School Counseling Master's Program

Annual Systematic Program Evaluation Report

Calendar Year 2025

School of Counseling
302 Buchtel Common
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Introduction

This report is written to comply with the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024) Section 2: Academic Quality, Standard F.3, which states "counselor education program faculty create an annual report for entry and doctoral (if applicable) levels that includes: (1) a summary of the program evaluation results, including achievement of academic quality indicators; (2) subsequent curriculum modifications and program improvement informed by program evaluation; and (3) any other significant program changes" and Standard F.4., which states "the annual report is published on the program website in a location accessible to the public." (from https://www.cacrep.org/section-2-academic-quality/).

The purposes for this annual report are specific to the School Counseling (SC) master's Program and include, but are not limited to, faculty reflection about program strengths and areas for improvement, sharing program-related information with stakeholders (e.g., students, graduates and employers), and communication about the program's status with institutional administrators.

The data compiled for this systematic program evaluation report was drawn from calendar year 2025 (i.e., Spring 2025, Summer 2025, Fall 2025).

During this program evaluation period there was one core SC program faculty: Dr. Delila Owens (Professor).

Program Annual Statistics

Minimum number of credit (semester) hours required for the degree?	60
Number of students currently enrolled in the program?	41
Number of students graduated from the program in the past year (Spring 2025, Summer 2025, Fall 2025)?	10
Approximate completion rate of students from the program?	90%
Approximate licensure examination pass rate of students graduating from the program?	85%
Approximate job placement rate of graduates from the program who were actively seeking employment?	90%

Program Annual Evaluation Results

Program faculty conduct formal follow-up studies through online surveys each semester for current students toward the end of their program (i.e., during internship semester), and annually for program graduates/alumni and site supervisors/employers.

Current Student Exit Survey Results (N = 4):

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

Core Course Topic Area	Minimum	Maximum	Mean	Std Deviation
Ethics & Professional Orientation	4.00	5.00	4.50	0.58
Research & Program Evaluation	2.00	5.00	3.25	1.26
Assessment & Testing	2.00	5.00	3.25	1.26
Human Growth & Development	3.00	5.00	4.25	0.96
Individual Counseling Theory	3.00	5.00	4.50	1
Group Counseling Theory	4.00	5.00	4.75	0.50
Multicultural Counseling	4.00	5.00	4.75	0.50
Career Counseling	3.00	5.00	4.25	0.96
School Counseling Topic Area	Minimum	Maximum	Mean	Std Deviation
Introduction to School Counseling	4.00	5.00	4.75	0.50
Leadership, Consultation, and Collaboration in School Counseling	4.00	5.00	4.75	0.50
School Counseling Seminar	4.00	5.00	4.75	0.50
Counseling Adolescents/Children	4.00	5.00	4.75	0.50
Clinical Skills (Practicum & Internship)	4.00	5.00	4.75	0.50

Regarding the first core program objective, when asked "Taking the entire program into account, how satisfied are you with the first program training objective: Demonstrating knowledge and skills representing a clear school counselor identity in P-12 settings." the following ratings were shown:

Program Objective #1	Minimum	Maximum	Mean	Std Deviation
	3.00	5.00	4.25	0.96

Regarding the second core program objective, when asked "Taking the entire program into account, how satisfied are you with the second program training objective: Demonstrating knowledge and skills to promote equity and inclusion in school settings." the following ratings were shown:

Program Objective #2	Minimum	Maximum	Mean	Std Deviation
	4.00	5.00	4.50	0.58

Regarding program-related organizational feedback, the following ratings were shown:

	Minimum	Maximum	Mean	Std Deviation
Program Faculty Guidance	4.00	5.00	4.75	0.50
Program Published Resources	3.00	5.00	4.25	0.96
Overall Satisfaction With Program	4.00	5.00	4.50	0.58

Sample Positive Qualitative Feedback:

- Strengths include: Small class sizes, helpful/insightful professors that deliver the content with a hands on approach.
- Collaboration and class size.
- Cohesiveness and consistency

Sample Constructive Qualitative Feedback:

- Monitoring of class acceptance, ensuring students can finish program as scheduled

Graduate/Alumni Survey Results (N = 2):

Survey results show that 50% of the respondents reported being licensed as a School Counselor, and 50% of the respondents reported being employed professionally as a school counselor.

