

School of Education
PLO Data – MA Counseling, 2023-24

Learning Outcome: Candidates articulate research question(s) connected to an area of focus.

Outcome Measure 1a: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (3.0) out of a possible (4.0) points on Area of Focus (DQP1) section of the GED6089 Final Project Rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Specialized Knowledge

	Average Score on Area of Focus section of GED6089 Final Project Rubric.			
	2021-22	2022-23	2023-24	3 yr Avg (SD)
Number of Students	21	11	8	3.90 (.25)
Area of Focus	3.86	3.92	4.00	

Conclusions Drawn from Data: Criteria is met. Counseling candidates demonstrated their ability to articulate research questions through their performance on the outcome measure. In 2023-24 the average candidate score on the outcome measure exceeded the target of 3.0. Scores have increased over the last three academic years with the mean score hitting the ceiling of the range in 2023-24. This is clearly a strength of counseling candidates. The low number of students in 2023-24 reflects a foreseen dip in completers tied to the phasing in of new completion courses (see Outcome 1b).

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses have been developed along two pathways for completion a Master’s of Arts (MA) and a Master’s of Science (MS) in Counseling. Outcome 1b includes the first set of candidates to complete the new course sequence. In 2024-25 the transition to the new courses should be complete and offer a more robust set of data from which to draw conclusions.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Area of Focus (DQP 1)	<ul style="list-style-type: none"> • Clearly stated area of focus • Research questions are clearly written and appropriate 	<ul style="list-style-type: none"> • Area of focus is somewhat vague • Research questions are somewhat vague 	<ul style="list-style-type: none"> • The area of focus is overly broad or narrow • Research questions are unclear 	<ul style="list-style-type: none"> • There is no clear area of focus • Research questions are inappropriate

Outcome Measure 1b: GED6095 Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (2.0) out of a possible (3.0) points on Criteria 1 Introduction of the GED6095 Final Project Rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Average Score on Introduction section of GED6095 Final Project Rubric.				
		2023-24*		3 yr Avg (SD)
Number of Students		8		NA
Introduction		3.0		
*2023-24 data collected 6/01/24, prior to the conclusion of the summer term.				

Conclusions Drawn from Data:

- Data is well above target criterion – School Counseling candidates are meeting expectations by clearly stating their area of focus and research questions in their capstone projects.
- It is too early in the implementation of this new finishing course to draw meaningful conclusions but early indications suggest the transition to the new indicator will align with historical trends on this indicator (See 1a).

Changes to be Made Based on Data:

While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being deployed for completing a Master’s of Arts in School Counseling. As the pool of enrollment and historical data increases we will be able to better gauge candidate performance on this indicator.

Rubric Used

Rubric	Exceeds Standards	Meets Standards	Below standards
Introduction	Detailed and thorough description of personal philosophy of education, purpose of capstone, connection to program standard(s), strong connection to literature review, artifacts, capstone format.	Indicates personal philosophy of education, purpose of capstone, connection to program standard(s), some connection to literature review, artifacts, capstone format.	Some description of personal philosophy of education, purpose of capstone, connection to program standard(s), minimal or no connection to literature review, artifacts, capstone format.

Learning Outcome: Candidates synthesize research from/in the primary field of study.

Outcome Measure 2a: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (3.0) out of a possible (4.0) points on Literature Review (DQP2) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Broad Integrative Knowledge

	Average Score on <i>Literature Review</i> section of GED6089 Final Project Rubric.			
	2021-22	2022-23	2023-24	3 yr Avg (SD)
Number of Students	21	11	8	3.84 (.32)
Literature Review	3.84	3.80	3.91	

Conclusions Drawn from Data: Criteria is met. Counseling candidates demonstrated their ability to synthesize research in their field through their performance on the outcome measure. In 2023-24 the average score on the outcome measure exceeded the target of 3.0. The average score increased observably this year but remained stable over the last three academic years with year to year change well below the three-year average standard deviation of .28.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses have been developed along two pathways for completion a Master’s of Arts (MA) and a Master’s of Science (MS) in Counseling. Early returns for the new courses suggest programmatic goals for candidates developing competency synthesizing academic literature are being met (see outcome 2b).

