Program Level Assessment Report on 2017-2018

PROGRAM NAME, DEGREE NAME: School Counseling, M.Ed.

COLLEGE in which PROGRAM is housed: College of Education and Human Services

REPORT PREPARED by: Leslie Neyland-Brown, PhD, Program Director

A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING

What actions did you take in 2017-2018, based on previous assessment findings, to improve student learning in your program? *(Refer back to plans indicated in "Response to Assessment Findings" in last Assessment Report.)*

In 2017-2018, the School counseling program increased to a 60-Credit hour program to meet the 2016 CACREP accreditation standards. This increase in credit hour, added two additional courses to the school counseling program. These courses provide more opportunities to explore relevant content that meets the learning objectives provided below. The new Key Assessments were also updated, and students submitted them via the new online portfolio system, taskstream. Course CNL 7650 added additional assignments, and changed text books in order to address the low mean scores found in Domain 1 of the 2016-17 OAE scores. In addition, similar content (student development and learning) was also reviewed in Course CNL 6620. Scores in this area increased this year. Lastly, the program director offered a study session in the Spring 2018 for the OAE and reviewed questions in CNL 8670 to assist students with OAE preparation.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED

Which Program Level Student Learning Outcomes did you assess and examine during 2017-2018? List the Program Level Student Learning Outcomes using the format of "Graduates will be able to _____."

Student Learning Outcomes for All Counseling Programs:
1. Counselor education graduates will demonstrate knowledge and understanding of professional counseling orientation and ethical practice (F1).
2. Counselor education graduates will demonstrate knowledge and understanding of social and cultural diversity (F2).
3. Counselor education graduates will demonstrate knowledge and understanding of human growth and development (F3).
4. Counselor education graduates will demonstrate knowledge and understanding of career development theories, models, approaches, and strategies (F4).
5. Counselor education graduates will demonstrate knowledge and understanding of theories, models, approaches, and strategies for counseling and helping relationships (F5).
6. Counselor education graduates will demonstrate knowledge and understanding of theories, models, approaches, and strategies for group counseling and group work (F6).
7. Counselor education graduates will demonstrate knowledge and understanding of methods, procedures, and purposes of assessment and testing in counseling (F7).
8. Counselor education graduates will demonstrate knowledge and understanding of research and program evaluation methods, designs, and evidence-based practices (F8).

School Counseling learning outcomes

Graduates will be able to:
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.

C. METHODS FOR COLLECTING DATA

Which students were included in the assessment? (For example, all seniors completing Course X in Spring 2018, all graduating seniors, etc.)

All students who graduated in the spring of 2018 were included in the assessment.

D. ASSESSMENT MEASURES

- What key assessments/assignments/student work did you examine to <u>directly</u> assess the Program Level Student Learning Outcomes listed above?

  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.

- What, if any, <u>indirect</u> assessments (e.g. exit survey, pre-service teacher survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

  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.

E. SIGNIFICANT FINDINGS

What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

Taskstream Data: (N=12) 11 students met or exceeded expectations for all criterion in the CNL 8670 Program Development Portfolio. One student did not meet expectations in criterion 3b. and 3.m. Students are achieving the program level learning outcomes listed above (1-10) by successful completion of The portfolio assignment.

OAE Results: (N=18) 17 of the 18 students passed the Ohio Assessment for Educators. The OAE pass rate is 94.4% which is higher than the state pass rate of 87.2%.
There was an increase in the mean scores for Doman 1 from last year and a decrease. The other two domains remained consistent, but Domain 2 saw the largest negative difference between WSU and State Scores.

Domains	WSU Mean Content Score	State Mean Content Score

Student Development & Learning	2.9	2.8
Comprehensive School Counseling Program	2.8	2.9
Professional Knowledge & Practice	3.1	3.0

Year to year WSU scores show general consistency in competency scores. The highest score occurred in competency 0005—Providing responsive services. The greatest decline from last year occurred in competency 0004--Student Goal Development and Planning. The greatest increase from last year occurred in competency 0002 Learning processes. This was the lowest competency level in the scores from last year which was addressed through changes in courses last year. This indicates a need to focus on Learning Outcome 3 in current coursework.

