



## CHARLOTTE

Spring 2022, Summer 2022, and Fall 2022

### Student Learning Outcomes (SLO) Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand-alone minor, and distance education program offered online only.)

College: College of Education

Department: Counseling

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program:

School Counseling, MA\_

#### Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

We aligned our Student Learning Outcome (SLO) to the 2016 CACREP standards. Performance measures are still the same. Overall, the changes demonstrate a continued positive impact on student learning for the School Counseling Program.

#### Student Learning Outcome 1

Professional School Counseling students will be able to use accountability/program assessment data to inform decision making.

**Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

The SLO for this program is current and reflects current knowledge, skills, and abilities that candidates need to possess based on these revised national standards. **However, the national teacher shortage, beginning fall 2021, impacted the expansion of skills and abilities expected of school counseling practitioners. This led to increase in provisionally-hired school counselors which impacted their abilities to complete assignments successfully.** The effective measure, methodology, and performance outcomes were also revised to ensure the SLO was assessed via multiple measures and multiple points in time. The effective measures now include rubrics in CSLG 7141 and CSLG 7646 and the Praxis II exam.

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability.

1. Academic Development and Social/Emotional Data Project: students analyze faux program data to develop SMART goals for students' academic and social/emotional data. (CSLG 7141)
2. Data and Advocacy Project: students analyze school data at their internship sites and develop an intervention to address a student need utilizing ASCA Mindsets & Behaviors. (CSLG 7646)
3. Praxis II exam: specifically covers the standard, "knows how to apply data analysis results for program improvement" (p. 10, The Praxis Study Companion).

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. The first point is in CSLG 7141, when students complete and receive feedback on their data project. Projects were evaluated by detailed rubrics. Students were assessed during their first semester in the program.
2. The second point is in CSLG 7646, when students complete and receive feedback on their data and advocacy project. Projects were evaluated by detailed rubrics. This is the third school counseling course in sequence.
3. The third point is in their final semester, when students take the **updated** state Praxis II exam (**reflecting 4<sup>th</sup> edition of ASCA National Model**). The *PRAXIS School Counseling and Guidance* examination consists of 120 items and is taken during the final semester the candidate is enrolled in the program to measure their professional school counseling knowledge. The results are electronically scored by ETS.Org and disseminated to students and the College of Education Teacher Education, Advising, and Licensure (TEAL).

**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. At least **95%** of students will meet expectations by scoring a minimum of 3 on the Academic Development and Social/Emotional Data Project scoring rubric.
2. At least **95%** of students will meet expectations by scoring a minimum of 3 on the Data and Advocacy Project scoring rubric.
3. At least **95%** of students will pass the Praxis II exam.

**Assessment Data:**

**Spring 2022-Summer 2022-Fall 2022 Assessment Data**

<b>PRAXIS II</b>	Percentage of students passing			
	2019	2020	2021	2022
Numbers	17	13	9	11
Number passing	100%	100%	100%	100%
Pass Rate	100%	100%	100%	100%

<b>Portfolio</b>					
	2018	2019	2020	2021	2022
Semester					
Number	44	24	31	75	45
Number scoring minimum of 3	44	23	28	75	44
Meets or Exceeds Expectations	100%	96%	90.3%	100%	98.2%

<b>Data and Advocacy Project</b>					
	2018	2019	2020	2021	2022
Semester					
Number	44	24	30	75	45
Number scoring minimum of 3	44	24	28	74	45
Meets or Exceeds Expectations	100%	100%	93%	98.9%	100%

**Changes to be implemented Fall 2023:** Based upon the 2022 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

For 2022, no changes were made to the student learning outcomes, and students were still able to successfully meet CACREP standards. A majority of students continue to meet the expectations for the School Counseling Portfolio and Data & Advocacy Project. However, we saw an increase of provisionally-hired school counseling students as a consequence to the national teacher shortage in 2022. In CSLG 7646, faculty encountered more than 50% of students struggled to complete assignments as a result of balancing academic and employment obligations. Including a significant increase in the number of assignments submitted late and students requesting extensions for assignments. Faculty are currently considering the redesign of CSLG 7646 to make the course more equitable for provisionally-hired students and more aligned with current school counseling expectations post-COVID19. Spring and fall 2022 semesters revealed a need to adjust the current educational training of future school counselors in the roles of PHSC students who are likely to be tasked with non-school counseling duties, such as filling in as classroom teachers, due to staff shortages. This also comes from the feedback of students who felt the course was outdated in comparison to expectations of school counselors today. We will continue to monitor students' progress to meet or exceeds expectations for these assignments. SC Faculty continue to see a significant increase in Praxis participation, and will work with Office of Teacher Education Advising & Licensure (TEAL) to explore student outcomes.