Counselor Education Program
2018 Annual Report

2018 Annual Report Data

Fall 2017	Spring 2018	Fall 2018
KPI Data	KPI Data	Class of 2018
KPD Data	KPD Data	Graduate Survey
Site Supervisor Data	Site Supervisor Data	Employer Survey
	Demographic Data	

KPI= Key Professional Dispositions   *KPD= Key Professional Dispositions*

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Counselor Education Program Mission Statement

Our mission is to prepare ethical, culturally competent school counselors who address individual and systemic barriers to educational achievement and personal development in the context of a comprehensive school counseling program. Our graduate students will demonstrate a commitment to advocate for their PK-12 students, the systems in which they live and work, and the school counseling profession. Upon graduation, our students will be competent in promoting the academic, career, and social-emotional development of students from diverse cultural backgrounds. Our students will demonstrate competency in the development, implementation and evaluation of a comprehensive school counseling program.

Counselor Education Program Objectives

Counselor Education faculty developed six program objectives that reflect current knowledge and projected needs concerning school counseling practice. These program objectives serve to orient the program regarding curriculum, practicum and internship, and our program assessment.

 The Counselor Education program aims to prepare:

1. Graduates who can demonstrate professional, personal and cultural self-awareness and knowledge about how it influences their service delivery

2. Graduates who have developed the skills to lead and advocate for systemic change, including addressing barriers to students' academic success and social/emotional development

3. Graduates who respond to school and students' mental health and educational needs with developmentally appropriate, culturally responsive counseling skills and interventions

4. Graduates who can design, implement and evaluate components of a comprehensive school counseling program

5. Graduates who promote equitable student achievement, college access and career readiness

6. Graduates who apply and adhere to ethical and legal standards in working with students and all other educational stakeholders

Annual Report Executive Summary

Assessment Plan Process
The Counselor Education Program has developed a systematic assessment plan to assess its program objectives and thus inform program modifications. Specifically, the program collects and analyzes data related to key performance indicators, key professional dispositions, spring internship site supervisor surveys, recent graduate surveys, and employer surveys (see figure page 1). Key performance indicators (KPIs) and key professional dispositions (KPDs) are two newly added assessment plan components added in the 2017-2018 academic year.

The analyses of all the data sources (quantitative and qualitative) cumulatively indicate the following:

Program Strengths
(all below are reported by two or more stakeholder groups/data sources unless specified)
- Preparation for individual counseling and counseling skills
- Preparedness related to school counselor role
- Knowledge and use of data
- Ethical decision making and adherence to ethical standards
- Cultural awareness and equity focus
- Supervision and faculty
- Level of preparedness compared to colleagues

Areas of Improvement
(all below are reported by two or more stakeholder groups unless specified)
- Classroom management and behavior modification
- Small group counseling
- More coverage of special education topics
- Human development concepts
- Test and measurements course (graduates)
- Suicide assessment (KPI only)
- Implementing and evaluating data driven groups (KPI only)
- Students working through personal concerns (KPD only)

Specific data is included in this report, starting on page 6.

Program Modifications

The Counselor Education program collects and analyzes data from various stakeholders to guide our program. 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 & Behavior modification	• Behavior modification lecture and application activities added to EDHS 8340 Counseling Children & Adolescents • Students will submit a recorded session of a core curriculum lesson in both practicum and internship. • Require site supervisors to observe classroom lessons utilizing a rubric • Add employment level (elementary, middle, high) to both employer and graduate survey to determine if it is level-related issue (e.g. elementary) • Faculty will engage in a course audit to determine where this area can be further inserted in the curriculum.
Small group counseling	• Course has been modified extensively to include more specific preparation for conducting groups in schools
Special Education Topics	• New counseling-specific Appraisal and Assessment course (starting Fall 2019; see below) includes application-based assignments related to special education • Special education area of improvement is from qualitative data, add likert scale item to employer and recent graduate survey to get a sense of the concern quantitatively. Internship guest lecture related to special education and the school counselor role • Frame students' expectations regarding knowledge and school counselor role in special education (e.g. not SC role to be 504 coordinator) • Create a list of resources for those who may need to further educate themselves for their position.
Human Development concepts (KPI data)	• Work more closely with faculty member teaching Lifespan Development to facilitate a more counseling-based framework (course taught outside the program)
Counseling-specific Tests and Measurements course.	• Counselor Education owned "Appraisal and Assessment" course submitted to Curriculum Committee in Jan 2019, course will begin in Fall 2019
Suicide Assessment	• Begin requiring Applied Suicide Intervention Skills Training (16 hour- evidenced based suicide training) of all students as a component of EDHS 8340: Counseling Children and Adolescents

