

**PROGRAM LEARNING OUTCOME (PLO) 4: USE OF RESEARCH  
ANALYSIS AND REPORT (SCHOOL  
COUNSELING)  
FALL, 2012-FALL, 2014**

Program Learning Outcome (PLO) 4: 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: "formulate, conduct, and evaluate master's level research procedures and assessment processes."

**EXECUTIVE SUMMARY**

A systematic assessment of PLO 4 was conducted in January, 2015. Evaluation outcomes for three assignments from COUN 535: SC Research and Accountability were used to conduct the School Counseling Program component of the analysis for PLO 4. Three recent semesters of outcomes (F12, F13, F14) were included in this assessment cycle for analysis. Outcomes for all students ( $N = 46$ ) in three semesters are included (F12  $n = 17$ , F13  $n = 19$ , F14  $n = 10$ ).

COUN 535 is an advanced graduate course. Students generally complete this course during the latter portion of their master's degree work after completing our professional orientation sequence that includes COUN 530: Professional Issues for School Counselors, COUN 533: SC Program Planning, COUN 536: Appraisal Techniques for School Counselors, and COUN 539: Coordination and Collaboration. All students complete three primary assignments in this course: 1) "Needs Assessment/Program Evaluation: Research and Development Project;" 2) "Evidence-Based Practice: Research and Development Project;" and 3) "Comprehensive Performance Evaluation."

The “Needs Assessment” and “Evidence-Based Practice” assignments represent an integrated learning sequence with the first assignment informing and guiding the work completed on the second assignment. The overall project was developed using course content and the course textbook. Students learn to execute all of the components of each assignment using course materials. Instructor consultation time is encouraged for completion of these assignments. Comprehensive assignment descriptions, outlines, and scoring sheets are included in the course syllabus (Appendix A). Assignment descriptions, outlines, and scoring sheets have been revised and updated during the 3-year cycle under consideration for this PLO assessment sequence. Students elect to work on these projects in small groups or individually. Each project is scored on a 100-point scale and outcomes are reported as a percentage. Each project comprises 30% of a student’s overall course grade.

The “Comprehensive Performance Evaluation” is administered during the university’s “Finals Week.” Students are given two data sets and are asked to demonstrate their statistical analysis proficiency by answering a series of data-related questions. Questions assess students’ abilities to conduct a variety of statistical analyses using the data sets. Assessed competencies include the ability to calculate descriptive statistics (e.g. percentages, frequencies, and means) and execute data disaggregation, correlations, and basic inferential statistics (paired and independent sample t-tests). This is an open resource exam, but students must generate answers utilizing original data and original questions. Practice sets are utilized throughout the semester and significant amounts of class time are dedicated to assisting students with the development of these competencies. Consultation with the course instructor is encouraged and invited

throughout the semester for those students who self-determine that they are struggling with these competencies. The performance evaluation has been revised and updated during the 3-year cycle under consideration for this PLO assessment sequence. The evaluation is scored on an 81-point scale and outcomes are reported as a percentage. The evaluation comprises 20% of each student’s overall course grade.

## RESULTS

Results are reported in Table 1 (below). Areas of note are presented preceded by a “Recommendations” section and a subsequent “Action Report” section to document the department’s ongoing “Closing the Loop” activities.

**Table 1: F12-F14 Use of Research- COUN535: SC Research and Accountability  
(Overall and Disaggregated by Year)**

	<b>Project A: Needs Assessment/Pro-gram Evaluation Mean Scores</b>	<b>Project A: ≥ 84%*</b>	<b>Project B: Evidence-Based Practice Mean Scores</b>	<b>Project B: ≥ 84%*</b>	<b>Performance Evaluation: Data Analysis Mean Scores</b>	<b>Performance Evaluation: ≥ 84%*</b>
Fall, 2012 ( <i>n</i> = 17)	<i>m</i> = 88.5	<i>n</i> = 14 82.4%	<i>m</i> = 92.6	<i>n</i> = 17 100%	<i>m</i> = 90.6	<i>n</i> = 12 70.6%
Fall, 2013 ( <i>n</i> = 19)	<i>m</i> = 91.5	<i>n</i> = 15 79.0%	<i>m</i> = 89.3	<i>n</i> = 15 79.0%	<i>m</i> = 91.0	<i>n</i> = 15 79.0%
Fall, 2014 ( <i>n</i> = 10)	<i>m</i> = 86.5	<i>n</i> = 6 60.0%	<i>m</i> = 90.7	<i>n</i> = 7 70.0%	<i>m</i> = 90.0	<i>n</i> = 6 60.0%
<b>OVERALL</b> ( <i>N</i> = 46)	<b><i>m</i> = 89.3</b>	<b><i>n</i> = 35 76.1%</b>	<b><i>m</i> = 90.8</b>	<b><i>n</i> = 39 84.8%</b>	<b><i>m</i> = 90.6</b>	<b><i>n</i> = 33 71.7%</b>

\*84% represents the minimum overall acceptable end-of-course grade established by the CGCE. It is used here as a baseline standard of performance for the individual course assignments linked to this PLO.

Overall means for Project A (*m* = 89.3), Project B (*m* = 90.8), and the Performance Evaluation (*m* = 90.6) for the current three-year assessment cycle are encouraging as are the disaggregated means (by year) for each assessment. Means indicate that course participants, in the aggregate, perform quite well on each of the assessments for PLO4. Additional frequency analysis to evaluate the numbers of

students exceeding or falling below a final score of 84% on each assignment, however, provides a slightly different picture.