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Literature Review (DQP 2)	<ul style="list-style-type: none"> • 5 or more recent (5 years) sources cited • At least 20 sources • All sources are relevant and credible • All citations are correctly made according to APA format 	<ul style="list-style-type: none"> • 3 to 5 recent sources cited • At least 15 sources • Most sources are relevant and credible • Most citations are correctly made according to APA format 	<ul style="list-style-type: none"> • 3 recent sources cited • At least 10 sources • Some are relevant and credible • Some citations are correctly made according to APA format 	<ul style="list-style-type: none"> • Few or no citations • Less than 10 sources • Citations are not in the proper format

Outcome Measure 2b: GED6095 Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (2.0) out of a possible (3.0) points on Criteria 2 Literature Review of the GED6095 Final Project Rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Average Score on <i>Literature Review</i> section of GED6095 Final Project Rubric.				
		2023-24*		3 yr Avg (SD)
Number of Students			8	NA
Literature Review			3.0	
*2023-24 data collected 6/01/24, prior to the conclusion of the summer term.				

Conclusions Drawn from Data:

- Data is well above target criterion – School Counseling candidates are meeting expectations by demonstrating their ability to synthesize research in their capstone project literature review chapter.
- It is too early in the implementation of this new finishing course to draw meaningful conclusions, but early indications suggest the transition to the new indicator will align with historical trends on this indicator (See 2a).

Changes to be Made Based on Data:

While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being deployed for completing a Master’s of Arts in School Counseling. As the pool of enrollment and historical data increases we will be able to better gauge candidate performance on this indicator.

Rubric Used

Literature Review	Strong connection to program standard(s)	Includes connection to program standard(s)	Minimal/No connection to program standard(s)
	Includes 10 or more references. 5 references or more dated within the last 5 years.	Includes 10 references. 5 references dated within the last 5 years.	Includes less than 10 references. Less than 5 references dated within the last 5 years.
	All references are relevant and peer reviewed.	All references are relevant and peer reviewed.	Some references are relevant and peer reviewed.
	All citations in APA format.	Most citations in APA format.	Some citations in APA format.
	Literature review is synthesized and/or analyzed and has 2 or more alternate points of view.	Literature review has some synthesis and/or analysis with at least 1 alternate point of view.	Literature review has minimal synthesis and/or analysis and missing an alternate point of view.

Learning Outcome: Candidates convey their data collection and analysis methods.

Outcome Measure 3a: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (3.0) out of a possible (4.0) points on Data Collection and Analysis (DQP3) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Intellectual Skills

	Average Score on <i>Data Collection and Analysis</i> section of GED6089 Final Project Rubric.			
	2021-22	2022-23	2023-24	3 yr Avg (SD)
Number of Students	21	11	8	3.71 (.40)
Data Collection and Analysis	3.60	3.72	4.0	

Conclusions Drawn from Data: Criteria is met. Counseling candidates demonstrated their ability to convey their data collection and analysis methods through their performance on the outcome measure. In 2023-24 the average candidate score on the outcome measure exceeded the target of 3.0. The average score reached the ceiling of the score range in 2023-24 and is pushing on the three-year average SD indicating the difference in scores between 2021-22 and 2023-24 is significant.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses have been developed along two pathways for completion a Master’s of Arts (MA) and a Master’s of Science (MS) in Counseling. Candidate scores on the new outcome (see 3b) also exceeded the criteria for success suggesting trends of achievement on this PLO should continue, though likely regressing from the ceiling of the measure as the participant pool normalizes.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Data Collection and Analysis (DQP 3)	<ul style="list-style-type: none"> • Clear description of target population • Detailed description of how data was collected • Utilizes multiple data sources • Detailed analysis of the data provides identification of themes and patterns 	<ul style="list-style-type: none"> • Description of target population • Some details of how data was collected • Utilizes at least two sources of data • Analysis of the data mentions themes and patterns 	<ul style="list-style-type: none"> • Some description of target population • Minimal description of how data was collected • Utilizes one or two sources of data • Little analysis of the data 	<ul style="list-style-type: none"> • Little or no description of target population • Little or no description of how the data was collected • Utilizes one source of data • No analysis of the data

Outcome Measure 3b: GED6095 Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (2.0) out of a possible (3.0) points on Criteria 3 Artifacts of the GED6095 Final Project Rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Average Score on Artifacts section of GED6095 Final Project Rubric.				
		2023-24*		3 yr Avg (SD)
Number of Students			8	NA
Artifacts			3.0	
*2023-24 data collected 6/01/24, prior to the conclusion of the summer term.				