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

Topic Area	Minimum	Maximum	Mean	Std Deviation
Understanding and using a school counselor identity and related ethical codes	3.00	5.00	4.00	1.00
Using multiculturally informed counseling approaches	4.00	5.00	4.50	0.50
Using human growth and development knowledge/skills within counseling	3.00	5.00	4.00	1.00
Practicing career development and/or counseling	3.00	5.00	4.00	1.00
Demonstrating knowledge/skills related to counseling theories and core techniques	3.00	5.00	4.00	1.00
Practicing group counseling interventions	4.00	4.00	4.00	0.00
Performing student assessments and/or testing-related skills	2.00	4.00	3.00	1.00
Using counseling-related research and/or program evaluation to inform counseling practice	3.00	5.00	4.00	1.00
Demonstrating knowledge/skills related to counseling children and adolescents	4.00	5.00	4.50	0.50
Demonstrating school counseling knowledge	3.00	5.00	4.00	1.00

When asked "Reflecting on your experience since graduating, overall how would you rate the UA SC program" the following ratings were shown:

Overall Satisfaction	Minimum	Maximum	Mean	Std Deviation
	3.00	4.00	3.50	0.71

Sample Positive Qualitative Feedback:

- Quality of professors / teaching
- Support from professors

Sample Constructive Qualitative Feedback:

- School counseling could use improvement. For those who have never been in an educational setting, more is needed on daily school functions.
- Talk about the licensure exam as much as the CPCE

Supervisor/Employer Survey Results (N = 11):

Survey results showed that 70% of respondents provided supervision to current students, and 10% were involved in employment decisions for one or more graduate.

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of supervisor/employer satisfaction.

Topic Area	Minimum	Maximum	Mean	Std Deviation
Understanding and using a school counselor identity and related ethical codes	4.00	5.00	4.75	0.43
Using multiculturally informed counseling approaches	4.00	5.00	4.75	0.43
Using human growth and development knowledge/skills within counseling	4.00	5.00	4.88	0.33
Practicing career development and/or counseling	3.00	5.00	4.43	0.73
Demonstrating knowledge/skills related to counseling theories and core techniques	4.00	5.00	4.75	0.43
Practicing group counseling interventions	3.00	5.00	4.29	0.70
Performing student assessments and/or testing-related skills	3.00	5.00	4.29	0.70
Using counseling-related research and/or program evaluation to inform counseling practice	4.00	5.00	4.71	0.45
Demonstrating knowledge/skills related to counseling children and adolescents	4.00	5.00	4.63	0.48

Demonstrating school counseling knowledge	4.00	5.00	4.75	0.43

When asked "Based on your experience during the prior year, overall how would you rate the UA School Counseling Program" the following ratings were shown:

Overall Satisfaction	Minimum	Maximum	Mean	Std Deviation
	4.00	5.00	4.50	0.53

Sample Positive Qualitative Feedback:

- I feel the program sets clear goals for the participants. My intern has been engaged from the start and has worked hard to meet her internship goals.
- I feel the on site experience is the most important key to gaining knowledge and improving skill. I know it is a requirement but it is key in building a strong graduate.
- The student came very prepared to work in the role of a school counselor. I feel the student was comfortable and confident when asked to start working with students in small groups, individually, and in school counseling lessons.
- Interns well prepared, comfortable with counseling skills, felt comfortable hiring

Constructive Qualitative Feedback:

- I have not seen any deficits in my intern. However, I wish she could be here more often to really see what I do as a school counselor. I feel she misses a lot because she has to work her full-time job.

Curriculum Modifications and Program-Related Improvement

No major program modifications have been made during the prior year. The curriculum guide for the degree can be viewed online at https://bulletin.uakron.edu/graduate/colleges-programs/health-professions/counseling/school-counseling-ma/#requirementstext.

The program received the "reaffirm accreditation with a progress report" decision from CACREP in March 2025. The program completed and submitted the requested progress report in November 2025.

Significant Program-Related Changes

The program has adopted a new management model since Fall 2025 with one Program Coordinator for both the SC and Clinical Mental Health Counseling Programs and one Clinical Coordinator for both the SC and Clinical Mental Health Counseling Programs. Currently, Dr. Yue Dang serves as the Program Coordinator and Dr. Jessica Wiener serves as the Clinical Coordinator for both programs.