

Eastern Kentucky University (EKU) School Counseling (SC) Program Assessment Summary Report

EKU SC Master of Arts in Education Program 2024 – 2026 Assessment Cycle

Program-Level Learning Objectives (PLLOs)

The SC program has established three PLLOs aligned with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards and American School Counselor Association (ASCA) professional standards:

PLLO #1: ASCA National Model Knowledge

Students will demonstrate knowledge of the ASCA National Model for school counseling programming.

PLLO #2: Dispositional and Skill Competencies

Students will demonstrate the necessary dispositional counselor characteristics and skill competencies required for clinical practice.

PLLO #3: Core Knowledge Areas

Students will demonstrate knowledge in the eight common core areas of counseling practice established by CACREP (2024).

Assessment Results

PLLO #1: ASCA National Model Knowledge

Assessed via a culminating portfolio assignment in course COU 814.

- **Criterion:** 80% of students will score 190 or higher on assignment.
 - **Note:** Prior criterion threshold was a score of 160.
- **Previous Cycle (2022-2024):** 100% of students met criterion.
- **Current Cycle (2024-2026):** 100% of students met criterion.

Key Findings:

- All 8 students in the current cycle exceeded the raised criterion threshold.
- Descriptive statistics:
 - **Current Cycle:** Scores ranged from 190 to 200 [out of a possible 200] with an average score of 197.00 (SD = 3.89)
 - **Previous Cycle:** Scores ranged from 180 to 200 [out of a possible 200] with an average score of 196.29 (SD = 7.34)

- Smaller standard deviation indicates more consistent performance.
- Students lost most points on the final reflection portion of the assignment.

Program Assessment Summary:

Exceptional sustained performance with improved consistency. Despite raising the criterion threshold from 160 to 190, all students exceeded the new threshold. Curriculum improvements in ethics, program design/development, and leadership identity proved effective.

PLLO #2: Dispositional and Skills Competencies

Assessed via completion by supervisors of students' Professional Counseling Performance Evaluation (PCPE) forms in Internship, COU 881.

- ***Criterion:*** 90% of students will score 2 or higher on all items of the PCPE.
 - ***Note:*** Prior criterion was 100% of students.
- ***Previous Cycle (2022-2024):*** 70% of students met criterion.
- ***Current Cycle (2024-2026):*** 100% of students met criterion.

Key Findings:

- All 9 students scored 2 or higher on all PCPE items.
- Average scores based on supervisor type:
 - *Faculty supervisors*, M = 2.82
 - *Site supervisors*, M = 2.87
- Areas of needed growth:
 - Faculty supervisors noted assessment (M = 2.44), reflection skills (M = 2.56), challenging skills (M = 2.56), treatment planning (M = 2.56), theory application (M = 2.56), and intentionality (M = 2.56).
 - Site supervisors noted suicide/risk assessment (M = 2.33), treatment planning (M = 2.50), referrals (M = 2.50), and confidence (M = 2.56).
 - Treatment planning emerged as the primary area of needed growth across both groups.

Program Assessment Summary:

Dramatic improvement from 70% to 100% success rate, exceeding the target. Improved scorer training on the PCPE instrument proved highly effective. Treatment planning consistently identified as the skill requiring the most attention.

PLLO #3: Core Knowledge Areas

Assessed via students' performance on the Counselor Preparation Comprehensive Examination (CPCE).

- ***Criterion:*** 100% of students will score one standard deviation below the CPCE national score average or higher to successfully pass the exam.
- ***Previous Cycle (2022-2024):*** 100% of students met criterion.
- ***Current Cycle (2024-2026):*** 100% of students met criterion.

Key Findings:

- One student took the exam and achieved a clear pass.

- Student scored 90.00 [out of a possible 136.00 and compared to national average score of the same period of 96.56].
- Student scored highest in professional orientation and ethical practice (14.00), career development (13.00), and group work (13.00).
- Student scored lowest in social and cultural diversity (7.00), counseling relationships (9.00), human development (11.00), and research and program evaluation (11.00).
- Social and cultural diversity score notably low compared to other content areas.
- Group work remains consistent strength whereas counseling relationships remains consistent area of weakness across cycles.

Program Assessment Summary:

Maintained 100% success rate. Limited sample size [of one student] makes trend analysis challenging, but the student's performance pattern shows familiar weaknesses in social and cultural diversity and counseling relationships that align with broader program data.

Planned Improvements for Next Cycle

PLLO #1: ASCA National Model Knowledge

1. **Require feedback-based reflection** in portfolio's summative section where students must identify specific learning points based on instructor feedback from earlier assignments and discuss plans for continued development and application to future practice.

Rationale: Students lost the most points on the final reflection portion of the assignment. This enhancement strengthens the reflective component and was not required in previous years.

PLLO #2: Dispositional and Skill Competencies

1. **Enhance site supervisor communication** by informing them of student skill goals and clarifying accurate conceptualization of skills, particularly treatment planning within school counseling contexts.
2. **Expand treatment planning instruction** by reviewing the broader range of what constitutes treatment planning in school counseling and providing additional practice opportunities in group supervision.

Rationale: Treatment planning was the weakest skills across both faculty and site supervisors. These improvements aim to clarify the unique nature of treatment planning in school settings and provide more structured practice opportunities.

PLLO #3: Core Knowledge Areas

1. **Increase CSI-hosted study sessions** with enhanced promotion through monthly newsletters and targeted invitations to improve student participation.
2. **Conduct student needs survey** (Fall 2025) to identify additional CPCE preparation strategies and implement findings in Spring 2026.

Rationale: While maintaining 100% pass rate, students would benefit from more structured preparation opportunities. The program seeks student input to develop data-

driven support strategies, particularly for consistently weak areas like social and cultural diversity and counseling relationships.