

**PROGRAM LEARNING OUTCOME (PLO) 2: USE OF RESEARCH
ANALYSIS AND REPORT
SPRING, 2017-SPRING, 2019**

Program Learning Outcome (PLO) 2:

(CMHC, RC, and SC) within the Department of Counseling and Human Services at the University of Scranton will:

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EXECUTIVE SUMMARY

A systematic assessment of PLO 2 (formerly PLO 4) was conducted last in

expectations on the exam (as outlined in the Program Manuals) only went into effect for incoming students in the current (F19) semester.

Due to program revisions within the department in the last few years, COUN 505: Research Methods in Counseling, is now the required graduate class for *all* graduate

COUN

535: SC Research and Accountability is no longer offered. The current course is designed to meet CACREP standards for learning in this content area. Formative assessment for all students is conducted by monitoring performance on the midterm and final exams in this course.

RESULTS

Results for this PLO are reported in the tables below. Areas of note are noted and followed

Table 1: Aggregate CPCE Mean Scores By Semester: Research and Program Evaluation Subsection

Research x Date	SP17	F17	SP18	F18	SP19	Overall
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ALL Programs $m = 8.3$
 $(s.d. = 5.1)$
 $n =$

*Maximum score on this subsection = 17; n = Number of students tested

Table 2: Program-Specific CPCE Mean Scores By Semester: Research and Program Evaluation Subsection

*Maximum score on this subsection = 17; *n* = Number of students tested

- strengthening SC and RC outcomes on this subsection in relationship to the aggregate mean and CMHC students.
3. Maintain the CPCE assessment throughout the next PLO cycle in order to insure greater reliability and validity as well as future outcomes analysis/comparison.
 4. Monitor formative assessments (midterm and final exam performance in COUN 505 Research Methods course) to track student learning progress related to this PLO. Discuss the merits of establishing a *benchmark target* for the formative assessments based on current data in order to enhance summative outcomes on this PLO throughout the next cycle.
 5. Monitor student course feedback and formative assessments for ongoing course improvements (including quality of learning assignments, satisfaction with course textbook, etc.).
 6. Establish benchmarks for performance on the Research section of the CPCE.

ACTION REPORT

1. Preliminary working draft sent to Standards Work Group via e-mail for preview and discussion at upcoming meeting (DATE).
2. The Standards Work Group discussed the report on February 20, 2020 and decided to bring it to the Assessment Action Committee in the next meeting.
3. The Assessment Action Committee (AAC) reviewed the report on February 25, 2020. The AAC added the recommendation on benchmarks (recommendation 6). There was a proposal to set a benchmark of 70% of students score at or above the national mean for the Research section. The AAC moved the report to the next CHS Department for an official vote of approval on March 5th.

4. AAC met on 2/23/21.
 - a) Discussed SC scores as relatively lower in relationship to RC and CMHC students. Previous course (COUN 535) focused on Program Evaluation instead of technical details of statistics and research methods in 505. This probably explains the relatively lower scores. We will monitor this in the next evaluation cycle.
 - b) individual student monitoring, and an established report cycle that should allow us to monitor this PLO more completely in the next cycle. This report
 - c) There will be a gap in the CPCE data in the next cycle due to COVID which resulted in the exam being suspended for students in the SP and F of 2020.
 - d) Spell out all acronyms within this report before posting in order to assist stakeholders with overall understanding.
 - e) All advisors/mentors now have access to students performance on this KPI domain (Midterm and Final Exam results). It will be important to update each prior to each advising cycle on a regular basis in order to begin working with them on this. This is happening for the first time in SP21.

Appendix A

COUN 505: Research Methods Syllabus

PDE Chapter 49 Standards- MEETING THE INSTRUCTIONAL NEEDS OF ENGLISH LANGUAGE LEARNERS (ELL)

II.A.2. Implement appropriate research-

ADDITIONAL RESOURCES

Supplemental course materials can be accessed via D2L/Brightspace, web-based course enhancement software accessed via my.scranton.edu.