	• Enhance rubrics for assessing role plays for KPI #13 in time 1 and time 2
Implementation and evaluation of data driven groups	• Focus a bit more on Accountability Project (capstone assignment) in individual and group supervision to prevent projects without fully implemented interventions or data collection. • Consider setting a deadline for intervention implementation in early February
Students working through personal concerns	• Referral list posted to website making it more accessible • Program considering whether to move to include summer courses to decrease the academic load on students

Class of 2018 Outcome Data

	# Graduates	Program Completion Rate	Employment Rate (Fall 2018)
School Counseling	23	92%	91%

Site Supervisor, Recent Graduate and Employer Survey Data

Response Rate

Site Supervisor	Recent Graduate	Employer
23/23= 100%	14/23= 61%	9/23= 39%

Direct and Indirect Services

Mean level of preparation to conduct the following:
1=highly unprepared , 2=unprepared, 3=prepared, 4=highly prepared

	Recent Graduate Survey	Current Employer	Site Supervisor (spring 2018)
Individual Counseling	3.79	3.5	3.96
Group Counseling	3.07	3.38	3.64
Classroom Lessons	3.29	3.14	3.47
Consultation	3.57	3.44	3.68

Level of Preparedness

Level of Preparedness in comparison to colleague (per graduate & employer)
1= Less Prepared, 2=As Prepared, 3= More Prepared

	Recent Graduate Survey	Current Employer
Level of Preparedness	2.64	2.65

Site Supervisor Rating of Level of Preparedness to be Full-time School Counselor
1= very unprepared 2= unprepared, 3=prepared, 4=very prepared

	Internship Site Supervisor
Level of Preparedness	3.77

Ratings re: Role of School Counselor & Working with Pre-K to 12 students

items below have been shortened for space

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

	Recent Graduate Mean	Employer Mean	Site Supervisor (spring 2018)
Awareness of culture & limitations impact on work with others	3.71	*Not asked*	*Not asked*
Act as advocate, specifically re: barriers to equity	3.5	3.29	3.73
Demonstrate leadership skills & qualities	3.5	3.22	3.57
Design/implement culturally responsive interventions	3.43	3.56	3.78
Apply developmentally appropriate interventions	*Not asked*	*Not asked*	3.91
Address barriers to student academic/social-emotional development	*Not asked*	3.5	*Not asked*
Apply appropriate strategies in crisis	3.57	3.75	*Not asked*
Conduct suicide and threat assessments	*Not asked*	*Not asked*	3.47
Utilize data informed approaches	*Not asked*	3.63	*Not asked*
Understand role of school counselor	3.64	*Not asked*	3.83
Design, implement, evaluate CSCP	3.43	3.33	3.78
Guide CCR and post-secondary planning	3.21	3.58*	3.64
Utilize strategies to promote equity	3.43	3.8*	Not asked
Use ethical decision-making process	3.57	*Not asked*	3.73
Adhere to ethical standards	*Not asked*	3.75	*Not asked*

**Only 5 of 9 responded*

Intern Dispositions

1=below expectations, 2= meets expectations, 3= exceeds expectations

	Site Supervisor (spring 2018)
Behaves in a professional manner towards supervisors, colleagues, and students; including appropriate dress, conduct, attitudes, and boundaries (KPD #3)	
Demonstrates the ability to receive, integrate and utilize feedback (KPD #8)	
Attends all required meetings and clinical practice activities in their entirety, is full engaged, participatory, and prompt (KPD #13)	
Completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (KPD #14)	

<u>Open Ended Survey Item Responses</u>

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

<u>Qualitative themes related to Strengths of the Program</u>
- Support and accessibility of faculty [ab]
- Supervision [ab]
- Internship [ab]
- Individual counseling/counseling skills [ab]
- Support to site supervisors [b]
- New leadership, advocacy and consultation course [a]

<u>Qualitative themes related to areas to improve per open ended items</u>:
- Special education topics [ab]
- Classroom and behavioral management [abc]
- Group counseling [ac]
- Course sequencing/scheduling [bc]
- Counseling specific Tests and Measurements course [a]
- Site visits by faculty supervisors [b]

[a]Graduates   [b]Site supervisor [c]Employer

Key Performance Indicator Data

The Counselor Education faculty developed a set of 21 key performance indicators to assess current students' knowledge and skills in areas determined by the faculty to be critical. Each KPI is aligned with one or more of the program's program objectives. KPI's are assessed via course assignments or program requirements (e.g. comps) and each KPI is assessed at two time points during a student's enrollment.