Exit Survey Results: (N=6) Of the 6 Students who completed the exit survey 100% of students reported satisfaction with courses, quality of instruction, relationships with program faulty, employment preparation and relevance of coursework. 17% of students reported dissatisfaction with sense of community with students in the program, preparation for further education and providing internships that supported their preparation. 33% of students reported begin dissatisfied with "clearly articulated policies to facilitate progression to program completion". Although program satisfaction does not indicate achievement in learning outcomes, the results do show reason to believe students were satisfied with their overall preparation for work as professional counselors. This preparation should align with the program learning outcomes.

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed?
The OAE results were shared with program faculty and discussed in reference to curriculum changes.
The key assessments and exit survey results were made available to department faculty via Pilot. Results were included with materials prepared for CACREP accreditation self study.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING
Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

Program faculty will review content in current courses to address declines in scores in specific competency areas identified in the OAE. Course CNL 7650 is the course that focuses on DOMAIN 2. Course faculty will explore new text and materials to ensure content aligns with content assessed on the OAE. A curriculum committee has been organized to review all counseling programs and make changes to curriculum to better meet learning objectives for students. The committee will begin meeting in the Spring of 2018.

H. SUPPORTING DOCUMENTS (recommended)
Please attach minutes of program faculty meetings and/or stakeholder meetings where discussion of results and action planning occurred and any other relevant documents.

I. REPORT ON IMPLEMENTATION OF NEW AND EMERGING TECHNOLOGIES
Federal law requires WSU to, prior to implementing new and emerging technologies (e.g. employing new software, distance-learning parameters, etc.) in its academic programs, first evaluate and consider the potential effects of these technologies on students with disabilities. Please respond to the following questions about any proposed changes to technology in your program:

1. **List any changes instituted over the past year regarding the use of technologies in your program.**
   a. As of Spring 2018, students were required to upload key assessments to Taskstream, an online portfolio system.
2. **Describe any steps you took to ensure accessibility for students with disabilities before instituting these changes.**
   a. The decision to use Taskstream and discontinue using TK20 was made by the college.
3. **Describe any accessibility issues you discovered during the year regarding the technologies and any steps you have taken to resolve these issues.**
   a. No accessibility issues were discovered during the 2017-18 year.

Annual Review of Data for Human Services Graduate Programs

Meeting Date: March 13, 2019, 1 to 3 pm (minutes)

Faculty Present: Tara Hill, Leslie Neyland-Brown, Mary Huber, Josh Francis, John Conteh, Donna Tromski-Klingshirn, Adrianne Johnson, Huma Bashir, Stephen Fortson, Chair; Tammy Kahrig, Assistant Dean for Assessment and Accreditation, Greg Webb, Data Analyst

The first order of business was to review the data from the Key Assessments. It was noted that most students were exceeding expectations on the social cultural Diversity key assessment. Based on that information, the discussion focused on are the expectations on key assessments too low, or are faculty possibly being too generous. Another potential solution was including more questions in key assessment assignment directly related to standards that students would be required to explore while completing the assignment. More questions would provide faculty with more data on how well students have mastered concepts. Another possible option would be to include a multiple choice exam with questions that specifically address the standards that could be used to verify the learning believed to be taking place with the existing assignments.

There was also a discussion about appropriate courses of action that could be taken when the key assessments identify weaknesses in a content area. Most faculty thought that adding additional content in the area where weaknesses were found was the appropriate action.