ATTENDANCE

Students are expected to attend all classes and to participate in the various in-class and out-of-class experiences related to this course. The course instructor reserves the right to reduce student grades for ***unexcused absences*** depending on the number of classes missed. Students are expected to consult with their peers regarding missed material in the event of any absence.

COMMON COURTESY IN THE LEARNING ENVIRONMENT

Cell phone use, texting, and other non-class related behaviors are a distraction in the learning environment. Students are asked to refrain from ALL non-class related behaviors during class time. The instructor reserves the right to collect cell phones or other electronic items if students are unable to manage their use. Students who have a situation-specific need to access their cell phones during a particular class period should consult with the instructor prior to class and should expect to conduct any instructor approved communications during class outside of the classroom.

INSTRUCTOR ASSISTANCE AND OFFICE HOURS

Students are **encouraged** to raise questions and issues **in class** for all course participants to consider. However, if your question is of a very personal nature, please feel free to schedule an appointment with the instructor. Unscheduled drop-ins will be accommodated if possible. Send an e-mail or call to schedule an appointment.

INSTRUCTOR COLLABORATION

This course is designed to introduce students to numerous technology competencies as well as evidence-based practice evaluation design. Projects and assignments are geared towards the development of these competencies. The instructor is available to consult with students as they are learning. Please schedule appointments if you would like additional assistance with some of the content you are learning.

WRITING STYLE

Unless otherwise noted, written assignments must be prepared and referenced in the style specified in the current edition of the *Publication Manual of the American Psychological Association* (6th ed.).

WRITING CENTER SERVICES

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged.

Students can make an appointment through the My.Scranton portal: my.scranton.edu -> *Self Service* -> *Student & Financial Aid* -> *CTLE Menu*.

For more information, please contact Amye Archer at amy.e.archer@scranton.edu or visit the [Writing Center webpage](#).

ACADEMIC HONESTY

Students will exhibit honesty in all academic endeavors as explained in *The University of Scranton Student Handbook*. Please consult with the course instructor if you have any questions regarding specific requirements.

GRADING POLICIES

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a professional and ethical expectation of confidentiality is assumed.
(<https://www.counseling.org/resources/aca-code-of-ethics.pdf>)

NON-DISCRIMINATION STATEMENT

The University of Scranton is committed to providing a safe and nondiscriminatory employment and educational environment. The University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

Students who believe they have been subject to sexual harassment, sexual misconduct or sex or gender discrimination should contact Elizabeth Garcia, Title IX Coordinator, at (570) 941-6645 or elizabeth.garcia2@scranton.edu, Christine M. Black, the Deputy Title IX Coordinator, at (570) 941-6645 or christine.black@scranton.edu or Ms. Lauren Rivera, AVP for Student Formation & Campus Life and Dean of Students, at (570) 941-7680 or lauren.rivera@scranton.edu

Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/offices/list/ocr/index.html

The University of Scranton Sexual Harassment and Sexual Misconduct Policy can be found online at www.scranton.edu/diversity. All reporting options and resources are

Professional functioning and graduate learning require students to conduct themselves with a great deal of maturity. Large and small group discussions as well as in-class

expected to complete all reading assignments prior to class and to come prepared with their thoughts, questions, and comments. If you are unable to attend class, you are expected to communicate this with the instructor and to make arrangements to make up for missed content. You will be asked to **evaluate your own professionalism** at the conclusion of this course. Self-

own assessment. **Professionalism includes, but is not limited to: class attendance, acceptance of personal responsibility, the timely completion of assignments, assertiveness, strong communication skills, appropriate use of class time, and active engagement in all aspects of the course.** These dispositions are consistent with the n A in this area, all elements of professionalism as outlined above must be demonstrated. Students are encouraged to stretch themselves in order to develop these key counselor competencies.