Eighty-four percent represents a “minimum” level of overall performance for graduate students. In other words, those whose overall G.P.A. dips below a 3.0 average, or “B” (represented by a grade average < 84%), are typically placed on academic probation. Students whose grade dips below this point in a particular course typically receive a letter of warning from the CGCE Dean indicating that sustained performance at this level may result in the student being placed on probation. Thus, 84% was used as a previously “established performance bar” to evaluate student outcomes on each of the assessments. Overall, 76.1% of students ( $n = 35$ ) surpassed the 84% level on the “Needs Assessment” assignment; 84.8% ( $n = 39$ ) surpassed this level on the “Evidence-Based Practice” assignment; and 71.7% ( $n = 33$ ) surpassed this level on the “Performance Assessment.” Recommendations for the future might include a focus on additional analyses to examine where students are struggling on these assignments as well as instructional approaches that might increase the numbers of students exceeding this performance level the next time this PLO is evaluated.

### **RECOMMENDATIONS**

1. Discuss the merits of establishing *baseline performance* expectations for each assignment and subsequently, if deemed appropriate, develop appropriate mechanisms to insure that students are meeting these minimum expectations in order to earn credit for the course.
2. Discuss the merits of establishing a *benchmark target* for each assessment based on current data in order to measure improvements during the next PLO cycle.

3. Standardize and stabilize assessments in order to insure greater reliability and validity throughout the next PLO cycle.
4. Discuss the merits of standardizing expectations so that *all* students are completing projects in the same way (students currently complete Projects A and B individually or in small groups). Consider disaggregating one semester of results (group vs individual) to clarify the impact of these two different learning approaches.
5. Develop more formal instructor consultation expectations prior to assignment due dates in order to monitor student performance and intervene proactively before students submit their work for final evaluation.
6. Determine where students are struggling on each assignment by conducting sub-construct item-analyses for each assignment. Utilize outcomes to focus instruction with increased intention.

### **ACTION REPORT**

1. Preliminary working draft sent to Standards Work Group via e-mail for preview and discussion at upcoming meeting (2/19/15).
2. Draft approved by the Standards Work Group. Final version of report forwarded to Department Chair for distribution to Department faculty for discussion at a future department meeting (4/16/15).
3. Electronic report forwarded to entire faculty for subsequent discussion and approval during Department Meeting (5/7/15). Meeting minutes reflect departmental approval of the report. Work to address recommendations (above) will commence during AY15-16.

4. RECOMMENDATION #5 COMPLETED (8/18/15)- Language introduced into syllabus (beginning F15) requiring all project groups to schedule AT LEAST one Out-of-Class Instructor Consultation prior to submitting each completed comprehensive course assignment. This expectation was also added to each project's scoring sheet.
5. RECOMMENDATION #3 COMPLETED (8/18/15)- The final "Comprehensive Performance Evaluation" will remain the same for the duration of the next PLO cycle (F15-F17). Evaluation documents will be protected and preserved in order to insure greater reliability and validity throughout the next PLO cycle.

# Appendix A

COUN 535: SC Research and  
Accountability Syllabus

**Department of Counseling and Human Services**  
**THE UNIVERSITY OF SCRANTON**  
**COUN 535 School Counseling Research and Accountability**  
**Mondays, 4:30-7:10 p.m., 110 McGurrin**  
**Fall, 2014**

Kevin Wilkerson, Ph.D., NCC, ACS  
 445 McGurrin Hall  
 E-mail: kevin.wilkerson@scranton.edu  
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Office Hours: M 12:30-2:00  
 W 2:30-4:00  
 or by appointment

### **COURSE DESCRIPTION :**

This course exposes students to an evidence-based practice model for school counseling. The evidence-based practices movement puts emphasis upon increasing the use of intervention and programming responses that are first grounded in quality research, and then evaluated using rigorous measures.

The course has been divided into five major sections:

1. **Tools**
2. **Needs Assessment/Problem Description**
3. **Evidence-Based Practice**
4. **Designing Interventions and Evaluating Outcomes**
5. **Information Dissemination**

### **COURSE OBJECTIVES:**

This course embeds the research process within school counselor work. Readings, homework, and assignments follow a logical process that school counselors can use in their efforts to improve outcomes for all students.

1. **Tools: *Knowing your resources-*** This section builds basic skills and competencies. Using Excel and EZAnalyze, students will learn how to use essential data tools for school counselors. The basics of Excel, importing and exporting, data snooping, developing charts and graphs, and copying and printing will be taught. [SC CACREP G.7.c, G.8.c, G.8.e, C.5, H.2, O.3, P.1]
2. **Needs Assessment/Problem Description: *Knowing what needs to be done-*** Students will learn how to use institutional and process/perception/results data to define problems and lead teams toward solutions. [SC CACREP G.1.i, G.2.d, G.8.d, A.1, B.1, C.2, C.5, G.3, H.2, H.5, K.2, M.2, M.3, O.3, O.4, P.1]
3. **Evidence-Based Practice: *Knowing what is likely to work-*** This section identifies the characteristics that are present in good outcome research, teaches where and how to access the evaluations of research based practices, and stresses the importance of participating within a team to implement evidence-based interventions. [SC CACREP G.1.i, G.2.d, G.8.a, G.8.b, G.8.e, A.1, A.5, B.1, B.2, H.2, O.3]



4. **Designing Interventions and Evaluating Outcomes:** *Knowing what to measure and determining whether or not the intervention/program made a difference*-This section teaches students how to evaluate the impacts of interventions. By using the methods outlined in this course, students can evaluate for both program improvement and accountability. The skills present in this section are vital to the future of school counseling; decision makers need to have documentation of successful interventions. [SC CACREP G.1.i, G.2.d, G.7.d, G.7.e, G.8.b, G.8.c, G.8.e, A.1, B.1, C.2, F.2, F.3, H.2, K.3, O.3, O.4, P.1]
5. **Information Dissemination:** *Knowing how to communicate*- Students will learn the importance of communication with important stakeholders throughout the process of implementing a comprehensive, data-driven, results-based program. [A.1, B.1, O.3, P.1, P.2]

