

**School Counseling
Master's Program**

**Annual Systematic Program
Evaluation Report**

August 2019



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

Introduction

The School Counseling faculty in the School of Counseling at The University of Akron have developed an annual plan to evaluate program objectives. Program data are used to inform program modifications. This document is an executive summary of systematic program evaluation results. Specific information included in the school counseling report graduate exits survey results, site supervisor evaluations, employer evaluation results and program updates.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards require that key performance indicators (KPIs) be measured over multiple points throughout the program. School counseling KPIs and measures are listed.

School Counseling Program Objectives:

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

Program Objective #1: Demonstrate a school counselor identity

SC Key Performance Indicator: Students will describe school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP Section 5.G.2.a).

- Evaluation method = 5600:631 Elementary/Secondary School Counseling → School counselor presentation-primary course assessed (knowledge) (year 1)
- Evaluation method = 5600:663 Developmental Guidance and Emotional Education → midterm-secondary course assessed (knowledge) (year 2)

Program Objective #2: Ethical and professional decision-making skills

SC Key Performance Indicator: Students will describe legal and ethical considerations specific to school counseling (CACREP Section 5.G.2.n)

- Evaluation method = 5600:631 Elementary/Secondary School Counseling → Ethics case presentations- primary course assessed (knowledge) (year 1)
- 5600:685 Internship → Supervisor evaluation secondary course assessed (skill) (during or > year 2)

Program Objective #3: Clinical skills and knowledge leading to state licensure as a school counselor

SC Key Performance Indicator: Professional organizations, preparation standards and credentials relevant to the practice of school counseling (CACREP Section 5.G.2.l)

- Evaluation method = 5600:631 Elementary/Secondary School Counseling → midterm-primary course assessed (knowledge) (year 1)
- Evaluation method = 5600:659 O & A Guidance Services → midterm and/or final exam -secondary course assessed (knowledge) (year 1)
- Evaluation method = 5600:675 Practicum → Supervisor evaluation-secondary course assessed (skill) (during or > year 2)

Program Objective #4: Knowledge and Skills to promote equity and inclusion in education

SC Key Performance Indicator: Strategies to promote equity in student achievement and college access (CACREP Section 5.G.3.k)

- Evaluation method = 5600:631: Elementary Secondary School Counseling → final exam primary course assessed (knowledge) (year 1)
- Evaluation method = 5600:663 (695) Developmental Guidance and Emotional Education → final exam- secondary course assessed (knowledge) (year2)
- Evaluation method = 5600:695 Field Experience → final grade field experience Akron Public Schools-secondary course assessed (knowledge) (year 2)
- Evaluation method = 5600:685 Internship → Supervisor evaluation secondary course assessed (skill) (during or > year 2)

Student Assessment Key Performance Indicators (data collection ongoing)						
CACREP 2016						
Program Objective	Standards Reference	SC Key Performance Indicator #1:	Evaluation Method	Results	Key Performance type	Semester Gathered
#1: Demonstrate a school counselor identity	(CACREP Section 5.G.2.a	Students will describe school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5600:631 Elementary/Secondary School Counseling → Presentation (knowledge) (year 1)	100% of students received 16 or higher (80%) on the school counselor presentations	Knowledge	F/2018
Demonstrate a school counselor identity	(CACREP Section, 5.G.2.a).	Students will describe school counselor roles as leaders, advocates, and systems change agents in P-12 schools	Evaluation method = 5600:663 Developmental Guidance and Emotional Education → midterm (knowledge) (year 2)	100% of students received 80% or higher rating on the midterm exam. All meeting expectations	Knowledge	Sp/2019
#2: Program Objective Ethical and professional decision-making skills	(CACREP Section 5.G.2.n)	Students will describe legal and ethical considerations specific to school counseling	5600:685 Internship → supervisor evaluation (skill) (during or > year 2)	100% of students received a 3 or higher rating during internship from site supervisors. All meeting expectations	Skill	Sp/2019
#3Clinical skills and knowledge leading to state licensure as a school counselor	(CACREP Section 5.G.2.l)	Professional organizations, preparation standards and credentials relevant to the practice of school counseling.	Evaluation method = 5600:659 O & A Guidance Services → Midterm	100% of students received a 16 or higher on the midterm. All meeting expectations.	Knowledge	Sp/2019

#4 Knowledge and Skills to promote equity and inclusion in education.	(CACREP Section 5.G.3.k)	Strategies to promote equity in student achievement and college access.	5600:663 Developmental Guidance and Emotional Education → Final exam Midterm (knowledge) (year 2)	100% of students received a 16 or higher on both midterm and final exam. All meeting expectations	Knowledge	Sp/2019
Knowledge and Skills to promote equity and inclusion in education.	(CACREP Section 5.G.3.k)	Strategies to promote equity in student achievement and college access.	5600:695 Field experience Akron Public School final grade (knowledge) (year 2)	100% of students passed the field experience. All meeting expectations.	Skill	Sp/2019

Accreditation Standards Monitoring and Evaluation Data

CACREP Section I. Evaluation

A.A. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives and student learning outcomes are measured and met.

