.40 SD=.52	m=2.90 SD=.32	m=2.00 SD=.00	m=2.10 SD=.32	m=15.00 SD=1.15
SP20 (n=7)	m=2.86 SD=.38	m=2.71 SD=.49	m=2.86 SD=.38	m=2.86 SD=.38	m=2.86 SD=.38	m=2.71 SD=.49	m=16.86 SD=1.07
ALL (n=23)	m=2.83 SD=.39	m=2.70 SD=.47	m=2.65 SD=.49	m=2.83 SD=.49	m=2.43 SD=.59	m=2.35 SD=.57	m=15.78 SD=1.91

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

Table 4: Action Research (MEASURE) Project (AY2018-2019 through AY2019-2020)

	Q1 (1-3 pts)	Q2 (1-3 pts)	Q3 (1-3 pts)	Q4 (1-3 pts)	Full Scale (max = 12)
F18 (n=2)	m=3.0 SD=.00	m=2.50 SD=.71	m=3.00 SD=.00	m=2.5 SD=.71	m=11.00 SD=1.41
SP19 (n=4)	m=2.75 SD=.50	m=2.75 SD=.50	m=2.50 SD=.58	m=2.75 SD=.50	m=10.75 SD=.96
F19 (n= 10)	m=2.90 SD=.32	m=2.1 SD=.32	m=2.2 SD=.42	m=2.1 SD=.32	m=9.30 SD=.82
SP20 (n=7)	m=2.86 SD=.38	m=2.71 SD=.49	m=2.43 SD=.53	m=2.71 SD=.49	m=10.71 SD=1.38
ALL (n=23)	m=2.87 SD=.34	m=2.43 SD=.51	m=2.39 SD=.50	m=2.43 SD=.51	m=10.13 SD=1.25

Table 1

The highest percentage score for the full sample of students in this cycle is identified in the Case Presentation domain ($24.77/27 = 91.74\%$) followed by the Action Research (MEASURE) Project ($15.78/18 = 87.66\%$) and the Classroom Guidance/Counseling Group Assignment ($10.13/12 = 84.41\%$). This contrasts with the score percentages from the last report when students scored highest in the Classroom Guidance/Counseling Group Assignment ($11.13/12 = 92.75\%$) followed by the Case Presentation ($24/27 = 88.88\%$) and Action Research (MEASURE) Project ($15.5/18 = 86.11\%$) domains. The Overall Score for the current analysis ($50.68/57 = 88.91\%$) is consistent with the previous report ($50.63/57 = 88.82\%$). The current Overall Score mean exceeded the minimum proficiency score of 38/57 which would represent a “2” on each of the 19 items in the rubric.

Tables 2-4

Recommendation #1 from the previous report (SP17) included a suggestion to “develop a systematic plan to collect evaluation data” for this PLO. This prompted the department to adopt the VIA system. Working with the Dean’s office and Ray Schwenk, those who teach COUN 597: SC Internship now receive an e-mail at the start of each semester with a reminder to enter all associated data for this PLO into VIA at the conclusion of the semester. The Department Chairperson follows up on any unfulfilled requests a few weeks after the semester has ended. As noted above, data entry for this PLO was paused during the AY17-18 period in order to establish this systematic plan. All data has been entered into VIA for analysis since developing the plan.

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

Recommendation #3 from the previous report included a suggestion to analyze both the Domain scores as well as the item scores for additional detail. As a result, item analysis is paired with domain scores in Tables 2-4. Each domain represents areas of knowledge and competence for school counseling students who have numerous opportunities to practice these types of activities throughout their master's degree program work. No areas of concern emerge from this analysis. Means for all items in every semester as well as aggregate means for all items during the entire evaluation cycle are 2.0 (Proficient) or above (Outstanding). Results appear to indicate that students are adequately prepared to perform these professional activities.

RECOMMENDATIONS

1. Continue to monitor as stability with assessment platforms, administration, and cycles emerge. The next report will be written in AY23-24 and will include 3 years of data for this PLO from AY20-21 to AY22-23.
2. Consider changing rubrics for this PLO from a 3-point scale to a 4-point scale for the next cycle in order to be more consistent with other PLO rubrics.

