

UVU Annual Academic Program Assessment Report

Contact Name: Dr. Kaylee Crandall	
School/College: School of Education	Department: N/A
Program Name: Master of Education in School Counseling, M.Ed.	
Purpose <i>Academic program assessment is an important aspect of student learning at UVU. Faculty have a central role in assessing student learning and improving instructional programs. Assessment efforts inform academic and learning-support planning and practices to continuously improve student learning outcomes. Academic program assessment plans will reflect a three-year cycle for evaluation of a program's learning outcomes.</i>	

Assessment Schedule 2023-2024	
Program Learning Outcome Use data to advocate for programs and students.	
Indicate the number of students who were included in the evaluation. 22 students	Indicate the courses that map to this program learning outcome. EDUC 6110 Statistics in Education EDCO 6100 Research and Evaluation EDCO 689R School Counseling Internship
What Essential Learning Outcomes map to this program learning outcome? <i>Include the Essential Learning Outcomes specified on the UVU Annual Academic Program Assessment Plan.</i> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Digital Literacy <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Inclusion <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Scientific Literacy	

Analysis of Assessment Results and Implications

Praxis Exam Results

The “Manage” component of the American School Counseling Association is defined as students’ ability to gather data and adjust a school counseling program to meet the needs of the students and the school in a data-driven application. This aligns with the UVU PLO being assessed to “use data to advocate for programs and students.” This Manage section of the Praxis is out of 18, with a national average score between 11 and 14. The students at UVU scored well above the national average, with a 15 appearing most often.

- Mean: 14
- Standard Error: 0.39068092
- Median: 14.5
- Mode: 15
- Standard Deviation: 1.74717818
- Sample Variance: 3.05263158
- Kurtosis: -0.9499779
- Skewness: -0.1973626
- Range: 6
- Minimum: 11
- Maximum: 17
- Sum: 280
- Count: 20

No scores were below the lowest national average (i.e., 11). All scores obtained by students were higher than the lowest national average score of 11. This suggests that the performance of the students, as measured by the scores, exceeded the lowest benchmark set by the national average. The average UVU score was 14, the highest of the national average: The average score obtained by students at UVU was 14, which is the highest among the national average scores. This implies that, on average, students at UVU performed better than the average students across the nation. Nine out of the 20 students who completed the Praxis scored above 14, which is the highest of the national average. Nine of the 20 students who took the Praxis exam scored above 14, again the highest among the national average scores. This indicates that a significant portion of the students who took the Praxis exam performed better than the average students nationally. During the time of the analysis, two students still needed to submit their Praxis scores.

Exit Survey Results

Two questions were assessed on the exit survey regarding students’ perceptions of their ability related to data use.

- Please indicate your level of agreement with the following statements regarding how the UVU Master's Program has prepared you in the following areas:
 - Constructively evaluate school and other educational programs.
 - Strongly agree: 14
 - Agree: 5
 - Neutral: 0
 - Disagree: 0

- Strongly disagree: 0
- Use multiple sources of formal and informal assessments to verify student learning and inform instruction.
 - Strongly agree: 16
 - Agree: 3
 - Neutral: 0
 - Disagree: 0
 - Strongly disagree: 0

Again, these results indicate most students felt prepared to work with data in their school counseling program.

Internship Site Supervisor Evaluation

The site supervisor evaluation is sent to the internship site supervisors, who observe and work with the school counseling students during their final semester in the program. Site supervisors were specifically asked to rate students' ability to:

- Use data to make decisions regarding School Counseling Program improvement and close student achievement gaps.
 - Not effective: 0
 - Emerging effective: 0
 - Effective: 6
 - Highly effective: 16
 - Not observed: 1
- Use data to show the impact of the school counseling program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future actions and improve future results for all students.
 - Not effective: 0
 - Emerging effective: 2
 - Effective: 2
 - Highly effective: 17
 - Not observed: 3
- Analyzes school and school counseling program data to provide equity in student support throughout the school.
 - Not effective: 0
 - Emerging effective: 1
 - Effective: 5
 - Highly effective: 18
 - Not observed: 0

Student Capstone Project

The purpose of the capstone project is for students to demonstrate their ability to use data to affect student learning. All 22 students completed and passed their capstone projects. Below are two examples of student reflections.

- “Because I chose attendance, the analysis was straightforward. For this project, I learned a lot about how to use Infinite Campus to generate different attendance reports! I have shown my project to other school counselors and district instructional coaches. It has been fun to show them how “easy” and impactful a data project can be.”
- “My pre-assessment asked students about their attendance, their attitudes about school and their connections at school. I also asked a few questions to get to know them including questions about interests and dislikes. This allowed me to understand the information and attitudes that students had about attendance before our intervention began. I was able to understand their thoughts about school both positive and negative as well as understand their connections to school and their perceived academic abilities and skills. It was great to understand how they were feeling about academics, as many of them were falling behind due to their low attendance. My post-assessment asked many of the same questions about attendance and school so that I could see their change in response and understand the learning that took place during the intervention. I also asked questions about relationships at school on the post-assessment to see who they felt close to so I could compare that to the first assessment. Lastly, I looked at their attendance rate during the intervention to see if it had caused any improvement. While the numbers didn’t rise significantly, I did notice that most of the students had perfect attendance on the days that our group was held, this was great information for me to gain from the data analysis.”

Planning Improvements

100% of the target was met. However, because the use of data in school counseling is so important, students who graduate from the UVU School Counseling Program must continue using it in their school counseling programs to advocate for student and program needs. To meet the next level of mastery for student learning, I plan to offer annual training for alumni and school counselors in the field to reinforce the concepts taught in the program, increase awareness of new technology tools, and improve their confidence and ability to use data effectively.