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

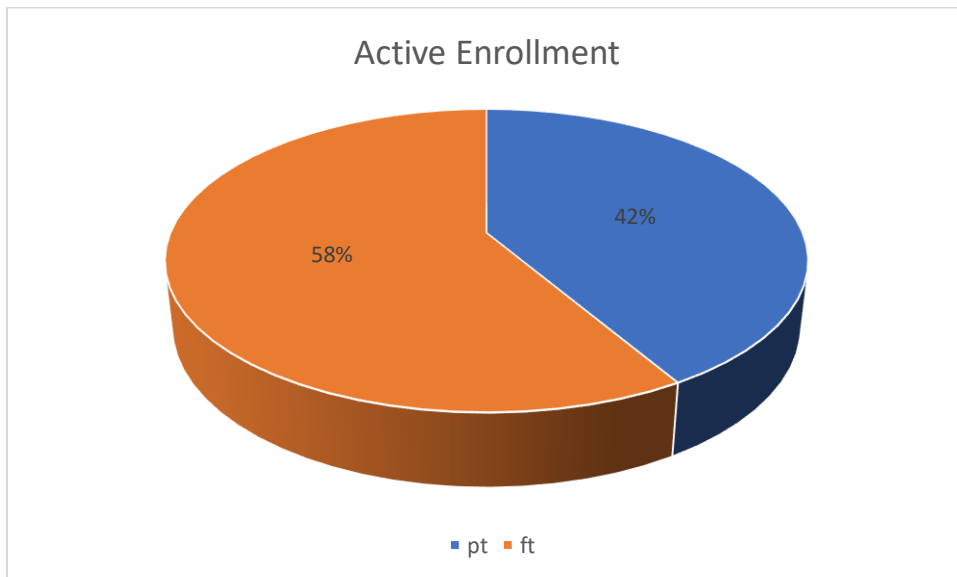
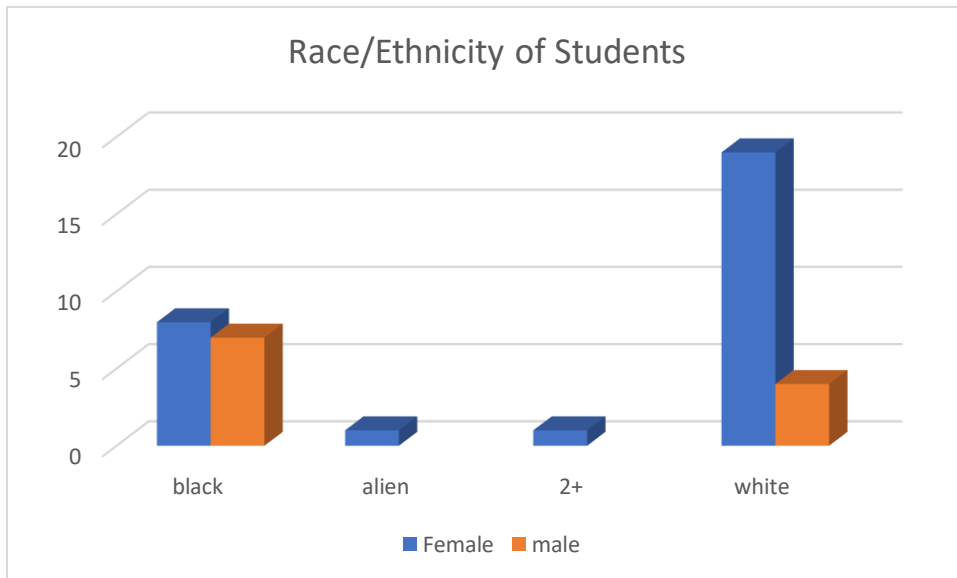
The feedback is conducted through regular faculty meetings, discussions, informal meeting with students and site supervisors, formal student/graduate/supervisor/employer surveys, and feedback from professionals in the field. The program evaluation data obtained lead to in-depth program reflection yet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

The School Counseling program’s learning objectives are aligned with the 2016 CACREP standards. Selected standards are evaluated and included in a specified course for assessment.