ACTION REPORT

1. Report completed on 10/21/20 and readied for Standards Work Group review on 12/3/20.
2. Draft of report sent to Standards Work Group on 10/22/20.
3. Standards Work Group met (4/22/21) to review and discuss the report. Recommendation #2 added above. Group recommended advancing this report for discussion and departmental vote.
4. This report was shared electronically with all members of the department prior to the department meeting on 5/6/21. An overview and discussion was held at the department meeting. All were in favor of approving the report after review and discussion.

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

APPENDIX A: CHS Graduate Assessment- School Counseling Program PLO 5

Design, develop, and implement all aspects of the ASCA National Model

Evaluation Rubric Completed during COUN 597 Internship in School Counseling

Students will complete 3 different assignments which combined will demonstrate competency with PLO 5.

Student: _____

Rating Scale

3=Outstanding: Skills and understanding significantly beyond developmental level

2=Proficient: Understanding of concepts/skills evident

1=Unsatisfactory: Significant remediation needed; lacking knowledge/skill

Faculty Evaluator: _____

Student Overall Score: _____ / 57

Case Presentation

Elements	3	2	1	Score
Background Information	Includes detailed yet succinct description of client with all relevant demographics and includes recent and past events and traumas. Selected	Student presents relevant client demographics and includes summary of key recent and past events and traumas.	Significant demographic information missing; unable to identify significant relevant events.	

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

	information helps develop coherent conceptualization.			
Presenting Problem	Description of reason for referral and source- provides sophisticated depiction of all stakeholders' views; word choice conveys empathy and respect, and descriptions clearly contribute to coherent conceptualization. Uses person-first language.	Includes description of problem/reason for referral and source. Uses language conveying respect and empathy and uses person-first language.	Significant problems with problem descriptions; missing key perspectives; incorrect characterization. Does not use person-first language.	
Client Strengths/Assets/Resources	Insightful identification of strengths, assets, and resources; and how these may impact the counseling process.	Student identifies strengths, assets, and resources that impact the counseling process.	Significant problems identifying strengths, assets, and resources and/or difficulty tying these aspects to the counseling process.	
Client Orientation (Cognitive, behavioral, affective, and systemic)	Thorough presentation of client orientation supported by evidence to guide clinical assessment and thinking.	Student is able to determine and present client orientation supported by evidence.	Student has difficulty determining and/or presenting client orientation.	

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

Assessment of Multicultural and Diversity Issues	Insightful assessment of multicultural and diversity issues (race, ethnicity, SES, gender, sexual orientation, disability, etc.) and how these may impact the counseling process.	Student is able to assess multicultural and diversity issues (race, ethnicity, SES, gender, sexual orientation, disability, etc.) and how these may impact the counseling process.	Student has difficulty assessing multicultural and diversity issues (race, ethnicity, SES, gender, sexual orientation, disability, etc.) and how these may impact the counseling process.	
Potential Developmental Issues	Thorough presentation and understanding of potential developmental issues and their impact on the counseling process.	Student is able to present and understand potential developmental issues and their impact on the counseling process.	Student is unable to present and/or understand potential developmental issues and their impact on the counseling process.	
Potential Systemic Issues	Thorough understanding of relationships, institutional and environmental factors, that could impact the counseling process.	Student is able to present and understand how relationships, institutional and environmental factors, could impact the counseling process.	Student is unable to present and/or understand how relationships, institutional and environmental factors, could impact the counseling process.	

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

Case Conceptualization	The case conceptualization demonstrates an in-depth understanding of the “client” based on the factors listed above and uses this information to guide planning and intervention.	Student is able to present case conceptualization that demonstrates an understanding of the “client” based on the factors listed above and uses this information to guide planning and intervention.	Student is unable to present case conceptualization that demonstrates an understanding of the “client” based on the factors listed above and/or does not use this information to guide planning and intervention.	
Goals/Treatment Plan	The student demonstrates an integrated knowledge of theories and intervention options that guide goals and treatment planning.	The student demonstrates knowledge of theories and intervention options that guide goals and treatment planning.	The student is unable to demonstrate knowledge of theories and/or intervention options that guide goals and treatment planning.	