Comprehensive Learning Assignment
Applied Outcome/Action Research Project

30% of final grade
100 points
DUE: See below

DUE: December 9

Comprehensive Learning Assignment team members will honestly and accurately project at the conclusion of the semester. Group members will submit their assessments of one another along with their completed projects. **Honest, open, collaborative assessment is required.** A 30-point grading rubric will be provided. Group member grading will be guided by the following principles:

- 1) Members will only grade their work partners. No self-assessments will be considered.
- 2) Group member grades will be posted at the same time as project grades.
- 3) ALL group member evaluation documents MUST be accompanied by detailed feedback regarding each partner's strengths and growing edges as a collaborative group member.
- 4) Members are STRONGLY encouraged to share their evaluations with one another PRIOR to submitting them to the instructor.
- 5) Members must be prepared to openly discuss their evaluations and address any conflicts that arise.

Open-Book Midterm Exam

15% of final grade
DUE: September 30

Open-Book Final Exam

15% of final grade
DUE: December 11-15, as scheduled by registrar

Graduate work provides students with numerous opportunities to synthesize large amounts of professionally relevant material. However, due to the nature of the graduate learning experience, class time is not devoted exclusively to a reiteration of content from

Students are expected to read weekly assignments thoroughly and to come to class prepared to engage in learning activities that relate to this material. To insure that students are learning important material from the text, and to provide students with practice preparing for future professional certification/licensure exams, **an exam will be administered at two different times during the semester.** The midterm exam will cover the assigned readings from the principle course text (Rubin) **through September 23 (Chapters 1-9).** The final exam will be administered on the exam night as scheduled by the registrar. Questions for this second assessment will be drawn from material covered in the Ruben text during the second half of the semester **(Chapters 10-19). These exams will be open-book.** Students should recognize that open-book exams can be quite challenging if advance preparation is not undertaken in earnest.

Open Source Data Analysis Performance Evaluation

15% of final grade
DUE: November 25

Students will complete an **open source competency evaluation.** The evaluation will assess the knowledge and skills developed throughout the course and will consist of an

in-class performance demonstration (Data Set execution). Examples and practice will be provided throughout the semester.

Program Learning Outcomes (PLO) Rubric

No grade

Learning Outco

procedures and assessment processes

the conclusion of the course.

EVALUATION SUMMARY

<u>Assignment</u>	<u>Due Date</u>	<u>% Value</u>
Professionalism		

GRADING SCALE

A	=	95%	Superior/Outstanding work
A-	=	90%	Excellent
B+	=	87%	Very Good
B	=	84%	Good
B-	=	80%	Fair
C+	=	76%	Passing Grade
C	=	70%	Minimum Passing Grade
F	=	69%	Failure

Descriptive Statistics

September 16 Class 3
TOPIC: Descriptive Statistics, Part 1
READ: Rubin, Chapters 4-6
 Appendix M, pp. 299-308
 Outcome Research Protocol (in D2L)
 Articles AS ASSIGNED
HOMEWORK:
 Preview UMASS- Center for School Counseling
 Outcome- Research Briefs (in D2L)
 (<http://www.umass.edu/schoolcounseling/briefs.htm>)

September 23 Class 4
TOPIC: Descriptive Statistics- Part 2
READ: Rubin, Chapters 7-9
 Appendix M, pp. 308-309
 Articles AS ASSIGNED
**DUE: STAGE 1, COMPREHENSIVE LEARNING
 ASSIGNMENT**

September 30 Class 5 32
Open-Book Midterm Exam
 (Chapters 1-9)

Inferential Data Analysis: Conceptual Foundation

October 7 Class 6
TOPIC: Probability, Hypothesis Testing, and Statistical
 Significance
READ: Rubin, Chapters 10-11
 Articles AS ASSIGNED

October 14 No Class- Fall Break

October 21 Class 7
TOPIC: Error and Strength/Importance of Relationships
READ: Rubin, Chapters 12-13
 Articles AS ASSIGNED

Inferential Data Analysis: Parametric and Nonparametric Procedures

October 28 Class 8
TOPIC: T-Tests and Analysis of Variance
READ: Rubin, Chapters 14-15
 Appendix M, pp. 308

November 4

Class 9

TOPIC: Cross-Tabulation, Chi Square, and Correlation

READ: Rubin, Chapters 16-17
Appendix M, pp. 312-316