

Student Learning Outcome Results Report 2021-22: School Counseling

Measurement Scales:

1. The performance standard for the CPCE uses the following scale for the rubric items below. This rubric is reported at the individual level.
 - Exceeds: Scores are greater than .5 standard deviation above the national examination mean.
 - Met: Scores are between the mean to .5 standard deviation above the national examination mean.
 - Developing: Scores fall below the mean and may fall to .5 standard deviation below the national examination mean.
 - Not Met: Scores fall below a .5 standard deviation below the national examination mean.

2. 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: Scores in the range of 178 and higher
 - Met: Scores between 171-177
 - Developing: Scores from 163 to 170
 - Not Met: Scores 162 or below

The overall pass rate for the PRAXIS-II was 100% (6 out of 6).

3. The performance standard of Graduate Exit Surveys
4. The performance standards for the Alumni Surveys

➤ **Note that despite several email reminders, no school counseling graduates completed an alumni survey this year.**

2022 Masters Programs Outcomes Report – Vital Statistics (also available on CECP website):

Last year, there were 36 graduates of the Clinical Mental Health Counseling (CMHC) program and 6 graduates of the School Counseling (SC) program. The pass rate for graduates taking the NCE examination in 2022 was 100%. The pass rate for SC graduates taking the PRAXIS-II in 2022 was 100%. Of the admitted students, 94% graduated from the CMHC program in the expected time period, and 100% graduated from the SC program in the expected time period. Based on data from graduates who were actively seeking employment and responded to an alumni survey, 100% of CMHC graduates and 100% of SC graduates obtained positions within 90 days of receiving their degrees in 2022.

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 CPCE CACREP Subscale Scores for PLO 1

Number of students:

2015-16: 2

2016-17: 7

2017-18: 3

2018-19: 5

2019-20: NA (CPCE not used due to COVID)

2020-21: 3

2021-22: 6

Human Development Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16				2
2016-17		1		6
2017-18	1			2
2018-19			3	2
2019-20				
2020-21	3			
2021-22	1	1	1	3

Social and Cultural Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16				2
2016-17	1		1	5
2017-18	1	1		1
2018-19	1	1	1	2

2019-20				
2020-21	3			
2021-22	2	1	1	2

2. 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

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

3. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N =4)

(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)
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)
Understanding of how diversity and other effects on personal, social and career development	5.00	5.00	5.00	4.33 (.47)	5.00
Knowledge of theories & methods of individual counseling	4.67 (.47)	4.4 (.80)	5.00	4.0 (.82)	4.25 (.83)
Knowledge of career development theories & counseling techniques	4.00 (.82)	4.2 (.75)	4.33 (.94)	3.33 (.47)	4.00 (.71)
Knowledge of basic principles of testing and assessment	4.00	4.00	5.00	3.67 (.04)	3.75 (.43)
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)

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

1. Rubric for CPCE Subscale Scores for PLO 2

Number of students:

2015-16: 2
 2016-17: 7
 2017-18: 3
 2018-19: 5
 2019-20: NA (CPCE not used this year due to COVID)
 2020-21: 3
 2021-22: 6

Professional Counseling Orientation and Ethics Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16				2
2016-17	1	1	4	1
2017-18	2	1		
2018-19		1	1	3
2019-20				
2020-21		2		1
2021-22	1	2	2	1

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

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

2. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N = 4)

(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)
Knowledge of counselors' professional roles, responsibilities and organizations	4.67 (.47)	4.8 (.40)	5.0	4.3 (.94)	4.75 (.43)
Knowledge of state and federal laws, rules and regulation, and ethical standards	5.00	2.2 (.40)	4.67 (.47)	4.0	4.0

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

1. Rubric for CPCE CACREP Subscale Scores for PLO 3

Number of students:

2015-16: 2
 2016-17: 7
 2017-18: 3
 2018-19: 5
 2019-20: NA (CPCE not used this year due to COVID)
 2020-21: 3
 2021-22: 6

Social and Cultural Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16				2
2016-17	1		1	5
2017-18	1	1		1
2018-19	1	1	1	2
2019-20				
2020-21		2	1	
2021-22	2	1	1	2

2. Rubric for Social Justice Advocacy Project

Number of students:

2015-16: 2
 2016-17: 7
 2017-18: 3
 2018-19: 5

2019-20: 3

2020-21: 3

2021-22: 4

	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 2020-21	0	0	4

3. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N = 4)

(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)
Knowledge of different forms of advocacy in counseling	4.67 (.47)	4.80 (.40)	4.67 (.47)	4.33 (.47)	4.75 (.43)
Understanding of how diversity and other effects on personal, social and career development	5.00	5.00	5.00	4.33 (.47)	5.00

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

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

(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)
Manage personal assets in professional environment	3.67 (.94)	4.5 (.5)

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.*

Number of students:

2015-16: 2
 2016-17: 7
 2017-18: 3
 2018-19: 5
 2019-20: 3
 2020-21: 3
 2021-22: 6

1. Rubric for CPCE CACREP Subscale Scores for PLO 5

Helping Relationships Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16				2
2016-17	1	1	3	2
2017-18	1		1	1
2018-19		1	3	1
2019-20				
2020-21	3			
2021-22	3	1		2

Group Work Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16				2
2016-17		1	1	5
2017-18	1		2	0
2018-19		2	1	2

2019-20				
2020-21	1	1	1	
2021-22		2	1	3

Career Development Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16				2
2016-17		1	1	5
2017-18	1		1	1
2018-19		2	1	2
2019-20				
2020-21	2	1		
2021-22	4			2

Assessment Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16			1	1
2016-17		1	1	5
2017-18	1		1	1
2018-19		1	1	3
2019-20				
2020-21	2	1		
2021-22	1	1	1	3

Research & Program Assessment Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16				2
2016-17		2	2	5

2017-18			1	2
2018-19		1		4
2019-20				
2020-21			2	1
2021-22	1	1		4

2. 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

3. Student Exit Survey; Self-Evaluation Ratings of Skills (N = 4)

(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)
Develop, organize and promote a comprehensive developmental school counseling	5.00	4.8 (.40)	4.67 (.47)	4.0	4.75 (.43)

Administer a comprehensive developmental school counseling program	5.00	4.8 (4.0)	5.0	4.0	4.75 (.43)
Evaluate a comprehensive school counseling program	4.67 (.47)	4.8 (4.0)	5.0	4.0	4.5 (.5)
Work effectively with school teams to promote a safe and healthy school climate	5.00	5.00	5.00	4.5 (.5)	5.0
Work effectively with prevention and intervention strategies	4.67 (.47)	4.60 (.49)	5.0	4.5 (.5)	5.0
Utilize research to improve school counseling programs	4.67 (.47)	4.60 (.49)	5.0	3.0	5.0
Utilize student data, and institutional assessments to improve school counseling	4.67 (.47)	4.60 (.49)	5.0	3.5 (.5)	5.0
Utilize advocacy skills to promote individual and systemic change	5.00	4.80 (.40)	4.67 (.47)	4.5 (.5)	5.0