Case Study 1 Total Points ____/27 points

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

Classroom Guidance/Counseling Group Assignment

Elements	3	2	1	Score
Lesson Planning (Goals, Objectives, Methods, Materials, Procedures, and Evaluation including process, perception, and outcome data)	The student includes all necessary components of a lesson plan AND the lesson plan is thorough enough for someone else to deliver the content without any additional assistance.	The student includes all necessary components of a lesson plan.	Student is unable to include the necessary components and/or lesson plan is incomplete.	
Pre-Planning	The lesson is derived using multiple data points to demonstrate a clear connection between the needs of students and the lesson to be delivered.	The lesson is derived using one data point or qualitative information to demonstrate a connection between the needs of students and the lesson to be delivered.	The lesson does not demonstrate a connection between the needs of students and the lesson to be delivered.	
Peer Helper Strategies	The lesson includes focused peer helper intervention strategies tied to overall learning objectives.	The lesson includes a peer helper intervention strategy component.	The lesson does not include any peer helper strategies.	

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

Accountability (Process, Perception, Outcome)	The student report illustrates a clear, comprehensive understanding and collection of accountability data (process, perception, and outcome).	The student collects and reports all necessary accountability data (process, perception, and outcome).	Student reports only minimal (1-2) accountability data (process, perception, and outcome).
--	---	--	--

Classroom Guidance/Counseling Group Assignment ____/12 points

Action Research (MEASURE Project)

Elements	3	2	1	Score
Mission	The student includes all necessary components of the school's mission AND the MEASURE project are connected in meaningful ways.	The student reports on the school's mission AND the MEASURE project are connected.	Student either does not include mission and/or does not integrate MEASURE project with mission.	
Elements	The student incorporates multiple (more than two) data points to illustrate student or school needs AND ties those to the MEASURE project in meaningful ways.	The student reports at least one data point AND ties it to the MEASURE project.	Student either does not include data points and/or does not tie them to the MEASURE project.	

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

Analyze	Student is able to conduct a thorough analysis that incorporates all aspects of the Analysis domain (problem identification, appropriate data disaggregation, baseline data and outcome goals).	Student conducts an analysis that incorporates all aspects of the Analysis domain (problem identification, appropriate data disaggregation, baseline data and outcome goals).	Student does not conduct a thorough analysis and/or does not incorporate all aspects of the Analysis domain (problem identification, appropriate data disaggregation, baseline data and outcome goals).	
Stakeholders- Unite	Student develops a thorough action plan including: generating potential solutions to the identified problem; identifying important stakeholders; and developing suitable activities to involve each stakeholder group.	Student develops an action plan including: generating potential solutions to the identified problem; identifying important stakeholders; and developing suitable activities to involve each stakeholder group.	Student does not develop an action plan and/or does not include all elements of this domain including: generating potential solutions to the identified problem; identifying important stakeholders; and developing suitable activities to involve each stakeholder group.	
Reanalyze, Reflect, and Revise	The student demonstrates an in-depth understanding of the ways to incorporate each of the previous steps into this domain (Reanalyze, Reflect, and Revise).	The student demonstrates an understanding of the ways to incorporate each of the previous steps into	Student does not incorporate one or more of the components in this domain (Reanalyze, Reflect, and Revise).	

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

		this domain (Reanalyze, Reflect, and Revise).		
Educate	The student makes informed decisions about how to promote and publicize the results of his or her work, which may include: developing a report card; identifying key stakeholders; and sharing results.	The student proposes a plan or strategy to educate, which may include: developing a report card; identifying key stakeholders; and sharing results.	The student does not propose a plan or strategy that includes developing a report card, identifying key stakeholders, and sharing results OR strategies are limited as related to the MEASURE project.	

Action Research (MEASURE Project) _____/18 points