Student Learning Outcome Results Report 2022-2023: School Counseling

Measurement Scales:

1. The performance standard for the PRAXIS-II uses the following scale for the rubric items below. This rubric is reported at the program level.
   - Exceeds Expectations: Scores above the 'average performance range' top score
   - Meets Expectations: Scores in the 'average performance range'
   - Expectations Not Met: Scores below the 'average performance range'

The overall pass rate for the PRAXIS-II was 100% (12 out of 12).

2. The performance standard of Graduate Exit Surveys

3. The performance standard of the Multicultural Counseling Advocacy Project

Program Learning Outcome 1. *Apply knowledge of bio-psycho-social-cultural foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.*

1. **Rubric for PRAXIS II: Professional School Counselor Exam**

   Number of students:
   2015-16: 2
   2016-17: 7
   2017-18: 3
   2018-19: 5
   2019-20: 3
   2020-21: 3
   2021-2022: 6
   2022-2023: 12

Foundations Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-2016			1	1
2016-2017			4	3
2017-2018			2	1
2018-2019			4	1
2019-2020			1	2
2020-2021		2	1	
2021-2022	1	2	1	2

	Expectations Not Met	Meets Expectations	Exceeds Expectations
2022-2023*		9	3

*Note new rating scale used this year

2. **Student Exit Survey; Self-Evaluation Ratings of Knowledge (N =3)**
   (1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2018 Mean (SD)	2019 Mean (SD)	2020 Mean (SD)	2021 Mean (SD)	2022 Mean (SD)	2023 Mean (SD)
Knowledge of biopsychosocial foundations of human development and functioning, including both normal development and psychopathology	4.33 (.47)	4.60 (.49)	4.67 (.47)	4.67 (.47)	4.5 (.5)	4.00 (1)
Understanding of how diversity and other effects on personal, social and career development	5.00	5.00	5.00	4.33 (.47)	5.00	3.67 (.58)
Knowledge of theories & methods of individual counseling	4.67 (.47)	4.4 (.80)	5.00	4.0 (.82)	4.25 (.83)	3.57 (.58)
Knowledge of career development theories & counseling techniques	4.00 (.82)	4.2 (.75)	4.33 (.94)	3.33 (.47)	4.00 (.71)	4.00 (1)
Knowledge of basic principles of testing and assessment	4.00	4.00	5.00	3.67 (.04)	3.75 (.43)	3.67 (.58)
An understanding of the need for ongoing research and program evaluation	4.33 (.47)	5.00	4.67 (.47)	4.0 (.82)	4.5 (.5)	4.33 (1.15)

Program Learning Outcome 2. *Apply professional, ethical, and legal standards in their counseling practices.*

1. **Rubric for PRAXIS II: Professional School Counselor Exam**

   Number of students:
   2015-16: 2
   2016-17: 7
   2017-18: 3
   2018-19: 5
   2019-20: 3
   2020-21: 3
   2021-22: 6
   2022-23: 12

Foundations Scale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-2016			1	1
2016-2017			4	3
2017-2018			2	1
2018-2019			4	1
2019-2020			1	2
2020-2021		2	1	
2021-2022		1	1	4

	Expectations Not Met	Meets Expectations	Exceeds Expectations
2022-2023*		9	3

*Note new rating scale used this year

2. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N = 3)

(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2018 Mean (SD)	2019 Mean (SD)	2020 Mean (SD)	2021 Mean (SD)	2022 Mean (SD)	2023 Mean (SD)
Knowledge of counselors' professional roles, responsibilities and organizations	4.67 (.47)	4.8 (.40)	5.0	4.3 (.94)	4.75 (.43)	4.67 (.58)
Knowledge of state and federal laws, rules and regulation, and ethical standards	5.00	2.2 (.40)	4.67 (.47)	4.0	4.0	3.67 (.58)

Program Learning Outcome 3. *Assume advocacy roles for the mental health care of underserved individual and groups in urban settings.*

1. **Rubric for Social Justice Advocacy Project**

   <u>**Number of students:**</u>
   2015-16: 2
   2016-17: 7
   2017-18: 3
   2018-19: 5
   2019-20: 3
   2020-21: 3
   2021-22: 4
   2022-23: 10

	Expectations Not Met	Developing	Meets Expectations
Social Justice Advocacy Project 2015-16	0	0	2
Social Justice Advocacy Project 2016-17	0	1	6
Social Justice Advocacy Project 2017-18	0	0	3
Social Justice Advocacy Project 2018-19	0	0	5
Social Justice Advocacy Project 2019-20	0	0	3
Social Justice Advocacy Project 2020-21	0	0	3
Social Justice Advocacy Project 2021-22	0	0	4
Social Justice Advocacy Project 2022-2023			10

2. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N = 3)

(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2018 Mean (SD)	2019 Mean (SD)	2020 Mean (SD)	2021 Mean (SD)	2022 Mean (SD)	2023 Mean (SD)
Knowledge of different forms of advocacy in counseling	4.67 (.47)	4.80 (.40)	4.67 (.47)	4.33 (.47)	4.75 (.43)	4.00 (1)
Understanding of how diversity and other effects on personal, social and career development	5.00	5.00	5.00	4.33 (.47)	5.00	3.67 (.58)

Program Learning Outcome 4. *Integrate self-awareness, counseling roles and reflective practices into a professional counseling identity.*

1. **Rubric for PRAXIS II: Professional School Counselor Exam**

Management Scale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-2016 (N = 2)			2	
2016-2017 (N = 7)		2	2	3
2017-2018 (N = 3)				3
2018-2019 (N = 5)		1	2	2
2019-2020 (N = 3)			1	2
2020-2021 (N = 3)		1	2	
2021-2022 (N = 6)	1	2	1	2

Management	Expectations Not Met	Meets Expectations	Exceeds Expectations
2022-2023*		8	4

*Note new rating scale used this year

2. **Student Exit Survey; Self-Evaluation Ratings of Knowledge (N =3)**
(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2021 Mean (SD)	2022 Mean (SD)	2023 Mean (SD)
Manage personal assets in professional environment	3.67 (.94)	4.5 (.5)	4.0 (1)

Program Learning Outcome 5a. *Lead the development and implementation of critical interventions of a Comprehensive School Counseling Program in culturally diverse, urban PK-12 schools.*

1. **Rubric for PRAXIS II: Professional School Counselor Exam**

Accountability Scale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-2016			1	1
2016-2017				7
2017-2018			1	2
2018-2019			4	1
2019-2020			1	2
2020-2021			3	
2021-2022	1	2	1	2

Accountability	Expectations Not Met	Meets Expectations	Exceeds Expectations
2022-2023*		9	3

*Note new rating scale used this year

Delivery of Services	Expectations Not Met	Meets Expectations	Exceeds Expectations
2022-2023*	1	7	4

*Note new rating scale used this year

2. **Student Exit Survey; Self-Evaluation Ratings of Skills (N = 3)**

(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2018 Mean (SD)	2019 Mean (SD)	2020 Mean (SD)	2021 Mean (SD)	2022 Mean (SD)	2023 Mean (SD)
Develop, organize and promote a comprehensive developmental school counseling	5.00	4.8 (.40)	4.67 (.47)	4.0	4.75 (.43)	4.33 (.58)
Administer a comprehensive developmental school counseling program	5.00	4.8 (4.0)	5.0	4.0	4.75 (.43)	4.67 (.58)
Evaluate a comprehensive school counseling program	4.67 (.47)	4.8 (4.0)	5.0	4.0	4.5 (.5)	4.67 (.58)
Work effectively with school teams to promote a safe and healthy school climate	5.00	5.00	5.00	4.5 (.5)	5.0	4.33 (.58)
Work effectively with prevention and intervention strategies	4.67 (.47)	4.60 (.49)	5.0	4.5 (.5)	5.0	4.33 (1.15)
Utilize research to improve school counseling programs	4.67 (.47)	4.60 (.49)	5.0	3.0	5.0	4.0
Utilize student data, and institutional assessments to improve school counseling	4.67 (.47)	4.60 (.49)	5.0	3.5 (.5)	5.0	4.0
Utilize advocacy skills to promote individual and systemic change	5.00	4.80 (.40)	4.67 (.47)	4.5 (.5)	5.0	4.33 (.58)

Review of Assessment Data (September 27, 2023):

- Note that we changed the PRAXIS-II rating criteria to Not Met, Meets Expectations and Exceeds Expectations—this was better aligned with the results we receive from ETS
- Note that we only got 3 exit surveys even though there were more graduates; we'll need to brainstorm ways to increase the completion/submission rate of surveys at the end-of-year feedback session.
- For future:
  - Review assessment plan to determine what might be missing; ensure alignment with DPI, etc.