**CACREP Standards addressed in this course include:**

6. Research and Program Evaluation (Standard II.8). [H.2, K.2, O.3, P.1]
  - a. The importance of research in advancing the counseling profession (Standard II.8.a.); [G.8.a, H.2, O.3, P.1]
  - b. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research (Standard II.8.b.); [G.8.b, H.2, O.3, P.1]
  - c. Statistical methods used in conducting research and program evaluation (Standard II.8.c.); [G.7.c, G.7.d, G.7.e, G.8.c, H.2, O.3, O.4, P.1]
  - d. Principles, models, and application of needs assessment, program evaluation, and the use of findings to effect program modifications (Standard II.8.d.); [G.8.d, H.2, O.3, P.1]
  - e. The use of research to inform evidence-based practice (Standard II.8.e.); [G.8.e, H.2, O.3, P.1]
  - f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and or/program evaluation (Standard II.8.f.). [G.8.f, A.2, E.3, H.2, O.3, P.1]

**School Counseling Program Standards**

7. Knowledge (Standard I.) [C.2, F.2, F.3, H.2, K.2, O.3, P.1]
  - a. Understands how to critically evaluate research relevant to the practice of school counseling (Standard I.1.). [I.1, H.2, O.3, P.1]
  - b. Knows models of program evaluation for school counseling programs (Standard I.2.). [H.2, I.2, O.3, P.1]
  - c. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g. behavioral observation, program evaluation) (Standard I.3.). [H.2, I.3, O.3, P.1]
  - d. Knows current methods of using data to inform decision-making and accountability (e.g. school improvement plan, school report card) (Standard I.4.). [H.2, I.4, O.3, P.1]
  - e. Understands the outcome research data and best practices identified in the school counseling literature (Standard I.5.). [H.2, I.5, O.3, P.1]

8. Skills and Practices (Standard J.) [A.3, C.2, G.3, H.2, K.3, O.3, P.1,]
  - a. Applies relevant research findings to inform the practice of school counseling (Standard J.1.). [H.2, J.1, O.3, P.1]
  - b. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences (Standard J.2.). [H.2, J.2, O.3, P.1]
  - c. Analyzes and uses data to enhance school counseling programs (Standard J.3.). [H.2, J.3, O.3, P.1]

## **STUDENT LEARNING OUTCOMES (SLO's) and RELATED ASSESSMENT ACTIVITIES:**

*SLO 1: Students will demonstrate their abilities to incorporate the three-stage Evidence-Based Practice Model presented in the Dimmit, Carey, and Hatch text into their school counseling practice.*

### *RELATED ASSESSMENT ACTIVITIES:*

- 1) Comprehensive Project
  - a. Needs Assessment/Program Evaluation: Research and Development Project
  - b. Evidence-Based Practice: Research and Development Project

*SLO 2: Students will be able to conduct action research and analyze school-based data using the EZAnalyze software plug-in for Excel.*

### *RELATED ASSESSMENT ACTIVITIES:*

- 1) Comprehensive Performance Evaluation

## **JESUIT IDENTITY AND MISSION AT THE UNIVERSITY OF SCRANTON:**

Many core beliefs and practices of Counseling and Human Services professionals complement Jesuit tradition and the Ignatian mission of the University of Scranton. An active and positive regard for each person creates an environment conducive to high-quality care and positive human development. Caring for people (mind, body, and spirit) and assisting each individual to reach her or his human potential is highly honored in the Ignatian tradition of *cura personalis*, "care for the whole person." For people to reach their full potential, society has a vested interest in the quality of our families, services, supports, and structures. Counseling professionals work at the nexus of these various constructs, assisting individuals, families, and systems to grow and mature. As counselors and educators, we value the contributions that empathic care, critical thinking, deep personal reflection, sensitivity to diversity, and systemic leadership make to those we serve and to our wider society. St. Ignatius also valued these activities, highlighting the importance of discernment and leadership of *magis*, always searching for "the more universal good." Engaging in advocacy and social justice, with a mutually local and global perspective, are intrinsic parts of this work and in keeping with the Jesuit vision to "*set the world on fire.*"

## REQUIRED RESOURCES:

Dimmitt, C., Carey, J.C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. New York: Corwin Press.

EZ Analyze:

**EZ Analyze EXCEL Plug-in:** EZ Analyze provides free, Excel-based tools designed to enhance data-driven work for educators. Professional School Counselors are the target audience for EZAnalyze products. Students are required to download EZ Analyze onto their computers. Go to <http://www.ezanalyze.com/> for downloading instructions (EZAnalyze *does not work* with Excel 2008).

**EZ Analyze User Manual and Tutorials:** PDF File (EZAnalyze\_version3.pdf) for use with the EZAnalyze program file. Go to <http://www.ezanalyze.com/download/> for downloading instructions.

**EZAnalyze Sample Data:** An Excel workbook file (EZAsample\_data.xls) that can be used in conjunction with the User Manual and Tutorials. Go to <http://www.ezanalyze.com/download/> for downloading instructions.

**EZ Analyze Time Tracker (Beta):** The EZAnalyze TimeTracker is an Excel-based application (Macro-enabled Microsoft Excel workbook) that provides you with the ability to keep track of how you spend your time (with students and not with students), record notes, and quickly and easily generate reports on your work with individual students, groups, students seen or unseen within a range of dates, or summarizing how you spent all of the time you have recorded. Go to <http://www.ezanalyze.com/tracktime/> for downloading instructions.

**EZ Analyze Time Tracker User Manual:** PDF File for use with the EZAnalyze Time Tracker file. Go to <http://www.ezanalyze.com/tracktime/documents.htm> for downloading instructions.

