

School Counseling Master's Program

Annual Program Evaluation Report



School of Counseling
302 Buchtel Common
Akron, OH 44325-5007

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Introduction

The School Counseling faculty at the University of Akron have developed an annual plan to evaluate program objectives. Program data is used to inform program modifications. This document is an executive summary of program evaluation results. Specific information included in the school counseling report is the number of program graduates, passage rates on the CPCE, graduate exits survey results, site supervisor evaluations, and employer evaluation results. The School Counseling program is accredited by CACREP.

Students have a maximum of six years to complete the program. The program is 50 credit hours for individuals with a valid teaching certificate and two years of teaching experience. The program is 60 credit hours for those without a teaching certificate. The program has a 90% completion rate.

The data compiled for this systematic program evaluation report were drawn from calendar year 2019-2020.

Program Objectives:

- A school counselor identity
- Ethical and professional decision-making skills
- Clinical skills and knowledge leading to state licensure as a school counselor
- Knowledge and Skills to promote equity and inclusion in education.
- Self-awareness and personal growth

Program Evaluation

Throughout this evaluation period program faculty engaged in continuous assessment of program strengths and areas for improvement. School counseling faculty meet on a regular basis to discuss the outcome of program evaluation data and feedback from the field.

The feedback is conducted through regular faculty meetings, discussions, informal meeting with students and site supervisors, formal student/graduate/supervisor/employer surveys, and feedback from professionals in the field. The program evaluation data obtained lead to in-depth program reflection and program updates.

The School Counseling program's objectives are aligned with the 2016 CACREP standards. All standards are evaluated and included in specified courses for assessment.

Program Graduation Data

Program Active (Matriculated) and Graduated Student Summary:

Academic Year →	2019	2020
Total Graduated	13	14

Student Data

Currently enrolled	Number of students
Fall 2020	60

Program Evaluation

Program faculty routinely conduct formal follow-up studies for current students toward the end of their program (i.e., an exit survey during internship semester) and program graduates/alumni (once annually). Online follow-up exit and graduate alumni surveys were developed separately in order to better assess key perceptions and evaluations about major aspects of the program.

School Counseling Completer Exit Survey Results (N=18):

The Program Completer Exit Survey was developed to understand the completers’ perceptions regarding the coursework, program and its faculty, and their learning experience in the program. Completer Exit Survey data are being collected on a continuous basis. The data compiled for this report were drawn from calendar year 2019-2020.

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents rated their level of satisfaction with the department’s effectiveness in teaching knowledge/skills for each of the following counseling areas respectively:

Counseling Area	Mean	Standard Deviation
Ethics & Professional Orientation	4.17	.99
Research & Program Evaluation	4.17	.86
Assessment & Testing	4.10	.90
Human Growth & Development	4.20	.80
Counseling/Adolescents Children	4.28	.83
Multicultural Counseling	4.30	.90
Career Counseling	4.50	.71
Group Counseling	4.60	.60

Counseling Youth at Risk	4.20	.80
Developmental Guidance and Emotional Education	3.89	.96
Consultation	4.10	.80
Organization and Administration of Guidance	4.28	.67
Theories and Counseling	4.10	.80
School Counseling Children and Adolescence	3.90	.70

When being asked “how satisfied are you with the overall knowledge learned about the school counseling profession,” students showed an average rating of 4.00 on a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied) with a standard deviation of .70.

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents also rated their level satisfaction with the program for each of the following aspects respectively based on their post-graduation experience:

Experience Aspect	Mean	Standard Deviation
Program Faculty	3.71	.92
Program’s Organization/Coordination	3.17	1.15
How would you rate the program if someone else asked you	3.22	.88

Positive qualitative feedback from program completers primarily focused on the school counseling program’s structure (e.g., flexibility), faculty support and professionalism. Areas for improvement for the program, as identified by program completers, increasing school counseling specific training and faculty with school counseling experience.

Graduate/Alumni Survey Results (N=6):

Program Alumni Survey Evaluation Methodology and Results

The Program Alumni Survey assessed perceptions regarding the coursework, program and its faculty, and their learning experience in the program. A total of six alumni completed the survey via Qualtrics. Of the six alumni who completed the School Counseling Program Alumni Survey, two alumni reported being employed in the counseling profession, three reported not being employed in the counseling profession, and one did not respond. Four respondents reported being licensed as school counselor, one reported not being licensed as school counselor, and one did not respond. Many certified teachers continue to teach after receiving their master’s degree.

