

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	School Counseling
Department	Counseling & Psychology
Date of Departmental Approval	September 24, 2021
Name of Submitter	Christina Schnyders

Date of data distribution: September 10, 2021

PLO data from 2020-2021 (and existing data from the two previous academic years) for the program of study was distributed to departmental faculty on the date above

Date of meeting: September 24, 2021

The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).

The participants in the meeting were: Kara Kaelber, Katie Gamby, Emily Mupinga, Vicki Giegerich, Natalie Thornberry, Christina Woloch, Christina Schnyders, Chrissy Heade, and Malia Miller

Mission Statement:

Built on Malone University's Foundational Principles, the graduate programs in the Counseling and Human Development Department provide knowledge, practice, and skills through educational and clinical experiences, developing professional counselors as intentional practitioners who advocate for client/student growth and development.

Program Goals (these are broad goals rather than specific, measurable learning outcomes):

PO-01/KPI-01: Students will demonstrate their acquired knowledge of professional counseling identity, roles, advocacy strategies, and skill in the application of professional principles and ethical standards of counseling practice.

PO-02/KPI-02: Students will demonstrate acquired knowledge and skills in the use of multicultural counseling competencies.

PO-03/KPI-03: Students will demonstrate acquired knowledge and skill in the use of developmental theories and approaches across the lifespan.

PO-04/KPI-04: Students will demonstrate acquired knowledge and skill in career development, career assessment, and vocational enhancement strategies.

PO-05/KPI-05: Students will demonstrate acquired knowledge and skill in the professional, ethical and culturally relevant use of theories, techniques, and interventions, throughout the counseling process.

PO-06/KPI-06: Students will demonstrate acquired knowledge and skill in group theories, techniques, dynamics, processes, and group counseling practice.

PO-07/KPI-07: Students will demonstrate acquired knowledge and skill in the professional, ethical, and culturally relevant use of assessment and testing in counseling practice.

PO-08/KPI-08: Students will demonstrate acquired knowledge and skills in the use of research and program evaluation for the enhancement of counseling practice.

Specialty Area Competencies: School Counseling

PO-10/KPI-10 (SC): Students will demonstrate acquired knowledge and skill in the application of theories, techniques and interventions, and the development, coordination, and evaluation of effective school programs, and the ethical and culturally relevant strategies to for the provision of effective counseling practice.

Counseling Dispositions

PO-11/KPI-11: Students will demonstrate characteristics (counseling dispositions) related to the domains of 1) clinical astuteness, 2) intrapersonal skills, 3) interpersonal skills, and 4) professionalism and ethical practice in counseling.

Licensure Exam Passage Rates:

Students will meet standards and requirements for state licensure and certifications.

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1 – Performance on OAE 040

PLO: Students will meet standards and requirements for state licensure and certifications. Students will pass the school counseling licensure exam, OAE 040.

- 6 of 7 students passed the OAE 040 in 2019-2020.

Key Strength #2—Review and Retention Rubric Results

PLO: Students will demonstrate characteristics related to the domains of clinical astuteness, intrapersonal skills, interpersonal skills, and professional and ethical practice in counseling.

- 98% of Malone counseling students passed the Review and Retention Rubric assessment, scoring higher than 2 on a 0-6 scale, for Fall 2020, Spring 2021, and Summer 2021.

Key Challenge—Knowledge of role and professional identity upon entry into the program

PLO: Students will demonstrate their acquired knowledge of professional counseling identity, roles, advocacy strategies, and skill in the application of professional principles and ethical standards of counseling practice.

- 87.5% of the graduate counseling students (n=8), passed the Professional

Interviewing Report for COUN 545 Foundations of School Counseling in Fall 2020, scoring higher than the cut percentage rate of 80%.

- 75% of the graduate counseling students (n=8), passed the History & Current Issues in Counseling Paper for COUN 545 Foundations of School Counseling in Fall 2020, scoring higher than the cut percentage rate of 80%.

Proposed Action Steps

1. Stronger integration of the ASCA model in the COUN 545 course
2. Clarify syllabus expectations and rubric guidelines for key assessments in COUN 545, including the Professional Interview Report and History & Current Issues in Counseling Paper
3. Add more examples/school counseling case studies both in COUN 545 and throughout the counseling program in courses SC counseling students take alongside CMH students

Implications for Planning and Budgeting

Revision to COUN 545 will allow more concerted focus on the ASCA model and other elements pertaining to school counselor professional identity in this course.

Enter your mapping information in the [Mapping PLOs to MU Educational Goals](#) Google sheet