Sabella, R.A. (2007). *Data Boot Camp for School Counselors and Administrators*.

www.SchoolCounselor.com.

This CD must be purchased directly from SchoolCounselor.com at

( <http://www.schoolcounselor.com/store/data-bootcamp.htm> )

## ADDITIONAL RESOURCES:

Supplemental course materials can be accessed via Desire2Learn (D2L), the university's web-based course enhancement software accessed via my.scranton.edu.

## NECESSARY SUPPLIES:

All students will need to have a flash drive for saving work on data-related tasks and exercises.

**ATTENDANCE:**

Students are expected to attend all classes and to participate in the various in-class and out-of-class experiences related to this course. The course instructor reserves the right to reduce student grades for **unexcused absences** depending on the number of classes missed. Students are expected to consult with their peers regarding missed material in the event of any absence.

**COMMON COURTESY IN THE LEARNING ENVIRONMENT:**

Cell phone use, texting, and other non-class related behaviors are a distraction in the learning environment. Students are asked to refrain from ALL non-class related behaviors during class time. The instructor reserves the right to collect cell phones or other electronic items if students are unable to manage their use. Students who have a situation-specific need to access their cell phones during a particular class period should consult with the instructor prior to class and should expect to conduct any instructor approved communications during class outside of the classroom.

**INSTRUCTOR ASSISTANCE AND OFFICE HOURS:**

Students are **encouraged** to raise questions and issues **in class** for all course participants to consider. However, if your question is of a very personal nature, please feel free to schedule an appointment with the instructor. Unscheduled drop-ins will be accommodated if possible. Send an e-mail or call to schedule an appointment.

**INSTRUCTOR COLLABORATION:**

This course is designed to introduce students to numerous technology competencies. Projects and assignments are heavily geared towards the use of appropriate assessment tools and instruments. The instructor is available to consult with students as they are learning. Please schedule appointments if you would like to additional assistance with some of the products you are learning to use.

**SPECIAL NEEDS AND ACCOMMODATIONS:**

Students are encouraged to make an appointment with the course instructor to review any course related concerns, needs, and/or the possibility of a reasonable accommodation as soon as possible.

In order to receive appropriate accommodations, **students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current documentation.** Students should contact Mary Ellen Pichiarello (570-941-4039, LSC 580) or Dr. Andrée Catalfamo (570-941-4218, LSC 582E) for an appointment. For more information, please visit <http://www.scranton.edu/disabilities>.

**WRITING STYLE:**

Unless otherwise noted, written assignments must be prepared and referenced in the style specified in the current edition of the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.).

## **WRITING CENTER:**

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing process is encouraged.

To meet with a writing consultant, call (570) 941-6147 to schedule an appointment, or send an email with your available meeting times, the course for which you need assistance, and your phone number to: [writing-center@scranton.edu](mailto:writing-center@scranton.edu). Online appointments are also available – connecting virtually using [Google Docs and Google Talk](#).

## **ACADEMIC HONESTY:**

Students will exhibit honesty in all academic endeavors as explained in *The University of Scranton Student Handbook*. Please consult with the course instructor if you have any questions regarding specific requirements.

## **GRADING POLICIES:**

Late assignments will result in grade deductions. **One grade level will be deducted for each day the assignment is late** (e.g. a B+ will be reduced to a B on the first day, a B- on the second day, a C+ on the third day, etc.). Assignments not handed in by the end of class on the date due are considered one day late.

No extra credit assignments will be given. Ordinarily, no incomplete grades will be given.

Final course grades will be assigned based on the exact grade earned. Final grades will NOT be rounded (e.g. a 94.98 = A-).

## **ASSIGNMENTS:**

### ***Professionalism (10% of final grade)***

Professional functioning and graduate learning require students to conduct themselves with a great deal of maturity. Large and small group discussions as well as in-class activities depend on each student's readiness and willingness to participate. Students are expected to complete all reading assignments prior to class and to come prepared with their thoughts, questions, and comments. If you are unable to attend class, you are expected to communicate this with the instructor and to make arrangements to make up for missed content. You will be asked to **evaluate your own professionalism** at the conclusion of this course. Self-evaluations will be considered along with the instructor's own assessment. **Professionalism includes, but is not limited to: class attendance, acceptance of personal responsibility, the timely completion of assignments, assertiveness, strong communication skills, appropriate use of class time, and active engagement in all aspects of the course.** These dispositions are consistent with the department's "Fit for the Profession" document. To earn an A in this area, all elements of professionalism as outlined above must be demonstrated. Students are encouraged to

stretch themselves in order to develop these key school counselor competencies.  
[CACREP A.1, A.2, A.5, B.1, B.2, C.2, C.5, E.3, F.2, F.3, O.3, O.4, P.1]

### ***Comprehensive Project***

Students will identify a case study school of their choice. The identified needs of each school will guide students in their project work throughout the semester. Target schools must be approved by the instructor.

#### ***Needs Assessment/Program Evaluation: Research and Development Project***

***(30% of final grade)***

***DUE: November 3***

Students will utilize course tools (Excel, Survey Monkey, Zoomerang, Google Docs) to create an appropriate survey instrument to be used by school counselors. The survey should take into account the different language versions that may be needed for various stakeholder groups. It should be designed for use in an elementary, middle, or high school setting. A duplicate copy of your final survey should be translated into an appropriate language using Google translator. A written report describing the literature and resources that were considered for developing the survey along with the factors you took into account to insure the psychometric quality and utility of the instrument should accompany your report. Appendix A of the syllabus contains a detailed project description. Appendix B contains a detailed scoring rubric. Archived project samples are provided on D2L.