Students MUST achieve an "acceptable" rating during at least one measurement time point in order to graduate. "Acceptable" ratings include the following:
- a score of 80% or better on an assignment
- a rating of 3 or higher on a four-point scale (3=agree or 3=prepared or 3=at expected level)
- a rating of 2 or higher on a three-point scale (2=at expected levels)

In 2017-2018, there were 21 First Year students, and 23 Second Year students.

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	# of students not meeting KPI
KPI #1. Utilize an ethical decision-making process (PO#1, #3, #6)	First Year: 1
KPI #2. Demonstrate an understanding of the nature and limits of confidentiality in PK-12 students (PO #6)	All met
SOCIAL CULTURAL DIVERSITY	
KPI #3. Demonstrate an understanding of the role of privilege and oppression in counseling, education, and society (PO #1, #2)	All met
KPI #4. Describe and/or implement strategies to mitigate and eliminate barriers to equity (PO#2)	All met
HUMAN GROWTH & DEVELOPMENT	
KPI #5. Identify concepts of human development across the lifespan (PO #3)	First Year: 1 Second Year: 13**
KPI #6 Adapt one's approach to match an individual's developmental level (PO #3)	First Year: 1
CAREER DEVELOPMENT	
KPI #7. Demonstrate an understanding of the school counselor role in guiding college and career readiness and post-secondary planning (PO #5)	Second Year: 4**
KPI #8. Demonstrate an understanding of the career development foundations and interventions (PO #5)	Second Year: 8**
COUNSELING AND HELPING RELATIONSHIPS	
KPI #9. Demonstrate the intentional and effective use of the counseling skills (PO #3)	First Year: 1
KPI #10. Utilize case conceptualization to determine counseling goals and interventions (PO#3, #4)	First Year: 3
GROUP COUNSELING & GROUP WORK	

KPI #11. Design, implement, and evaluate data driven groups (e.g. small group, core curriculum lessons) (PO#3, #4, #5)	First Year: 3 Second Year: 2
KPI #12. Demonstrate knowledge of types of groups, group stages and dynamics. (PO#3, #4)	First Year: 1 Second Year: 3
ASSESSMENT AND TESTING	
KPI #13. Conduct thorough suicide and threat assessments (PO #3, #6)	First Year: 11** Second Year: 2
RESEARCH/PROGRAM EVALUATION	
KPI #14. Evaluate a school counseling program or intervention (PO #4)	Second Year: 2
KPI #15. Use data to inform and advocate for school counseling services and programs (PO #4)	Second Year: 2
SCHOOL COUNSELING SPECIALTY AREA	
KPI #16. Consult and collaborate with educational stakeholders (e.g. caregivers, teachers, administrators) (PO #6)	All met
KPI #17. Demonstrate an understanding of the roles and functions of a current school counselor (PO #5)	Second Year: 2
KPI #18. Describe the components of a comprehensive school counseling program (PO #4)	Second Year: 4
KPI #19. Demonstrate knowledge of the school as system and their role on multidisciplinary teams (PO #4, #6)	All met
KPI #20. Demonstrate knowledge of strategies to facilitate grade promotion, school level and post-secondary transitions (PO #5)	First Year: 1 Second Year: 1
KPI #21. Demonstrate an understanding of strategies to promote equity in achievement and college access (PO #5)	All met

**Indicates a potential problem with the assessment and/or curriculum

Key Professional Dispositions Data

The faculty developed 14 key professional dispositions to assess current students. The faculty assess students at the end of the students' first, second, and third semesters.

1= clear deficit, 2= needs improvement, 3*=beginning professional, and 4= professional
*It is expected that all graduate students would attain a 3

	FALL 2017		Spring 2018
	First Years Class of 2019	Second Years Class of 2018	First Years Class of 2019
KPD #1. The student behaves in accordance with the American Counseling Association (2014) Code of Ethics and the American School Counselor Association (2016) Ethical Standards for School Counselors.	3	3	3
KPD #2. The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.	3.05	3	3.09
KPD #3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.	3.05	2.9	3
KPD #4. Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients (or students).	3	2.95	3
KPD #5. Student demonstrates an awareness of their own belief systems, values, needs and limitations, and the effect of "self" on their work with others.	2.95	3	2.95
KPD #6. Student demonstrates an appropriate understanding of the impact their heritage, attitudes, beliefs, understandings, and acculturative experiences have on their views of others; actively work to (mitigate) potential bias.	3	3	3.05
KPD #7. Student recognizes the limits of their counseling competencies and actively seeks to improve.	3	3.04	3

KPD #8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.	3	3.08	3
KPD #9. The student demonstrates respect for cultural and individual differences in their professional interactions.	3	2.95	2.95
KPD #10. Student actively engages in learning and developing their counseling knowledge, skills, dispositions, and cultural competences (e.g., takes initiative and seeks/uses growth opportunities).	3	3	3.14
KPD #11. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.	3	3.04	3
KPD #12. Student demonstrates ability to work through personal concerns in a manner such that does not negatively impact coursework and interactions with K-12 students, supervisors, peers and faculty.	3	2.88	3
KPD #13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.	3	2.9	2.95
KPD #14. Student completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, reports, and assignments).	2.91	3.08	3

Appendix A: Key Performance Indicators alignment with Program Objectives

The Counselor Education faculty developed a set of 21 key performance indicators to assess current students' knowledge and skills in areas determined by the faculty to be critical. Each KPI is aligned with one or more of the program's program objectives. The alignment is listed below.

