



## **Program Assessment Report (PAR)**

### **School Counseling (SCNL) Masters Degree**

**REPORT PREPARED by: Minor, Jill**

**ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022**

### **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=10) Ohio Assessment for Educators (n=10)  
Exit Survey (n=7)

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 for the CHEH Survey was 70%. 100% of students reported an overall sense of community with students in the program. Roughly 43% of respondents were satisfied or very satisfied with their experience in the

College of Education and Human Services including, quality of relationships with faculty, clearly articulated policies and appropriate field experiences and preparedness for further study or employment. 14% of students were satisfied with course selection, advising, and relevancy of coursework. Qualitative data indicated an need to reevaluate areas including advising, courses and professional experiences of faculty members.

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. Data was shared with Graduate Program Advisory board committee which is made up of site supervisors in the school and clinical program that work with our students in the field. The advisory board committee met on November 9, 2022. 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. Over the past years, students have indicated the need for a school counseling faculty. During the Spring of 2022, a successful search secured a new faculty member with both school and mental health experience. Additionally, adjunct with a school counseling license were hired to teach in the Fall semester of 2022 and the Spring semester of 2022. This provided students with school counseling faculty throughout their program for the 2021-2022 year. Scores on the Ohio Assessment for Educators have continued to increase. In 2021-2022, 100% of student passed the OAE on the first time taking it. From CHEH Graduating Survey along with feedback from current school counseling students, the following improvements were made by the new program director during Fall 22: (1) More communication about advising and course selection. The program director sent out emails and provided one-on-one meetings and a group advising session. Additionally, the emails contained important information about courses. A system was put in place for more structured advising more like a cohort model. (2) The school counseling courses are now being sequenced within the curriculum. For example, CNL 7650 Principles and Practices of School Counseling must be completed before EDL 7700 Educational Leadership for School Counselors (this course is being changed). (3) All school counseling courses were reviewed and aligned with American School Counselor Association (ASCA) National Model. (4) CNL 6620 Problems in Student Behavior and Development was submitted to the Curriculum committee for a name change and redesign. The new title when approved will be CNL 6620 Counseling Diverse Learners. This course now aligns more with the everchanging needs of students and school systems. This will roll out during the 23-24 academic year. (5) EDL 7700 Educational Leadership for School Counselors will be changed when

approved from the Curriculum committee to CNL 8620 Leading Comprehensive School Counseling Programs. The course will now focus more on educational leadership through a school counseling lens focusing on and managing comprehensive school counseling programs. This will roll out during 23-24 academic year. (6) CNL 8670 Internship (for school counselors) was reimagined to align more with the clinical needs of school counselors. (7) CNL 7650 Principles and Practices of School Counseling was redesigned to align with ASCA and the needs of school counselors. Also, this class is being taught be an adjunct with school counseling experience. (8) CNL 7240 Career Counseling and Development was redesigned to be more developmental in scope not just focusing on the career needs of adults. This was an important change requested by survey participants. This reimagined course will roll out SP 23. (9) A college advising and counseling children and adolescences course are being created by the program director as well to meet programatic and professional demands.

## **V. SUPPORTING DOCUMENTS**

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