#### ***Evidence-Based Practice: Research and Development Project***

***(30% of final grade)***

***DUE: December 8***

Students will conduct research based on their case study school's identified needs. This project should build on the work completed in the Needs Assessment/Program Evaluation assignment. ***Students wishing to deviate from this approach must secure permission from the course instructor.*** All projects must have the potential to positively impact student performance and outcomes.

This project consists of three elements: *1) Developing Research Briefs; 2) Recommending Interventions to the School Community; and 3) Developing an Intervention Evaluation Action Plan.*

Students will review the literature to identify existing evidence-based practice approaches related to their identified school needs and write three research briefs. Briefs must represent the most promising empirically supported practices identified within the literature. Based on findings, students or student teams will recommend their interventions to the school community by developing a Pp presentation designed to educate stakeholders about the identified problem. Pp's

should also include a “recommendations” section. A subsequent Intervention Evaluation Action Plan will be written to communicate understanding of the comprehensive evaluation process. Appropriate knowledge of research design and outcome evaluation must be demonstrated.

The elements of this assignment are explained in detail in Appendix C of the syllabus. Appendix D contains a detailed scoring rubric. Archived project samples are provided on D2L.

### ***Project Group Work: A Collaborative Opportunity***

Due to the comprehensive nature of the projects listed above, the instructor is making it possible for each assignment to be completed by small, collaborative work groups of 2-3 students. However, in contrast to group experiences in other courses, groups in this course can be dissolved throughout the semester should group members decide that they are unable or unwilling to continue working in their group. ***Although past experience indicates that these projects can certainly be completed individually, it is definitely in the best interest of individuals to maintain their group affiliations and to develop positive working relationships within their assigned groups.*** However, should any group elect to dissolve, the following principles will apply:

- 1) Groups electing to dissolve must meet *together* with the course instructor to secure final permission.
- 2) Triads can either disband completely (and become three individuals) or selectively (by dismissing a specific group member who is not contributing to the project work).
- 3) Individuals from dissolved groups assume **sole responsibility** for completion of *all elements* of the current project.
- 4) No group will be permitted to dissolve within two weeks of a project due date.
- 5) Members of dissolved groups *may not* form new work groups with individuals from other dissolved groups.
- 6) Individuals from a dissolved group *may* only be invited to join another group upon completion of the first project. At no other time will students from dissolved groups be permitted to join other work groups.
- 7) Two-person groups that have remained intact upon completion of the first project *may* elect to bring one additional member (from a dissolved group) onto their team for Project #2 (for a maximum group size of three students). The decision to adopt a student from a dissolved team rests solely upon the members of intact groups. Students who are not adopted by an intact group must complete the second project on their own.
- 8) Principles 1-6 apply to all groups for project #2.

***Group Member Grading  
(10% of final grade)***

***Due: November 3, December 8***

Students who elect to complete the course projects with a work group will have their contributions graded by their peers. Group members will submit their assessments of one another along with each completed project. Members are encouraged to provide one another with copies of their evaluations. **Honest, open, collaborative assessment is encouraged.** A 30-point grading rubric has been provided in D2L. Group member grading will be guided by the following principles:

- 1) Students who elect to work on their own will earn full credit for this particular grade.
- 2) Members of disbanded groups will earn a 60% for this portion of their course grade.
- 3) Members will only grade their work partners. No self-assessments will be considered.
- 4) Group member grades will be posted at the same time as project grades.
- 5) Group member grades of 29/30 or better **MUST** be accompanied by a detailed explanation of excellence.
- 6) Group member grades that total less than 24/30 must be accompanied by a detailed explanation of problematic behaviors.
- 7) Members must be prepared to openly discuss the grading process and address any conflicts that arise.

[CACREP G.1.i, G.2.d, G.7.c, G.7.d, G.7.e, G.8.a-f, A.3, A.5, B.1, B.2, C.2, C.5, E.3, F.2, F.3, G.3, H.2, H.5, I.1-5, J.1-3, K.2, K.3, M.2, M.3, O.3, O.4, P.1, P.2]

***Comprehensive Performance Evaluation  
(20% of final grade)***

Students will complete a competency evaluation for the final exam. The exam will assess the knowledge and skills developed throughout the course and will consist of an in-class performance demonstration (Data Set execution). Examples and practice will be provided throughout the semester. [CACREP G.7.c, G.8.b, G.8.c, G.8.e, A.1, A.5, C.2, I.1-5, J.1-3, K.2, O.3, P.1]



**EVALUATION SUMMARY:**

<u>Assignment</u>	<u>Due Date</u>	<u>% Value</u>
Professionalism	ongoing	10%
Needs Assessment/Program Evaluation		
Research and Development Project	November 3	30%
Evidence-Based Practice		
Research and Development Project	December 8	30%
Overall Group Member Grade	11/3 and 12/8	10%
Comprehensive Performance Evaluation	December 12	20%
<b>Total</b>		<b>100%</b>

*\*\*Students are expected to complete all work by the assigned due dates.*

**GRADING SCALE:**

A	=	95%	Superior/Outstanding work
A-	=	90%	Excellent
B+	=	87%	Very Good
B	=	84%	Good
B-	=	80%	Fair
C+	=	76%	Passing Grade
C	=	70%	Minimum Passing Grade
F	=	≤69%	Failure

**CLASS SCHEDULE:***Course Introduction*

August 25	<b>TOPIC:</b> Course Overview/Foundations of Research/Ethics [CACREP G.8.a, G.8.f, A.1, A.2, A.3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, J.3, K.2, M.2, M.3, O.3, O.4, P.1]
September 1	No class- University Holiday