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents rated the level of satisfaction of their degree in providing them knowledge and skill in the following areas respectively based on their post-graduation experience:

Counseling Area	Mean	Standard Deviation
Professional Counseling Orientation and Ethical Practice	4.00	.71
Social and Cultural Diversity	4.40	.55
Human Growth and Development	4.00	.71
Career Counseling	3.80	.84
Individual Counseling Theory	4.00	.71
Group Counseling	4.00	.71
Assessment and Testing	3.60	.55
Research and Program Evaluation	3.20	.84
Elementary/Secondary School Counseling	3.80	.45
Counseling Adolescents	3.80	.45
Counseling Youth at Risk	4.40	.50
Organization and Administration of Guidance	4.20	.45
Crisis & Trauma Counseling	4.00	.71
Legal & Advocacy Information	3.20	.84

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), school counseling alumni rated the level of satisfaction with the program in the following areas respectively based on their post-graduation experience:

Program Area	Mean	Standard Deviation
Program's Faculty	4.40	.55
Program's Coursework/Training	4.40	.55
Program's Organization/Coordination	4.00	1.00
How would you rate the Program if someone else (e.g., a prospective student) asked you?	4.20	.45

Four respondents provided qualitative feedback regarding the program's main strengths, which include its holistic training and coursework. Four respondents also provided qualitative feedback regarding the program's main areas for improvement, which include faculty stability and training specific to school counseling.

Supervisor/Employer Survey Results (N=22):

Program Site Supervisor and Employer Survey Report Methodology and Results

A total of 22 supervisors/employers completed the Supervisor-Employer Survey in the 2019-2020 calendar year. All of the 22 respondents reported having provided school counseling supervision for a UA School of Counseling student or graduate. Of the 22 respondents, seven reported having been involved in employment decisions and/or administrative supervision of a UA school counseling student or graduate. When being asked "how many years have you worked with UA school counseling students/graduates (as a supervisor and/or employer)," 16 supervisors/employers answered yes, two answered no, and four did not respond.

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), with a 0 (Not Observed), respondents were asked to rate the knowledge/skills level of UA's School Counseling graduates in the following counseling areas respectively based on their experience:

Counseling Area	Mean	Standard Deviation
Ethics & Professional Identity	4.41	.91
Counseling Children and Adolescents	4.55	.60
Human Growth & Development	4.55	.51
Career Counseling	3.55	1.79
Individual Counseling Theory	4.55	.51
Overall Professionalism	4.50	.96
Student Advocacy	4.64	.49
Testing/Assessment	3.14	2.03
Individual Counseling Theory	4.62	.50
Multicultural Counseling	4.27	1.08
Knowledge of the School Counseling Profession	4.50	.60

The Program's main strengths identified by the respondents include students' knowledge and competence (e.g., multicultural counseling, counseling theories, counseling children and adolescents, ethics, counseling skills), as well as professionalism. The Program's main areas for improvement identified by the respondents include recruitment and engagement regarding diversity, support for internship supervisors and more school counseling related training.

Comprehensive Examination Results Summary

The Counselor Preparation Comprehensive Examination (CPCE) is a required student evaluation method. CPCE is used to determine how well counselors are being prepared. During the evaluation period program faculty reviewed CPCE data to determine trends related to the examination.

Comprehensive Examination Results

Academic Year →	2019	2020
Total Passed	91%	80%

Program Modifications

Program faculty strongly endorse the use of this program evaluation report as a means of addressing student academic progress, professional and personal growth. Both qualitative and quantitative data obtained during this review cycle will be used to address the 2016 CACREP school counseling standards. The program has made the following modifications.

1. Effective fall 2020 all school counseling students must complete practicum in a school setting under the supervision of a licensed school counselor.

2. All students taking 5600:663 are trained to administer Career Pathways by Akron Public School's College and Career Academies specialist.
3. Increase multiculturalism and social justice in all school counseling courses given the diversity in America's schools. Faculty train students to examine variables associated with unequal educational outcomes.

Program Faculty:

Dr. Delila Owens, Ph.D., dowens1@uakron.edu

Dr. Yue Dang, Ph.D., yd13@uakron.edu