



## Counselor Education Program 2016-2017 Assessment Results & Program Modifications

### **Executive Summary**

The Counselor Education Department conducted a systematic assessment utilizing internship site supervisor surveys, recent graduate surveys, and employer surveys. The collective findings of the surveys (qualitative and quantitative) indicate the following:

#### **Program Strengths**

*(all below are reported by two or more stakeholder groups unless specified)*

- Preparation for individual counseling and building relationships with students
- Level of preparedness as compared to others (slightly more prepared than colleagues)
- Preparedness related to school counselor role
- Ethical decision making and adherence to ethical standards
- Knowledge and skills related to counseling students of diverse backgrounds and applying culturally responsive interventions (site supervisor)
- Supervision
- Faculty support of students

#### **Areas of Improvement**

*(all below are reported by two or more stakeholder groups unless specified)*

- Classroom management/Core Curriculum
- More coverage of special education topics
- College and career readiness and post-secondary planning
- Demonstrating leadership skills & qualities
- Consulting with caregivers (site supervisor)
- Referrals to community resources (site supervisor)
- Counseling specific Tests and Measurements course (graduates)

Given the quantitative and qualitative feedback from the various stakeholders, the Counselor Education program is making or has made the following modifications:

Area of Improvement	Program Modification
Classroom management & Core Curriculum	<ul style="list-style-type: none"> <li>• Program will be adding an Internship Bootcamp which will cover classroom management.</li> <li>• Students will submit a recorded session of a core curriculum lesson in practicum and/or internship.</li> </ul>
Special Education Topics	<ul style="list-style-type: none"> <li>• New counseling-specific Test and Measurements course (see below) will include assessments related to identifying students for special education and related interventions.</li> <li>• Add an internship guest lecture related to special education and the school counselor role</li> </ul>
College & Career readiness & post-secondary planning	<ul style="list-style-type: none"> <li>• Instructors for EDHS 7220 Career Counseling and EDHS 8310 Intro to School Counseling will collaborate to determine ways to integrate more material and application</li> </ul>
Demonstrating leadership skills and qualities	<ul style="list-style-type: none"> <li>• New required course added to planned program: EDHS 8350 School Counselor Leadership Consultation &amp; Advocacy (first cohort to take it is Class of 2018)</li> </ul>
Knowledge of referrals to community resources (site supervisor)	<ul style="list-style-type: none"> <li>• EDHS 8350 School Counselor Leadership Consultation &amp; Advocacy will discuss community asset mapping and resource identification (first cohort to take it is Class of 2018)</li> </ul>
Consulting with caregivers (site supervisor)	<ul style="list-style-type: none"> <li>• New required course added: EDHS 8350 School Counselor Leadership Consultation &amp; Advocacy (first cohort to take it is Class of 2018)</li> </ul>

Counseling-specific Tests and Measurements course.	<ul style="list-style-type: none"> <li>Dean of College of Education (Pianta) has given permission for Counselor Ed to develop our own Tests and measurements course.</li> </ul>
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## Data

### Class of 2017 “Recent Graduate” Data

	# Students	Program Completion Rate	Employment Rate (Fall 2016)
<b>School Counseling</b>	20	100%	100%*

\*95% as school counselors, 5% in school-based mental health counselor

### Combined Survey Data

#### Mean level of preparation to conduct the following:

1=highly unprepared , 2=unprepared, 3=prepared, 4=highly prepared

	Recent Graduate Survey (self report)**	Current Employer*
<b>Individual Counseling</b>	3.9	3.8
<b>Group Counseling</b>	3.4	3.7
<b>Classroom Lessons</b>	3	3.4
<b>Consultation</b>	3.6	3.5

\*n=15 (75% response rate), \*\*n=12 (60%)

1=below expected, 2=at expected, 3=above expected, 4=excellent

	Internship Site Supervisor*
<b>Individual Counseling</b>	3.4
<b>Group Counseling</b>	3.3
<b>Classroom Lessons</b>	3.2
<b>Consultation</b>	3.2

**Level of Preparedness in comparison to colleague (per graduate & employer)**

1= Less Prepared, 2=As Prepared, 3= More Prepared

	<b>Recent Graduate Survey</b>	<b>Current Employer</b>
<b>Level of Preparedness</b>	2.2	2.3