*Section 1: Tools*

September 8	<b>TOPIC:</b> Skills and Competencies [CACREP G.7.c, G.7.d, G.7.e, A.1-3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, J.3, K.2, M.2, M.3, O.3, O.4, P.1] <b>READ:</b> Dimmitt, Carey, & Hatch- Chapter 1 Dimmitt, Carey, McGannon, & Henningson (2005) <b>HOMEWORK:</b> Data Boot Camp Unit 1- <i>Basics</i> Data Boot Camp Unit 2- <i>Data Snooping</i> EZ Analyze- Tutorial 1 ( <b>Located in the EZAnalyze Manual</b> ) <b>CLASSROOM DBDM TEAMS ASSIGNED</b>
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- September 15 **TOPIC:** Skills and Competencies  
 [CACREP G.7.c, G.7.d, G.7.e, A.1, A.2, A.3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, J.3, K.2, M.2, M.3, O.3, O.4, P.1]  
**READ:** Dimmitt, Carey, & Hatch- Chapter 2 & 3  
 Isaccs (2003)  
**HOMEWORK:**  
 Data Boot Camp Unit 4- *Charts or Graphs*  
 Data Boot Camp Unit 5- *Copy, Print, and More*  
 EZ Analyze- Tutorial 2 (**Located in the EZAnalyze Manual**)  
**IN CLASS:**  
 Survey Monkey Course Feedback

## *Section 2: Needs Assessment/Problem Description*

- September 22 **TOPIC:** Assessing School Counselor Needs: *Process Data*  
 [CACREP G.1.i, G.2.d, G.8.a, G.8.d, A.1-3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, H.5, I.2, I.4, J.3, K.2, M.2, M.3, O.3, O.4, P.1]  
**READ:** TimeTracker User Manual  
 Kirchner & Setchfield (2005)  
 Lieberman (2004)  
 Perusse, Goodnough, Donegan, & Jones (2004)
- September 29 **TOPIC:** Assessing School Community Needs: *Equity Audits, CAPE Network Universal Encouragement Program, PlanSmart, Data Teams*  
 [CACREP G.1.i, G.2.d, G.8.a, G.8.d, A.1-3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, H.5, I.2, I.4, J.3, K.2, M.2, M.3, O.3, O.4, P.1]  
**READ:** No assigned reading this week  
 Catch up on any missed reading  
 Work on EXCEL competencies  
**PROJECT WORK GROUPS ASSIGNED- IDENTIFY CASE STUDY SCHOOLS BY 10/6**
- October 6 **TOPIC:** Assessing Student and Program Needs: *Developing Surveys*  
 [CACREP G.1.i, G.2.d, G.8.a, G.8.d, A.1, A.2, A.3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, H.5, I.2, I.4, J.3, K.2, M.2, M.3, O.3, O.4, P.1]  
**READ:** Dimmitt, Carey, & Hatch- Chapter 8  
**HOMEWORK:**  
 Preview UMASS- Center for School Counseling Outcome- **Surveys**  
 (<http://www.umass.edu/schoolcounseling/surveys-for-program-evaluation-and-review.php>)  
**IN CLASS:**  
 Zoomerang Course Feedback  
**DUE: FINALIZE CASE STUDY SCHOOLS**

### *Section 3: Evidence-Based Practice and Choosing Interventions: Reading and Weighing Outcome Research*

- October 13      No Class- Fall Break
- October 20      **TOPIC:** Statistics Review- Descriptive Statistics  
 [CACREP G.7.c, G.7.d, G.7.e, G.8.c, G.8.e, A.1-3, A.5, B.1, B.2, C.2, C.5, E.3, F.2, F.3, G.3, H.2, I.1, I.4, I.5, J.3, K.2, K.3, M.2, M.3, O.3, O.4, P.1]  
**READ:** Dimmitt, Carey, & Hatch- Chapter 4  
 Bangert & Baumberger (2005)  
 Sink & Stroh (2003)  
**HOMEWORK:**  
 Preview UMASS- Center for School Counseling **Outcome-Research Briefs**  
 (<http://www.umass.edu/schoolcounseling/briefs.htm>)
- October 27      **TOPIC:** Statistics Review- Inferential Statistics and Meta-Analysis  
 [CACREP G.7.c, G.7.d, G.7.e, G.8.c, G.8.e, A.1-3, A.5, B.1, B.2, C.2, C.5, E.3, F.2, F.3, G.3, H.2, I.1, I.4, I.5, J.3, K.2, K.3, M.2, M.3, O.3, O.4, P.1]  
**READ:** EZAnalyze User Manual- pp.52-58  
 Whiston & Sexton (1998)  
 Wilson (1986)  
**HOMEWORK:**  
 Data Boot Camp Unit 3- *Analyzing Data*
- November 3      **TOPIC:** What do we know? What works? Accessing Findings, Reviewing the Literature, and Evaluating Findings  
 [CACREP G.8.c, G.8.e, A.1-3, A.5, B.1, B.2, C.2, C.5, E.3, F.2, F.3, G.3, H.2, I.1, I.4, I.5, J.3, K.2, K.3, M.2, M.3, O.3, O.4, P.1]  
**READ:** Evans & Burck (1992)  
 Hoag & Burlingame (1997)  
 Wilson, Gottfredson, & Najaka (2001)  
 Wilson, Lipsey, & Derzon (2003)  
**IN CLASS:**  
 Survey Monkey Course Feedback  
**DUE: NEEDS ASSESSMENT/PROGRAM EVALUATION: RESEARCH AND DEVELOPMENT PROJECT**  
**GROUP MEMBER GRADING RUBRIC- ROUND 1**  
  
**INTACT GROUP REALIGNMENT OPPORTUNITY**

### *Section 4: Designing Interventions and Evaluating Outcomes*

- November 10      **TOPIC:** Planning- Evaluating School Counseling Interventions and Programs  
 [CACREP G.8.b, A.1-3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, I.3, I.4, J.1-3, K.2, K.3, M.2, M.3, O.3, O.4, P.1]  
**READ:** Dimmitt, Carey, & Hatch- Chapter 5  
 Academics: Brigman and Campbell (2003)

