



Counselor Education Program 2020 Annual Report

2020 Annual Report Data

KPI Data	KPI Data	Class of 2020
KPD Data	KPD Data	Graduate Survey
Site Supervisor Data	Site Supervisor Data	Employer Survey
	Demographic Data	

Fall 2019

Spring 2020

Fall 2020

KPI= Key Performance Indicators

KPD= Key Professional Dispositions

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

CACREP ACCREDITATION: In July 2019, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) awarded the Counselor Education Program an 8-year accreditation. The program is accredited through October 2027.

Assessment Revisions: The School of Education and Human Development is currently preparing for CAEP accreditation. As part of this process, in the summer of 2020 a team of school counselors reviewed and provided feedback on five assignments and rubrics related to CAEP standards, as well as the items and criteria for each of the program's assessment surveys (face validity).

Assignments Reviewed	Surveys Reviewed
Annotated Bibliography	Key Professional Dispositions Survey
Consultation Intervention Assignment	Site Supervisor Survey
Website-Electronic Portfolio Assignment	Employer Survey
Accountability Project	Recent Graduate Survey

This annual report reflects the revisions to the employer survey and recent graduate survey, all the remaining modified assignments and surveys were implemented for the Class of 2021.

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 (KPIs), key professional dispositions (KPDs), spring internship site supervisor surveys, recent graduate surveys, and employer surveys (see figure page 1).

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

Program Strengths

Preparing students related to:

- Graduate well-prepared to work as a school counselor
- Utilizing strategies to promote equity in student achievement and college access

- Using data to inform school counseling
- Supportive faculty

Areas of Improvement

Preparing students related to:

- Working on Child Study teams and working with parents and students during Individualized Educational Plan (IEP) and 504 meetings
- Completing threat assessments, in addition to suicide assessments
- Contacting and working with parents
- Increased emphasis on LGBTIQ+ issues

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

Program Modifications

The Counselor Education program collects and analyzes assessment data related to our Key Performance Indicators and Key Professional Dispositions, as well as evaluation data from various stakeholders to guide our program. Based on the data from our KPIs and KPDs, we determined that neither would be modified, nor would the method of assessment or timing of evaluations be changed. 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
Child Study Teams	<ul style="list-style-type: none"> ● We will clearly define the role of the school counselor on child study teams ● We will rephrase our assessment questions so that it better addresses the role of school counselors on these teams, including IEP and 504 teams. ● We will use area school counselors as guest lecturers to discuss their roles and the potential roles of our graduates on child study teams.
LGBTIQ+ Issues	<ul style="list-style-type: none"> ● As the program addresses diversity, equity, and inclusion throughout the program, increased emphasis will be placed on intersections between DEI LGBTIQ+ concerns. ● We will outline and discuss historical and present-day aspects of oppression, resistance, and advocacy of people who identify as LGBTIQ+. ● In addition to safe space training, we will incorporate the counseling considerations for working with children and adolescents who present with LGBTIQ+ concerns.

Class of 2020 Outcome Data

	# Graduates	Program Completion Rate	Employment Rate (Fall 2020)
School Counseling	19	95%	100%

Site Supervisor, Recent Graduate and Employer Survey Data

Response Rate

Site Supervisor	Recent Graduate	Employer
19/19= 100%	14/19=73.7%	8/19=42.1%

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 2020)
Individual Counseling	3.36	3.71	3.95
Group Counseling	3.36	3.67	3.81
Classroom Lessons	3	3.57	3.58
Consultation	3.36	3.75	3.89

Level of Preparedness

Level of Preparedness in comparison to other graduates

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

	Current Employer
Level of Preparedness	2.63

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	3.68

Recent Graduate Satisfaction with Level Preparedness
 1=very unsatisfied, 2=unsatisfied, 3=satisfied, 4=very satisfied

	Recent Graduate
Level of Satisfaction	3.38

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 2020)
Awareness of culture & limitations impact on work with others	3.57	<i>Not asked</i>	<i>Not asked</i>
Initiate advocacy conversations, specifically re: barriers to equity	3.21	3.5	3.95
Potential to serve as leader	<i>Not asked</i>	<i>Not asked</i>	3.84
Demonstrate leadership qualities	3.5	3.57	<i>Not asked</i>
Demonstrate leadership skills	3.07	3.57	<i>Not asked</i>
Design/implement culturally responsive interventions	3.29	3.43	3.89
Apply developmentally appropriate interventions	<i>Not asked</i>	<i>Not asked</i>	3.89
Address barriers to student academic/social-emotional development	<i>Not asked</i>	3.43	<i>Not asked</i>
Apply appropriate strategies in crisis	3	3.29	<i>Not asked</i>
Conduct suicide and threat assessments	<i>Not asked</i>	<i>Not asked</i>	3.67
Utilize data informed approaches	<i>Not asked</i>	3.67	<i>Not asked</i>
Understand role of school counselor	3.54	<i>Not asked</i>	3.95

Ability to design, implement, evaluate CSCP	3.36	3.29	3.83
Guide CCR at PK-12 level	3.14	3.43	3.61
Utilize strategies to promote equity in achievement and college access	3.14	3.43	Not asked
Use ethical decision-making process	3.36	<i>Not asked</i>	4
Adhere to ethical standards	<i>Not asked</i>	3.5	<i>Not asked</i>
Knowledge of special education basics	<i>Not asked</i>	<i>Not asked</i>	3.47
Serve on multi-disciplinary teams re: special education*	2.71	<i>Not asked</i>	<i>Not asked</i>