A.A. 1. A Review by program faculty of programs, curricular offerings, and characteristics of program applicants.

Demographics of Enrolled Students

Program faculty continue to admit students who would serve as high caliber school counselors. Our students represent the diversity found in America’s schools.



AA.2. Formal follow up studies of program graduates assessing graduate perceptions and evaluations of major aspects of the program.

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=27):

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.

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	4.15	.88
Research & Program Evaluation	4.00	.94
Assessment & Testing	3.92	1.09
Human Growth & Development	4.31	.55
Counseling/Adolescents Children	4.08	.80
Multicultural Counseling	4.19	1.02
Career Counseling	4.58	.58
Group Counseling	4.50	.65
Counseling Youth at Risk	3.96	.77
Developmental Guidance and Emotional Education	3.85	.92
Consultation	3.77	.91
Organization and Administration of Guidance	4.00	.75
Theories and Counseling	3.92	1.20
School Counseling Children and Adolescence	3.88	.71

When being asked "how satisfied are you with the overall knowledge learned about the school counseling profession," students showed an average rating of 3.92 on a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied) with a standard deviation of .74.

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	3.67	.82
Program's Organization/Coordination	3.24	1.01
How would you rate the Program if someone else asked you	3.27	.92

Positive Qualitative Feedback: students provided comments when being asked “please identify the Program’s main strengths.” These comments/strengths primarily focused on the school counseling structure (e.g., flexibility, overall hands on approach of the Program), relevant and helpful coursework (e.g., school counseling internship, counseling theories, ethics, developmental theories) as well as rigor of the classes, and faculty professionalism. When being asked “please identify the Program’s main areas of improvement”, students provided feedback; faculty stability and onsite preparation for school counselor licensure exam.

Graduate/Alumni Survey Results (N=17):

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. Of the 17 alumni who completed the School Counseling Program Alumni Survey, 13 alumni reported being employed in the school counseling profession, whereas four alumni were not. All of the respondents reported being licensed as a school counselor.

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

Counseling Area	Mean	Standard Deviation
Ethics & Professional Orientation	4.29	.77
Research & Program Evaluation	3.59	.80
Assessment & Testing	3.06	.90
Human Growth & Development	4.29	.69
Career Counseling	4.06	.83
Individual Counseling Theory	3.94	.66
Group Counseling	3.82	.73
Multicultural Counseling	3.82	1.07
Legal & Advocacy Information	3.06	1.25
Elementary/Secondary School Counseling	3.88	1.11
Crisis & Trauma Counseling	3.00	1.32
Counseling Adolescents	3.94	.75
Counseling Youth at Risk	3.94	.75
Organization and Administration Guidance	3.12	.99
Overall Professionalism	4.18	.81

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:*

Program Area	Mean	Standard Deviation
Program’s effectiveness in teaching school counseling children and adolescence	3.59	.71
The overall knowledge learned about the school counseling profession	3.59	.94
Program Faculty	3.35	1.17
Program’s Organization/Coordination	3.06	1.34
How would you rate the Program if someone else asked you	3.35	1.00

Positive Qualitative Feedback. These comments/strengths primarily focused on the faculty (e.g., being knowledgeable, supportive, and caring), coursework (e.g., practicum, internship, career, theory, elementary/secondary school counseling, multicultural counseling) that provides students with an overview of all aspects of counseling. Additional feedback “Overall the professors and doc students were very knowledgeable and helpful. Internship and practicum were the most useful courses of the program as they were practical application of knowledge and push for diversity in schools”.

AA.3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

Supervisor/Employer Survey Results (N=24):

Program Site Supervisor and Employer Survey Report Methodology and Results

Based on the perceptions of the supervisors/employers who are working with the School Counseling students. A total of 24 supervisors/employers completed the survey via Qualtrics.