1. Graduates who can demonstrate professional, personal and cultural self-awareness and knowledge about how it influences their service delivery
   > KPI #1. Utilize an ethical decision-making process
   > KPI #3. Demonstrate an understanding of the role of privilege and oppression in counseling, education, and society

2. Graduates who have developed the skills to lead and advocate for systemic change, including addressing barriers to students' academic success and social/emotional development
   > KPI #3. Demonstrate an understanding of the role of privilege and oppression in counseling, education, and society
   > KPI #4. Describe and/or implement strategies to mitigate and eliminate barriers to equity
   > KPI #21. Demonstrate an understanding of strategies to promote equity in achievement and college access

3. Graduates who respond to school and students' mental health and educational needs with developmentally appropriate, culturally responsive counseling skills and interventions
   > KPI #1. Utilize an ethical decision-making process
   > KPI #5. Identify concepts of human development across the lifespan
   > KPI #6 Adapt one's approach to match an individual's developmental level
   > KPI #9. Demonstrate the intentional and effective use of the counseling skills
   > KPI #10. Utilize case conceptualization to determine counseling goals and interventions
   > KPI #11. Design, implement, and evaluate data driven groups
   > KPI #12. Demonstrate knowledge of types of groups, group stages and dynamics
   > KPI #13. Conduct thorough suicide and threat assessments

4. Graduates who can design, implement and evaluate components of a comprehensive school counseling program
   > KPI #9. Demonstrate the intentional and effective use of the counseling skills
   > KPI #10. Utilize case conceptualization to determine counseling goals and interventions
   > KPI #11. Design, implement, and evaluate data driven groups
   > KPI #14. Evaluate a school counseling program or intervention
   > KPI #15. Use data to inform and advocate for school counseling services and programs
   > KPI #17. Demonstrate an understanding of the roles and functions of a current school counselor
   > KPI #18. Describe the components of a comprehensive school counseling program
   > KPI #19. Demonstrate knowledge of the school as system and their role on multidisciplinary teams

5. Graduates who promote equitable student achievement, college access and career readiness
   > KPI #7. Demonstrate an understanding of the school counselor role in guiding college and career readiness and post-secondary planning

KPI #8. Demonstrate an understanding of the career development foundations and interventions
KPI #11. Design, implement, and evaluate data driven groups
KPI #20. Demonstrate knowledge of strategies to facilitate grade promotion, school level and post-secondary transitions
KPI #21. Demonstrate an understanding of strategies to promote equity in achievement and college access

6. Graduates who apply and adhere to ethical and legal standards in working with students and all other educational stakeholders
KPI #1. Utilize an ethical decision-making process
KPI #2. Demonstrate an understanding of the nature and limits of confidentiality in PK-12 students
KPI #13. Conduct thorough suicide and threat assessments
KPI #16. Consult and collaborate with educational stakeholders
KPI #19. Demonstrate knowledge of the school as system and their role on multidisciplinary teams

Key Professional Dispositions
1. The student behaves in accordance with the American Counseling Association (2014) Code of Ethics and the American School Counselor Association (2016) Ethical Standards for School Counselors.

2. The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.

3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.

4. Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients (or students).

5. Student demonstrates an awareness of their own belief systems, values, needs and limitations, and the effect of "self" on their work with others.

6. Student demonstrates an appropriate understanding of the impact their heritage, attitudes, beliefs, understandings, and acculturative experiences have on their views of others; actively work to (mitigate) potential bias.

7. Student recognizes the limits of their counseling competencies and actively seeks to improve.

8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.

9. The student demonstrates respect for cultural and individual differences in their professional interactions.

10. Student actively engages in learning and developing their counseling knowledge, skills, dispositions, and cultural competences (e.g., takes initiative and seeks/uses growth opportunities).

11. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.

12. Student demonstrates ability to work through personal concerns in a manner such that does not negatively impact coursework and interactions with K-12 students, supervisors, peers and faculty.

13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.

14. Student completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, reports, and assignments).