

PROGRAM LEARNING OUTCOME (PLO) 1: PROFESSIONAL COUNSELOR DISPOSITIONS ANALYSIS AND REPORT FALL, 2015

Program Learning Outcome (PLO) 1: Students in the master's degree programs (CMHC, RC, and SC) within the Department of Counseling and Human Services at the University of Scranton will: "Demonstrate master's level professional counseling dispositions."

EXECUTIVE SUMMARY

A systematic assessment of PLO 1 was conducted in November, 2015. The "*Professional Counseling Student Disposition Forms*" for students completing their internship experience during the spring semester of 2015 were analyzed ($N = 16$). The "*Professional Counseling Student Disposition Form*" measures student performance across eleven domains: 1) Commitment to Wellness; 2) Commitment to Learning; 3) Academic Competencies; 4) Clinical Competencies; 5) Professional Identity; 6) Personal Maturity; 7) Responsibility; 8) Interpersonal Skills; 9) Communication Skills; 10) Problem Solving; and 11) Stress Management. These eleven dispositions are derived from the department's "*Fitness for the Profession of Counseling*" document contained in every student's Program Manual. This document forms the foundation for student evaluation at multiple stages within the master's degree programs. It is used for the Pre-practicum application process, the department's annual student performance discussions, student remediation and retention planning, and to evaluate student dispositions at the conclusion of their internship experiences. Summative evaluation scores are completed at the conclusion of each student's internship experience using a scoring sheet listing each domain (see Appendix A). All domains are scored using a 4-point likert scale.

Data from one semester of student work (SP15) was inputted and evaluated using Excel. First-time results include individual domain scores for the entire sample that are also disaggregated by program [CMHC ($n = 7$); RC ($n = 5$); and SC ($n = 4$)]

RESULTS

The 4-point likert scale for the “*Professional Counseling Student Disposition Form*” is included here:

-
- 1 = Does not meet expectations**
2 = Partially meets expectations
3 = Meets expectations
4 = Exceeds expectations
-

Results are included in Table 1 (below). Areas of note are presented in the “Recommendations” section followed by an “Action Report” section to document the department’s ongoing “Closing the Loop” activities.

Table 1: SP15 Professional Counseling Student Dispositions for Internship Completers (Aggregate and by Program)

	#	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11
CMHC	7	3.14	3.43	3.43	3.71	3.29	3.79	3.71	3.79	3.43	3.14	3.36
RC	5	3.40	3.40	3.40	3.50	3.50	3.50	3.40	3.40	3.40	3.50	3.00
SC	4	3.00	3.75	3.75	3.50	3.50	3.50	3.75	3.75	3.50	3.50	3.25
Aggregate	16	3.19	3.50	3.50	3.56	3.41	3.63	3.66	3.66	3.44	3.31	3.38

Column Labels: D1 = Commitment to Wellness; D2 = Commitment to Learning; D3 = Academic Competencies; D4 = Clinical Competencies; D5 = Professional Identity; D6 = Personal Maturity; D7 = Responsibility; D8 = Interpersonal Skills; D9 = Communication Skills; D10 = Problem Solving; D11 = Stress Management

Means in all categories across all programs for internship completers met or exceeded the “*Meets expectations*” rating of “3.” Highest means for the overall sample were found in the following Domains: D7- Responsibility ($m = 3.66$); D8- Interpersonal Skills ($m = 3.66$); and D6- Personal Maturity ($m = 3.63$). The lowest means for the

overall sample existed in Domains D1- Commitment to Wellness ($m = 3.19$); D10- Problem Solving ($m = 3.31$); and D11- Stress Management ($m = 3.38$). It should be noted that one student with plans to complete the internship experience during this analysis period did not meet minimal expectations for a number of the domains on the disposition form, so this data was not included in the present analysis. This student did not successfully complete internship. Program Directors and the Chair of the Department initiated a remediation plan for this particular student. One requirement of the plan will require the student to repeat internship in the future.

RECOMMENDATIONS

- 1) The department may want to engage in some focused discussions about the ways that students are actively developing the dispositions of Wellness ($m = 3.19$), Problem Solving ($m = 3.31$), and Stress Management ($m = 3.38$) as these represented the lowest overall scores across the 11 domains. However, it should be noted that these are relative lows that do *not* drop below the “*Meets expectations*” rating of “3.”
- 2) Consider incorporating longitudinal analysis of student progress across these domains by using the “*Professional Counseling Student Disposition Form*” at earlier junctures in students’ programs as the department moves to develop strategies for the additional formative assessment work that is required by the 2016 CACREP Standards.
- 3) Develop a systematic plan to collect internship evaluation forms for data analysis during future PLO 1 assessment cycles.
- 4) Continue to monitor.

ACTION REPORT

- 1) Preliminary working draft sent to Standards Work Group via e-mail for preview and subsequent discussion at an upcoming meeting (11/19/15).
- 2) Draft reviewed and approved by Standards Work Group on 11/24/15. Sent to Paul Datti, Acting Department Chairperson, for distribution to faculty. Report will be discussed and an approval vote will be conducted at the next Department Meeting on December 3, 2015.

Appendix A

Professional Counseling Student Disposition Form

University of Scranton

Professional Counseling Student Disposition Evaluation Form

(This is to be completed by the university supervisor)

Student Name: _____ Date: _____

Program (please circle): Clinical Mental Health Counseling Rehabilitation Counseling School Counseling

Purpose (please circle): Initial Pre-Practicum Post-Practicum Internship

Rating Key:

1 = does not meet expectations (This rating indicates minimum competency in a particular area(s) of development has not been met)

2 = partially meets expectations (This rating indicates that there is still some growth needed in a particular area(s) of development.)

3 = meets expectations (This rating is typical of beginning level counselors with respect to development)

4 = exceeds expectations (This rating indicates development that is superior to that which is considered typical)

Attributes	Rating	Comments
Commitment to Wellness Pursues wellness as a lifestyle	1 2 3 4 NA	
Commitment to Learning Lifelong learning; seeks new knowledge and understanding	1 2 3 4 NA	
Academic Competencies Demonstrates knowledge of core areas	1 2 3 4 NA	
Clinical Competencies Forms effective working relationships	1 2 3 4 NA	
Professional Identity Identifies professional role and function and integrates this as a person	1 2 3 4 NA	
Personal Maturity Ability to balance personal and professional self-awareness	1 2 3 4 NA	
Responsibility Accountable and fulfills commitments	1 2 3 4 NA	
Interpersonal Skills Establishes and maintains positive interpersonal relationships	1 2 3 4 NA	
Communication Skills Verbal, non-verbal, written, listening for varied audiences and purposes	1 2 3 4 NA	
Problem Solving Defines problem, develops and implements solution	1 2 3 4 NA	
Stress Management Identifies sources of personal stress and develops effective coping behaviors	1 2 3 4 NA	

Additional Comments:

Faculty Printed Name _____

Faculty Member Signature _____ Date: _____