When being asked “how many years have you worked with UA school counseling students/graduates (as a supervisor and/or employer),” seven supervisors/employers answered yes, whereas three answered no. 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	4.39	1.20
Counseling Children and Adolescents	4.33	1.19
Human Growth & Development	4.22	1.17
Career Counseling	3.67	1.78
Individual Counseling Theory	4.00	1.53
Overall Professionalism	4.00	1.58
Student Advocacy	3.94	1.64
Testing/Assessment	3.06	2.11

Career Counseling	3.35	2.00
Individual Counseling Theory	3.65	1.80
Multicultural Counseling	3.83	1.54
Knowledge of the School Counseling Profession	4.17	1.25
Counseling Children and Adolescents	4.11	1.23

When being asked “please identify the Program’s main strengths”, supervisors/employers provided feedback/comments. Their comments included good ethics and professionalism demonstrated by UA students, students’ preparedness for internship, students’ focus on social/emotional development, good counseling skills, and ability to communicate with diverse populations. When being asked “please identify the Program’s main areas for improvement”, six supervisors/employers provided comments. Their comments included preparing students to be up to date regarding school counseling, providing students with school-based practicum experience, having less emphasis on APA formatting, helping students learn non-counseling tasks that are performed by school counselors, providing students with more academic and career counseling skills, and helping students become more familiarize with the school environment.

Constructive Qualitative Feedback – Many respondents advocated that few if any limitations are apparent in the program or its trainees. Faculty noted some constructive feedback related to the need for additional training in treatment specifically related to children.

Due to response rate the data compiled for this annual systematic program evaluation report were drawn from calendar years 2017, 2018 and 2019. Data collection is ongoing.

AA.4. Assessment of student learning and performance on professional identity, practice and program standards.

Program Related Updates

A new school counselor advisory board was developed to assist with addressing the 2016 CACREP standards. The board will give recommendations and input into program development. The board is comprised of licensed school counselors, University of Akron school counseling faculty and current internship students.

The American School Counselor Association released the new ASCA National Model 4th edition. The program faculty will incorporate the model into all core school counseling courses beginning this fall 2019.

During this program evaluation period program faculty made no substantial curricular or program-related policy changes due to a high degree of stability within the program and positive feedback from current students, alumni, supervisors, and employers.

A.A. 5. Evidence of the use of findings to inform program modifications.

A thorough and objective review of all data presented in this program evaluation report led program faculty to retain all essential components of the program, although modifications were made in order to improve accessibility and communication.

Program Objectives, Philosophy and Mission Statement Updates

Program philosophy, and mission statements remain unchanged. During this program evaluation period program faculty determined that a clear description school counseling program goals, objectives, mission and philosophy are all in line with program's overall mission. Program objectives were updated to reflect the 2016 Council for the Accreditation of Counseling and Related Educational Program standards.

Program Curriculum Updates

After a review of the CACREP 2016 School Counseling standards, Ohio School Counseling licensure standards, and after a review of student/alumni/supervisor/employer feedback obtained throughout this program evaluation period, no significant program curriculum updates occurred.

However, for quality assurance purposes and related to survey feedback, program faculty have begun the process of modifying specific coursework required for the degree. All school counseling syllabi have been updated to comply with the 2016 CACREP standards.

Clinical Training Updates

Program faculty are establishing relationships with school districts across the State of Ohio. This method will help ensure the development of school counseling-specific knowledge and skills during training. This method will also help to transition students more seamlessly into a school counseling internship.

Beginning fall 2019 all practicum students are **required** to have clinical training (CT) status in order to perform clinical activity at the Clinic for Individual and Family Counseling. CT status is obtained through the Counselor, Social Worker and Marriage & Family Therapist board (CSWMFT).

Initial Application Process Modifications

Program faculty conduct individual interviews with all applicants in order to assess fit for the school counseling profession and to begin instilling a school counselor identity prior to initial enrollment. Program faculty will use a new rating form to interview perspective school counseling program candidates beginning spring 2020.

Student Mentoring and Communication Updates

In order to help instill a more consistent and solidified school counselor identity, program faculty will encourage professional involvement beginning upon initial enrollment. For example, group mentoring toward participation in school counselor professional organizations will now begin during new student orientation. Faculty will encourage the students to join our state organization (Ohio School Counselor Association) during their first year through the initial 5600:631 Elementary Secondary School Counseling and 5600:600: Professional Orientation and Ethics. In addition, program faculty have developed a listserv communication system for news and updates.

One major goal this academic year (2019-2020) is the promotion of professional involvement and ensuring that students establish a clear school counselor identity.

Program Objectives

Program faculty updated objectives for quality assurance purposes and as a transition toward compliance with CACREP 2016 standards.

Program Evaluation Report Summary and Conclusions

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 will be used to address the 2016 CACREP school counseling standards. Faculty regularly review objectives to ensure that they reflect both our program interest and CACREP standards.

Regarding qualitative data, several program-specific themes emerged from current students, alumni, and supervisors/employers: Heavier emphasis on school counseling in core courses, core faculty knowledge of the school counseling profession, faculty stability and special topics specific to school counseling.

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