**50% of recent graduate respondents indicated they were serving as 504 coordinators- a non-counselor duty*

Intern Dispositions

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

	Site Supervisor (spring 2020)
Awareness of how their own culture, belief systems, needs and limitations impact their views of and work with students, teachers, parents, etc. (KPD #5)	3.84
Behaves in a professional manner towards supervisors, colleagues, & students; including appropriate dress, conduct, attitudes, and boundaries (KPD #3)	3.89
Demonstrates the ability to receive, integrate and utilize feedback (KPD #8)	3.89
Attends all required meetings and clinical practice activities in their entirety, is full engaged, participatory, and prompt (KPD #13)	3.79
Completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (KPD #14)	3.74

Open Ended Survey Item Responses

Below are themes 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

- Counseling skills ^b
- Support of faculty ^b
- Good communication b/n site supervisor and university supervisor ^b
- Yearlong internship ^b
- Prepared students ^b
- Data emphasis ^a
- Social justice/equity ^a
- Individual Supervision ^a
- Advocacy ^a

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

- Specific information about working on child study teams, IEP meetings, and 504 accommodations ^{abc}
- More information about threat assessments/suicide assessments during internship ^a
- Classroom lessons ^a
- More information concerning LGBTQ issues ^a
- Counselors' role in working with English Language Learners ^a
- More parent contact required in internship ^{ab}
Specific information about the post-secondary decision-making process ^c
- More practical knowledge of school procedures and classroom practices ^b

^aGraduates

^bSite supervisors

^cEmployers

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 2019-2020, there were 21 First Year students, and 19 Second Year students. The impact of COVID-19 on both higher education and in K-12 schools prohibited the program from assessing specific KPIs in the Spring 2020.

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	# of students not meeting KPI
KPI #1. Utilize an ethical decision-making process (PO#1, #3, #6)	All met
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 Fall: 1 Second Year: All met
KPI #6 Adapt one's approach to match an individual's developmental level (PO #3)	First Year: 1 Second Year: All met
CAREER DEVELOPMENT	
KPI #7. Demonstrate an understanding of the school counselor role in guiding college and career readiness and post-secondary planning (PO #5)	First Year: All met Second Year: 3
KPI #8. Demonstrate an understanding of the career development foundations and interventions (PO #5)	First Year: 1 Second Year: 3

COUNSELING AND HELPING RELATIONSHIPS	
KPI #9. Demonstrate the intentional and effective use of the counseling skills (PO #3)	First Year Fall: all met First Year Spring: COVID
KPI #10. Utilize case conceptualization to determine counseling goals and interventions (PO#3, #4)	All met
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: All met Second Year: 1
KPI #12. Demonstrate knowledge of types of groups, group stages and dynamics. (PO#3, #4)	First Year: All met Second Year: 2
ASSESSMENT AND TESTING	
KPI #13. Conduct thorough suicide and threat assessments (PO #3, #6)	First Year: COVID Second Year: All met
RESEARCH/PROGRAM EVALUATION	
KPI #14. Evaluate a school counseling program or intervention (PO #4)	Second Year Fall: All met Second Year Spring: 1
KPI #15. Use data to inform and advocate for school counseling services and programs (PO #4)	All met
SCHOOL COUNSELING SPECIALTY AREA	
KPI #16. Consult and collaborate with educational stakeholders (e.g. caregivers, teachers, administrators) (PO #6)	First Year: COVID Second Year: 1
KPI #17. Demonstrate an understanding of the roles and functions of a current school counselor (PO #5)	All met
KPI #18. Describe the components of a comprehensive school counseling program (PO #4)	First Year: COVID Second Year: All met
KPI #19. Demonstrate knowledge of the school as system and their role on multidisciplinary teams (PO #4, #6)	First Year: COVID Second Year: All met
KPI #20. Demonstrate knowledge of strategies to facilitate grade promotion, school level and post-secondary transitions (PO #5)	First Year: All met Second Year: 1
KPI #21. Demonstrate an understanding of strategies to promote equity in achievement and college access (PO #5)	All met

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 2019		Spring 2019
	First Years Class of 2021	Second Years Class of 2020	First Years Class of 2021
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	3.11	3.1
KPD #2. The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.	3	3.163	3.1
KPD #3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.	3	3.11	3.05
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	3.11	3.05
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.	3	3.16	3

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	3.11	3
KPD #7. Student recognizes the limits of their counseling competencies and actively seeks to improve.	3	3.05	2.95
KPD #8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.	3	3.16	2.95
KPD #9. The student demonstrates respect for cultural and individual differences in their professional interactions.	3.05	3.11	3.14
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).	2.95	3.16	2.95
KPD #11. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.	3	3.16	3.14
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	3.11	3
KPD #13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.	3	3.16	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).	3.15	3.21	2.95

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

6. 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).
7. Student demonstrates an awareness of their own belief systems, values, needs and limitations, and the effect of “self” on their work with others.
8. 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.
9. Student recognizes the limits of their counseling competencies and actively seeks to improve.
10. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.
11. The student demonstrates respect for cultural and individual differences in their professional interactions.
12. Student actively engages in learning and developing their counseling knowledge, skills, dispositions, and cultural competences (e.g., takes initiative and seeks/uses growth opportunities).
13. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.
14. 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.
15. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.
16. 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).