Conclusions Drawn from Data:

- Data is well above target criterion – School Counseling candidates are meeting expectations by demonstrating their ability to select artifacts that align to the theme of their capstone and evaluate them on their own merit.
- It is too early in the implementation of this new finishing course to draw meaningful conclusions, but early indications suggest the transition to the new indicator will align with historical trends on this indicator (See 3a).

Changes to be Made Based on Data:

While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being deployed for completing a Master’s of Arts in School Counseling. As the pool of enrollment and historical data increases we will be able to better gauge candidate performance on this indicator.

Rubric Used

Artifacts	Provides detailed justification of artifact choice connecting to standard.	Provides justification of artifact choice connecting to standard.	Provides minimal justification for artifact choice with some explanation connecting to the standard.
	Provides thorough evaluation of the product in terms of the criteria established and with reference to literature review.	Provides evaluation of the product in terms of the criteria established and with reference to literature review.	Provides minimal evaluation of the product in terms of the criteria established with minimal reference to literature review.

Learning Outcome: Candidates connect research findings and recommendations to initial research questions and the larger field of education.

Outcome Measure 4a: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (3.0) out of a possible (4.0) points on Action Plan (DQP4) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data: Intellectual Skills

	Average Score on <i>Action Plan</i> section of GED6089 Final Project Rubric.			
	2021-22	2022-23	2023-24	3 yr Avg (SD)
Number of Students	21	11	8	3.73 (.40)
Action Plan	3.61	3.79	3.96	

Conclusions Drawn from Data: Criteria is met. Counseling candidates demonstrated their ability to connect research findings and recommendations to their initial research questions through their performance on the outcome measure. In 2022-24 the average candidate score on the outcome measure exceeded the target of 3.0 exceeding scores from the previous two academic years. The average score has observably increased over the last three academic years with 2021-22 to 2023-24 change nearing the three year standard deviation of .40.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses have been developed along two pathways for completion a Master’s of Arts (MA) and a Master’s of Science (MS) in Counseling. Early outcome scores (see Outcome 4b) suggest candidates will continue to meet the criteria for success.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Action Plan (DQP 4)	<ul style="list-style-type: none"> Specific and clear connection between findings of the study, recommendations or action plan and the original questions 	<ul style="list-style-type: none"> Some connection between findings of the study, recommendations or action plan and the original questions Elements of the action plan are missing 	<ul style="list-style-type: none"> Little connection between findings of the study, recommendations or action plan and the original questions Most components of the action plan are missing 	<ul style="list-style-type: none"> No recommendations or action plan

Outcome Measure 4b: GED6095 Written Product

Criteria for Success (how do you judge if the students have met your standards):
 Candidate average score of (2.0) out of a possible (3.0) points on Criteria 4 Reflection on Artifacts of the GED6095 Final Project Rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

		Average Score on Reflection on Artifacts section of GED6095 Final Project Rubric.		
			2023-24*	3 yr Avg (SD)
Number of Students			8	NA
Reflection on Artifacts			3.0	
*2023-24 data collected 6/01/24, prior to the conclusion of the summer term.				

Conclusions Drawn from Data:

- Data is well above target criterion – School Counseling candidates are meeting expectations by demonstrating their ability to reflect on their artifacts applying what they learned in their literature review to their artifacts in their capstone project artifact reflections.
- It is too early in the implementation of this new finishing course to draw meaningful conclusions, but early indications suggest the transition to the new indicator will align with historical trends on this indicator (See 4a).

Changes to be Made Based on Data:

While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being deployed for completing a Master’s of Arts in School Counseling. As the pool of enrollment and historical data increases, we will be able to better gauge candidate performance on this indicator.