**Site Supervisor Rating of Level of Preparedness to be Full-time School Counselor**

1= very unprepared 2= unprepared, 3=prepared, 4=very prepared

	<b>Internship Site Supervisor</b>
<b>Level of Preparedness</b>	3.7

**Below are related to open ended questions asked of site supervisors, recent graduates, and employers\*. (employers not asked about strengths of the program)**

Qualitative themes related to Strengths of the Program

- Support and accessibility of faculty <sup>ab</sup>
- Supervision <sup>ab</sup>
- Internship <sup>ab</sup>
- Individual counseling/counseling skills <sup>ab</sup>
- Support to site supervisors <sup>ab</sup>

Qualitative themes related to areas to improve per open ended items:

- Special education topics <sup>ab</sup>
- Classroom and behavioral management <sup>ab</sup>
- Academic counseling <sup>a</sup>
- Group counseling specific to schools <sup>a</sup>
- Assistance navigating licensure process <sup>a</sup>
- Parent contact <sup>c</sup>
- High School related topics <sup>bc</sup>
- Dependence on individual counseling/extended length of time <sup>bc</sup>
- Increased time in schools for faculty/site supervisors <sup>b</sup>
- Counseling specific Tests and Measurements course <sup>a</sup>

<sup>a</sup>Graduates <sup>b</sup>Site supervisor <sup>c</sup>Employer

### Recent Graduate and Employer Data

*\*items below have been shortened for space*

	Recent Graduate Mean	Employer Mean
Awareness of culture & limitations impact on work with others	3.7	Not asked
Act as advocate, specifically re: barriers to equity	3.3	3.5
Demonstrate leadership skills & qualities	3.3	3.1
Design/implement culturally responsive interventions	3.3	3.1
Address barriers to student academic/social-emotional development	Not asked	3.4
Apply appropriate strategies in crisis	3.5	3.2
Utilize data informed approaches	Not asked	3.3
Understand role of school counselor	3.9	Not asked
Design, implement, evaluate CSCP	3.5	3.2
Guide CCR and post-secondary planning	3.3	3.1
Utilize strategies to promote equity	3.3	3.5
Use ethical decision making process	3.5	Not asked
Adhere to ethical standards	Not asked	3.6

### Internship Site Supervisor Data

1= strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

#### **Rating of Intern's Knowledge**

<b>Item</b>	<b>Mean</b>
<b>Counseling theories</b>	4.6
<b>Ethical standards/Legal Issues</b>	4.75
<b>Characteristics and culture of the population served</b>	4.85
<b>Developmental considerations of working with children</b>	4.75
<b>Career development</b>	4.63
<b>Professional role &amp; identity</b>	4.70
<b>Referrals to community resources</b>	4.53
<b>Knowledge of systemic barriers that may impede K-12 students' optimal achievement</b>	4.80

#### **Rating of Intern's Skills**

	<b>Mean</b>
<b>Building relationships with students</b>	4.95
<b>Applying interventions that align with K-12 students' concerns/problems</b>	4.65
<b>Applying developmentally appropriate counseling interventions</b>	4.70

<b>Applying culturally responsive interventions</b>	4.75
<b>Counseling persons from diverse cultural backgrounds</b>	4.85
<b>Career counseling</b>	4.67
<b>Consulting/Collaborating with faculty and staff</b>	4.77
<b>Consulting with and engaging caregivers</b>	4.42
<b>Applying and adhering to ethical standards</b>	4.80
<b>Seeking assistance from supervisor</b>	4.80
<b>Conceptualizing cases</b>	4.68

### **Rating of Intern's Attributes**

	<b>Mean</b>
<b>S/he is responsive to supervision, feedback, or suggestions</b>	4.80
<b>S/he exhibits professional behavior</b>	4.70
<b>S/he values the integration of culture, race, sexual orientation, gender, ability, class and spirituality into counseling</b>	4.90
<b>S/he maintains a good relationship with other employees</b>	4.70
<b>S/he recognizes the importance of self-awareness/ reflection</b>	4.90
<b>S/he views him/herself as a change agent</b>	4.85