November 17 **TOPIC:** Implementing- Action Research and Collaborative Partnerships  
 [CACREP G.8.b, A.1-3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, I.3, I.4, J.1-3, K.2, K.3, M.2, M.3, O.3, O.4, P.1]  
**READ:** Dimmitt, Carey, & Hatch- Chapter 6  
 Career: Schlossberg, Morris, & Lieberman (2001)  
 Kaffenberger & Davis (2009)

November 24 **TOPIC:** Data Collection and Analysis- Measuring Student Learning and Behavior Change  
 [CACREP G.8.b, G.8.c, A.1-3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, I.3, I.4, J.1-3, K.2, K.3, M.2, M.3, O.3, O.4, P.1]  
**READ:** Dimmitt, Carey, & Hatch- Chapter 7  
 Personal/Social: Newman-Carlson & Horne (2004)  
 Cheek, Bradley, Reynolds, & Coy (2002)

### *Section 5: Information Dissemination*

December 1 **TOPIC:** Strategic Dissemination (Charts, Graphs, MEASURE, SOARING) and Project Work Session  
 [CACREP G.8.d, G.8.e, A.1-3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, J.3, K.2, M.2, M.3, O.3, O.4, P.1, P.2]  
**READ:** Dahir & Stone (2003)

December 8 **TOPIC:** Course Conclusion and Exam (P)review  
 [CACREP A.2-3, A.5, B.1, C.2, C.5, E.3, F.2, F.3, G.3, H.2, J.3, K.2, M.2, M.3, O.3, O.4, P.1, P.2]  
**READ:** Dimmitt, Carey, & Hatch- Chapter 9  
**IN CLASS:**  
 Survey Monkey Course Feedback  
**DUE: EVIDENCE-BASED PRACTICE: RESEARCH AND DEVELOPMENT PROJECT**  
**GROUP MEMBER GRADING RUBRIC- FINAL**

December 12 Comprehensive Competency Evaluation

# APPENDIX A

## KNOWING THE PROBLEM

### PROJECT GUIDELINES

#### NEEDS ASSESSMENT/PROGRAM EVALUATION: RESEARCH AND DEVELOPMENT PROJECT

Project Description: Utilize course tools (Excel, Survey Monkey) to create an appropriate survey instrument that could be used by a school counselor. The survey will be developed for an appropriate stakeholder group (students, parents, teachers, community members). A copy of your survey should be translated into another language using Google translator. The survey should be designed for use in your case study school setting. A written report describing the literature and resources that were used to develop the survey along with the factors you took into account to insure the psychometric quality and utility of this instrument should accompany your project.

Use pp. 134-136 to determine what kind of survey you would like to create

#### **WRITTEN REPORT**

The written report should include ALL of the following:

- Introduction
  - School Overview and Problem Statement (Identify an Achievement or Achievement-Related priority)
  - Literature Review
    - What is known about this problem?
    - Define constructs and sub-constructs
      - What are the key variables for understanding this problem? Have studies been conducted? What do they say? What surveys have been used?
    - Review of existing surveys (this section can be annotated or written)
      - What surveys currently exist to guide your survey development?
        - Overview of Psychometrics
          - Reliability/Validity
  - Purpose Statement
    - What type of survey will you be developing?
    - How is the development and implementation of this survey linked to your school's program/SC goals?
- Survey Administration
  - Identify Stakeholders
    - Who will be surveyed?
  - How will the survey be distributed?
  - What sampling procedures will be employed?
- Implementation Timeline
  - Pilot Test (plans)
  - Revisions
    - Edit items and Directions (Plans)

- Administration Dates
- Analysis timeline
- Dissemination timetable

### **SURVEY INSTRUMENT**

Completed projects must include BOTH the English language survey AND a duplicate alternative language version. Surveys must include the following components:

Clearly written directions

Demographic Variables

Written and Edited Items

Clear and simple language

Use precise words

Items are not dependent on special knowledge

Each item maps onto one construct or subconstruct

Each item contains only one idea

Items do not call for socially desirable or undesirable responses

Every item is there for a reason

Some items are reverse stated

Items do not contain double negatives

### **SCORING AND ANALYSIS**

Completed projects must include the following scoring and analysis tools:

Coding sheet (see EZAnalyze Tutorial 2, p.15)

Analysis template (Excel)

## APPENDIX B

COUN 535: SC Research and Accountability  
Grading Rubric- Needs Assessment/Program Evaluation

### REFER TO PROJECT GUIDELINES DOCUMENT FOR ADDITIONAL DETAILS

#### Written Report (35 points)

##### *Introduction*

School Overview and Problem Statement 3 points \_\_\_\_\_

##### Literature Review (20 points)

Overview of the problem (why do we care?) 6 points \_\_\_\_\_

What is known? What does the literature  
tell us? Prevalence data?

Define constructs and sub-constructs 6 points \_\_\_\_\_

Review existing surveys 8 points \_\_\_\_\_

Purpose Statement 2 points \_\_\_\_\_

##### *Survey Administration* 5 points \_\_\_\_\_

Identify Stakeholder Group to Survey  
(students, parents/guardians/caregivers, teachers)

How will survey be distributed?

Sampling procedures?