The key assessment data that was reviewed included, the social cultural diversity, professional counseling orientation and ethical practice, assessment and evaluation in counseling, group work, Content knowledge (re: NCE results, CRCC results, School Counselor licensure exam results). In CNL 7230 Assessment and Evaluation, there was a discussion about the assessment key assessment. Looking at the differentiation of the data from this key assessment, there is not much differentiation. Most students either met or exceeded the assessment standard. Professor were able to explain how their efforts impact student outcome on key assessment. In the case of CNL 7230, a lot of instructional effort was devoted to the final self-assessment report and professors reported students exceeding the standard was expected. Because most students are exceeding expectations for CNL 7230, there was some discussion regarding making the "exceeding expectations" more rigorous. It was noted during the discussion that students tend to evaluate their skill acquisition by their course grades and licensure exam results. Faculty raised the possibility that in some cases, using exams as key assessment measures may be better than some of the written assignments being used. Using exams would probably create more variability in results. It was noted the CNL 6220/7220 Group Counseling key assessments did have some variability in the key assessment results. Group counseling was an area that students were actually below the national

average on the NCE results. One suggestion to obtain more information about how students are doing with group is to ask more specific questions of site supervisors. It was noted that one change that had already been implemented, which was changing CNL 7220 Group Process course from pass/fail to a letter grade. Faculty anticipate that assignment letter grades for this course, will allow faculty to further differentiate student performance. Faculty also discussed giving further clarification to the CNL 7220 syllabus to show that students are required to do more than participate in group, they also have content focused assignments. There was a general discussion on how the key assessments were developed, and in most cases one assignment was as key assessment. Typically, that assignment had multiple standards imbedded.

Regarding the NCE results, the area where our students are scoring below the national benchmark was used as a measure of acceptable output. The department wants our students to be either at or above the national averages on NCE. We identified the areas of helping relationships and professional orientation and ethical standards were a point below the national average. There was a discussion about what faculty believed was happening. It was suggested that there be a syllabus review to assess how well the current content informs the students in the areas identified as below the national average. There was also a discussion about the strong areas on NCE, career development and professional practice. All agreed that nothing needed to be adjusted in these areas. Looking at the NCE results overall, students lifted their performance from 2017-18 to 2019-19 from 111.7 to 112.7. The 2018-19 overall score is 2 points above the national average. Faculty did say that a good way to verify students are actually performing well is to review their student evaluations from site supervisors. So overall, the data reveals that student learning is trending in a positive direction and faculty should be pleased. That said, faculty would like all of the NCE areas to be above the national average. The school counseling program director stated that she is continually reviewing the curriculum in her area based on how the school counseling students are performing on their licensing exam. She said she added an additional assignment in the area of life span and she reported her score went up afterwards. It was pointed out that if faculty identify where the standards are located in their syllabi, it would make it easier to them to focus on those areas when preparing for licensing exam.

In discussing the data for the CRCC exam, it was noted that the data was limited because on 9 students have taken the test under the period reviewed. We determined with such a low N, more results would be needed to have a statistically relevant data set.

There was also a discussion about specific feedback from alumni (Survey of Graduating Students) on their concentrations. It was noted that many of the questions on these surveys were general and not specific to the content. Given this, it was suggested that the narrative comments of program completers may contain more valuable information than the data from objective questions. There was also a survey sent to alumni about more specific content knowledge feedback. The

feedback from school counseling graduates ask for more school counseling specific coursework. It was noted that this program and other school counseling programs face this issue. It was suggested that some general counseling classes should adopt a bifurcated approach with some specific assignments geared to school counseling students.

There was also a discussion about the student dispositions. Faculty were concerned about the difficulty getting students to come to campus and meet with them in their offices. Different ideas were explored on how to get students and faculty better connected regarding dispositions. The problems of new students entering our programs at multiple times during the year and how this complicates the disposition process was also discussed. This issue makes it more difficulty for faculty to identify how far along students are in their programs. It was suggested that the department admin should require students to show proof of their program of study before being allowed admission into CNL 6020 Techniques of Counseling. This course is typically taken in the first 12 credit hours of admission.

Summary
It was decided from the meeting that the minutes from this meeting would be disseminated to faculty to further consideration to any potential program modifications for the 2019-2020 academic year.