Rubric Used

Reflection of Artifacts	Reflections include connection to the standard.	Reflections include connection to the standard.	Reflections include some connection to the standard.
	Artifact supports Conclusions and implications from literature review.	Artifact supports conclusions from literature review.	Artifact not connected to literature review.
	Provides focus areas to improve artifacts.	Provides a focus area to improve artifacts.	Provides a minimal or unclear focus area to improve artifacts.
	Provides detailed plans for use in future context(s).	Provides plans for use in future context(s).	Provides minimal and unclear plans for use in future context(s).
	Identifies potential barrier(s) to use in future context(s). Explains how the barriers will be addressed.	Identifies at least 1 potential barrier(s) to use in future context(s). Explains how the barrier(s) will be addressed.	Potential barrier(s) to use in future context(s) are unclear or not identified.
	Explains how the existing research on this topic is valuable.	Explains how the existing research on this topic is valuable.	Minimal or unclear explanation of how the existing research on this topic is valuable.
	Clearly identifies the focus area for future action research.	Identifies the focus area for future action research.	Minimal or unclear focus area for future action research.

Learning Outcome: Candidates explain the relevance of their research to the field of education and their educator practices.

Outcome Measure 5a: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (3.0) out of a possible (4.0) points on Impact on Teaching Practice (DQP5) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data: Intellectual Skills

	Average Score on <i>Impact on Teaching Practice</i> section of GED6089 Final Project Rubric.			
	2021-22	2022-23	2023-24	3 yr Avg (SD)
Number of Students	21	11	8	3.75 (.40)
Impact on Teaching Practice	3.65	3.78	3.94	

Conclusions Drawn from Data: Criteria is met. Counseling candidates demonstrated their ability to explain the relevance of their research to their fields through their performance on the outcome measure. In 2023-24 the average candidate score on the outcome measure exceeded the target of 3.0 exceeding scores from the previous two academic years. The average score has observably increased over the last three academic years with 2021-22 to 2023-24 change nearing the three-year standard deviation of .40. Scores on this indicator, while well above the criteria for success, are not as high as on other indicators. This suggests there might be room to improve counseling candidates’ ability to reflect on the impact of their research on their practice.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses have been developed along two pathways for completion a Master’s of Arts (MA) and a Master’s of Science (MS) in Counseling.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Impact on Teaching Practice (DQP 5)	<ul style="list-style-type: none"> • Project describes a clear transformation of candidates’ knowledge, skills and dispositions • Project gives a clear description of how and why research improves student learning • Project is clearly and articulately situated in and tied to existing body of literature 	<ul style="list-style-type: none"> • Project describes some transformation of candidates’ knowledge, skills and dispositions • Project somewhat describes how and why research improves student learning • Project is partially situated in and tied to existing body of literature 	<ul style="list-style-type: none"> • Project describes little transformation of candidates’ knowledge, skills and dispositions • Project describes very little of how and why research improves student learning • Project is vaguely situated in and tied to existing body of literature 	<ul style="list-style-type: none"> • Project describes no transformation of candidates’ knowledge, skills and dispositions • Project does not describe how and why research improves student learning • Project does not refer to existing body of literature or literature is inappropriate

Outcome Measure 5b: GED6095 Written Product

Criteria for Success (how do you judge if the students have met your standards):

Candidate average score of (2.0) out of a possible (3.0) points on Criteria 5 Reflection on Capstone of the GED6095 Final Project Rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Average Score on Reflection on Capstone section of GED6095 Final Project Rubric.				
		2023-24*		3 yr Avg (SD)
Number of Students			8	NA
Reflection on Capstone			3.0	
*2023-24 data collected 6/01/24, prior to the conclusion of the summer term.				

Conclusions Drawn from Data:

- Data is well above target criterion – School Counseling candidates are meeting expectations by demonstrating their ability to explain the relevance of their capstone to their fields through their performance on the outcome measure
- It is too early in the implementation of this new finishing course to draw meaningful conclusions, but early indications suggest the transition to the new indicator will align with historical trends on this indicator (See 5a).

Changes to be Made Based on Data:

While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being deployed for completing a Master’s of Arts in School Counseling. As the pool of enrollment and historical data increases, we will be able to better gauge candidate performance on this indicator.

Rubric Used

Reflection of the Capstone Project/Program	Reflection is clearly written and explains with detail the candidate’s experience.	Reflection is clearly written and explains the candidate’s experience.	Reflection is written and minimally explains the candidate’s experience.
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