



Program Assessment Report (PAR)

School Counseling (SCNL) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

I. PROGRAM LEARNING OUTCOMES

1. Demonstrate the following counseling skills: Rapport, Active Listening, Case Conceptualization, Intervention, Evaluation, Termination and Follow-up. 2. Demonstrate multicultural competency in formulating strategies for working with diverse populations. 3. Design a comprehensive developmental guidance program. 4. Locate resources in the community to facilitate student learning and development. 5. Implement strategies and programs for preparing students for postsecondary educational and career planning. 6. Demonstrate knowledge of technology in the practice of school counseling. 7. Demonstrate the ability to apply research findings to the practice of school counseling. 8. Demonstrate knowledge and understanding of current legal and ethical issues that affect the practice of school counseling. 9. Distinguish the professional school counselor identity from that of related helping professions. 10. Design prevention and intervention plans related to student atypical growth and development and factors of resiliency on student learning and development. The school-counseling program uses the student learning outcomes as specified in the 2016 CACREP standards to further define and add levels of specificity to the student learning outcomes.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Key Assessments: All school counseling students were required to upload key assessments as evidence that program learning outcomes had been met. Key assessments were aligned with the 2016 CACREP standards for School Counselors Section G. The key assessments were uploaded to Taskstream, an online portfolio tool. Ohio Assessment for Educators (OAE) As a program requirement, all school counseling students must pass the OAE in order to be eligible for graduation (or pass a comprehensive examination issued by the HS department). The OAE is the examination required to be eligible for the professional school counselor

license (pupil services) in the state of Ohio. The content addressed on the OAE is aligned with the Program Learning Outcomes and the 2009 and 2016 CACREP standards. The content domains include: Student development & learning, Comprehensive School Counseling Program, and Professional Knowledge & Practice. The passing score on the OAE is 220.

B. Scoring of Student Work

Each key assessment has a rubric which is aligned with the appropriate CACREP standards. For each standard, student may receive “does not meet expectation”, “meets expectations” or “exceeds expectations”. Key assessments are evaluated by the assigning instructor. The final key assessment for School Counselor is the portfolio which is completed during CNL 8670. This key assessment is evaluated by the program director. Ohio Assessment for Educators (OAE) is scored by Pearson in the three domains: student development & learning, comprehensive school counseling program and professional knowledge and Practice. Passing Scores are reported to the program by student. The Ohio Department of Education provides the college with data on all scores for each academic year.

C. Indirect Assessment

Exit Surveys: The chair of the Human Services department solicits data from graduating students by way of an exit survey. The exit survey allows students to provide feedback on their overall satisfaction with the school counseling program

III. ASSESSMENT RESULTS/INFORMATION:

Key Assessment: CNL 8670 Portfolio (n=9) Ohio Assessment for Educators (n=7)
Exit Survey (n=3)

100% of students met or exceeded expectations for all criterion on the CNL 8670 Portfolio. 100% of students passed the OAE with a mean score of 250.1. Mean score increased by almost 10 points from last year. WSU school counselor students pass rate is 20% higher than the state school counselor pass rate. WSU school counselor students had a higher mean score in Content Area 01 Student Development and Learning and Content Area 03 Professional Knowledge and Practice than the State Mean content scores in these areas. The WSU mean score in Content area 02 Comprehensive School Counseling Program was the same as the state mean score in this area. Response rate was low: 38%. 100% of students reported that they were satisfied or very satisfied with their experience in the College of Education and Human Services including: courses, quality of instruction, quality

of relationships with faculty, sense of community, preparedness for further study or employment, relevance of coursework, clearly articulated policies and appropriate field experiences. 67% reported excellent advising and 33% reported that advising was “fair”. 100% of students reported that they would recommend the program. Qualitative data was positive. One student identified a need for more school counseling faculty.

Students are achieving program learning outcomes 1-10 as aligned with the criterion for the portfolio. Student scores on the OAE are indicative that students are achieving program learning outcomes 1-10 which are aligned with the state licensure exam for professional practice as a school counselor. Responses on exit survey indicate that of the students who participated, they have been satisfied with the graduate program as it relates to preparation for becoming a professional school counselor and meeting appropriate learning objectives.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Information from assessments are typically shared with graduate program faculty in a department meeting. Faculty did not meet in the Fall 2020 to review data. This may be due to limited meetings as a result of Covid and transition in leadership. Data will be discussed in spring 2021. Data was shared with Graduate Program Advisory board committee which is made up of site supervisors in the school, clinical and rehabilitation counselling setting that work with our students in the field. The advisory board committee met on November 9, 2020. Data was presented to committee and they provided feedback and suggestions for program improvement. Graduate faculty will meet in the spring to discuss applying information gathered from meeting. One student indicated the need for additional school counseling faculty. An adjunct with a school counseling license was hired to teach in the Fall semester of 2020 and the Spring semester of 2021. This will provide students with at least 2 school counseling faculty throughout their program for the 2020-2021 year. Scores on the Ohio Assessment for Educators have continued to increase. In 2020-2021 100% of student passed the OAE on the first time taking it. This is an improvement over the last 5 years.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.