##### *Implementation Timeline* 5 points \_\_\_\_\_

Pilot test

Revisions

Administration timeline

Analysis timeline

Dissemination timetable

#### Surveys (40 points)

Appropriate Stakeholder Version 2 points \_\_\_\_\_

Directions 10 points \_\_\_\_\_

Demographics Variables 10 points \_\_\_\_\_

Items 15 points \_\_\_\_\_

Clear and simple language

Use precise words

Items are not dependent on special knowledge

Each item maps onto one construct or subconstruct  
 Each item contains only one idea  
 Items do not call for socially desirable or undesirable responses  
 Every item is there for a reason  
 Some items are reverse stated  
 Items do not contain double negatives

Translation version	3 points	_____
<b>Coding and Analysis (15 points)</b>		
Coding Sheet	10 points	_____
Analysis Template (Excel)	5 points	_____
<b>References</b>	5 points	_____
<b>Overall Organization</b>	5 points	_____
<b>TOTAL</b>	<b>100 points</b>	_____

Comments:



# APPENDIX C

## KNOWING WHAT WORKS AND DETERMINING WHETHER OR NOT YOU'RE MAKING A DIFFERENCE

### PROJECT GUIDELINES EVIDENCE-BASED PRACTICE: RESEARCH AND DEVELOPMENT PROJECT

Students will conduct research based on their case study school's identified needs. This project should build on the work completed in the Needs Assessment/Program Evaluation assignment. *Students wishing to deviate from this approach must secure permission from the course instructor.* All projects must have the potential to positively impact student performance and outcomes.

This project consists of three elements: 1) *Developing Research Briefs*; 2) *Recommending Interventions to the School Community*; and 3) *Developing an Intervention Evaluation Action Plan*.

Individual students or student teams will review the literature to identify existing evidence-based practice approaches related to their identified school needs in order to develop three research briefs. Briefs must represent the most promising empirically supported practices identified within the literature. Based on findings, students or student teams will recommend their interventions to the school community by developing a Pp presentation designed to educate stakeholders about the identified problem. Pp's should also include a "recommendations" section. A subsequent Intervention Evaluation Action Plan will be written to communicate understanding of the comprehensive evaluation process. Appropriate knowledge of research design and outcome evaluation must be demonstrated.

Each element is explained in greater detail below.

#### **Developing Research Briefs (3):**

Students will conduct research on their identified topic and evaluate existing studies using the National Panel for Evidence-Based School Counseling rubric ([http://www.umass.edu/schoolcounseling/uploads/EBP\\_rubric.pdf](http://www.umass.edu/schoolcounseling/uploads/EBP_rubric.pdf) or pp.59-61 of the course text). Students will select the three most viable intervention options for their identified problem and write three research briefs (*Students must use Brief 6.1- Does a multimedia intervention reduce bullying and victimization in third grade urban schools as the template for this component of the project*):

<http://www.umass.edu/schoolcounseling/uploads/ResearchBrief6.1.pdf>

Submitted Research Briefs *must represent interventions or programs that have been implemented and evaluated using acceptable RESEARCH designs.* As in

Brief 6.1, the seven domains of the Evidence-Based Practice Rubric *must be included* in the “Critical Perspective” section of each Research Brief. Students **MUST** judge each study across each of the seven rubric domains as “Strong,” “Promising,” or “Less than Promising.” **Copies of each article must accompany each Research Brief.**

### **Recommending Interventions to the School Community**

Based on the research briefs above, students will develop a Pp presentation that could be used to provide an overview of the most promising evidence-based practices in existence for dealing with their identified school problem. This could mean selecting one specific program or synthesizing promising elements from all of the research briefs. The Pp should mimic the steps followed by Research-Based Practice teams (pp. 68-71 of the course text) and include the following:

- Defining the problem
- Providing an overview of the appropriate and promising research-based Interventions and Approaches (from selected Research Briefs)
- Providing recommendations
- Discussing implementation fidelity- how your recommended interventions fit within your specific setting
- Outlining resources and primary support needed
- Presenting implementation roles, responsibilities, and expectations for those who will be involved (tentative plans for who will do what)

**\*\* Students must include discussion points in the Notes Section of each Pp slide for instructor evaluation.**

### **Developing an Intervention Evaluation Action Plan**

An Intervention Evaluation Action Plan (pp. 94-96 of the course text) should be developed that outlines the data gathering process. Each of the following steps of the action plan must be articulated:

- Outcome map
- Outcome measures
  - Immediate (Perception data instruments must be included)
  - Proximal (appropriate instruments or collection plans must be included)
  - Distal
- Monitoring implementation
- Evaluation Design
- Data collection
- Statistical Analysis
- Expected Results

## APPENDIX D

COUN 535: SC Research and Accountability  
Grading Rubric- Evidence-Based Practice: Research and Development Project

### REFER TO PROJECT GUIDELINES DOCUMENT FOR ADDITIONAL DETAILS

#### Developing Research Briefs (45 points)

##### *Brief One*

Overview	4 points	
Critical Perspective	8 points	
Summary	3 points	

##### *Brief Two*

Overview	4 points	
Critical Perspective	8 points	
Summary	3 points	

##### *Brief Three*

Overview	4 points	
Critical Perspective	8 points	
Summary	3 points	

#### Recommending Interventions to the School Community (40 points)

**STUDENTS MUST INCLUDE DISCUSSION POINTS IN THE NOTES SECTION OF  
EACH Pp SLIDE**

Introduction (from Project 1)	10 points	
Problem Description		
Overview of subcontracts (from survey)		
Hypothetical Findings		
Research Briefs Overview	7 points	
Conclusions and Recommendations	10 points	
Implementation Fidelity	7 points	
Outline of Resources and Primary Support Needed	3 points	
Overview of Implementation Roles and Responsibilities	3 points	

#### Developing an Intervention Evaluation Action Plan (15 points)

Outcome Map/Overview	2 points	
Outcome Measures Outline	4 points	
Immediate/Proximal/Distal Data Measures to be employed		
Monitoring Implementation	2 points	
Evaluation Design	2 points	

Data Collection Process	2 points	_____
Statistical Analysis Procedures	2 points	_____
Expected Results	1 points	_____

**TOTAL** **100 points** \_\_\_\_\_

Comments: