

PROGRAM LEARNING OUTCOME (PLO) 5:

School Counseling

ANALYSIS AND REPORT

Fall, 2020

The

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

	<i>m</i>	<i>m</i>	<i>m</i>		
	<i>SD</i>	<i>SD</i>	<i>SD</i>		

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.

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

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	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.	
	Thorough understanding of relationships, institutional and environmental factors, that could impact the counseling process.			

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