



# Counselor Education Program 2021 Annual Report

## 2021 Annual Report Data

KPI Data  
KPD Data

KPI Data  
KPD Data  
Site Supervisor Data  
Demographic Data

Class of 2021  
Graduate Survey  
Employer Survey

Fall 2020

Spring 2021

Fall 2021

*KPI= Key Performance Indicators*

*KPD= Key Professional Dispositions*

**CONTEXT:** It is important to note that this report reflects data that was collected during the COVID-19 pandemic. Counselor Education students completed their coursework synchronously online during the fall 2020 and spring 2021 semester. Further, most interns completed their Fall internships virtually and part of their spring internships virtually depending on the school district. Therefore, the class of 2021 (i.e. “recent graduates”) had a unique counseling training experience directly impacted by COVID-19

## **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:** The Counselor Education program is accredited through October 2027.

**Assessment Revisions:** 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; see Annual Report 2020 for more information). This annual report reflects the revisions to surveys and assignments.

### **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**

- Individual counseling preparation
- Consultation preparation
- Supervision of interns

### **Areas of Improvement**

- Special education preparation
- Classroom management/Classroom lessons preparation
- Crisis intervention preparation

Specific data is included in this report, starting on page 5.

## 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. Given the data, the Counselor Education program is making or has made the following modifications:

Area of Improvement	Program Modification
<b>Multi-disciplinary teams and special Education**</b>	<ul style="list-style-type: none"> <li>● Addition of elective EDHS 6040: Multi-disciplinary teaming</li> <li>● Given that above is an elective, assignment will be added to fall internship related to teaming and special education in addition to requirements in EDHS 7225 (spring).</li> </ul> <p><i>**Context: Class of 2021 was first cohort to complete revised course, EDHS 7225 Appraisal and Assessment in School Counseling, addressing these topics. Covid-19 and intern schedules impacted some student participation in special education meetings. Will monitor next year's data.</i></p>
<b>Classroom management</b>	<ul style="list-style-type: none"> <li>● Program will require recorded (or observed) classroom lessons for site supervisor review in internship.</li> <li>● Program will require site supervisors complete an observation form to support more guided feedback for students.</li> <li>● Faculty acknowledge that classroom management skills are developed over time, and it may be unrealistic for graduates to feel fully prepared</li> </ul>

### Areas to be monitored

The data from recent graduates in the following areas were lower than in year's past. This may be due to their training taking place during COVID-19 coupled with entering the profession when many schools were experiencing higher rates of suicidal ideation, mental health distress, and crisis than ever before. The program will closely review next year's data to determine if program or curricular changes are needed in any area

- Level of preparedness overall
- Crisis management/Mental health concerns
- Group counseling

## Class of 2021 Outcome Data

	# Graduates	Program Completion Rate	Employment Rate (Fall 2021)
School Counseling	21	95.5%	100%

## Site Supervisor, Recent Graduate and Employer Survey Data

### Response Rate

Site Supervisor	Recent Graduate	Employer
21/21= 100%	14/21= 66.6%	7/21=33.3%

### 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 2021)
Individual Counseling	3.43	3.83	3.71
Group Counseling	2.86	3.83	3.4
Classroom Lessons	2.79	3.67	3.32
Consultation	3.43	3.86	3.67

### Level of Preparedness

Employer Rating of Level of Preparedness in comparison to other graduates

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

	Current Employer
Level of Preparedness	2.71

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	3.62

### Recent Graduate Satisfaction with Level Preparedness

1=very unsatisfied, 2=unsatisfied, 3=satisfied, 4=very satisfied

	Recent Graduate
Level of Satisfaction	3.36

### Ratings re: Role of School Counselor

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 2021)
Initiate advocacy conversations, specifically re: barriers to equity	3.43	3.57	3.45
Potential to serve as leader	<i>Not asked</i>	<i>Not asked</i>	3.29
Demonstrate leadership qualities	3.36	3.57	<i>Not asked</i>
Demonstrate leadership skills	3.14	3.71	<i>Not asked</i>
Develop data-informed approaches in counseling	<i>Not asked</i>	3.43	<i>Not asked</i>
Understand role of school counselor	3.36	<i>Not asked</i>	3.43
Ability to design, implement, evaluate CSCP	3.0	3.29	3.57
Serve on multi-disciplinary teams re: special education*	2.86	<i>Not asked</i>	3.43
Knowledge of special education process	<i>Not asked</i>	<i>Not asked</i>	3.19

\*21% serve as 504 coordinators in their building.

### Ratings re: 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 2021)
Awareness of culture & limitations impact on work with others	3.43	<i>Not asked</i>	<i>Not asked</i>
Design/implement culturally responsive interventions	3.21	3.67	3.45
Apply developmentally appropriate interventions	<i>Not asked</i>	<i>Not asked</i>	3.67
Address barriers to student academic/social-emotional development	<i>Not asked</i>	3.71	<i>Not asked</i>
Apply appropriate strategies in crisis	3.07	3.43	<i>Not asked</i>
Conduct suicide and threat assessments	<i>Not asked</i>	<i>Not asked</i>	3.19
Guide CCR at PK-12 level	2.93	3.25	3.4

Utilize data & strategies to promote equity in achievement and college access	3.07	3.4	Not asked
Use ethical decision-making process/Adhere to ethical standards	3.29	3.86	3.55

### Intern Dispositions

	Site Supervisor (spring 2021)
Awareness of how their own culture, belief systems, needs and limitations impact their views of and work with students, teachers, parents, etc. (KPD #5)	3.7
Behaves in a professional manner towards supervisors, colleagues, & students; including appropriate dress, conduct, attitudes, and boundaries (KPD #3)	3.81
Demonstrates the ability to receive, integrate and utilize feedback (KPD #8)	3.81
Attends all required meetings and clinical practice activities in their entirety, is full engaged, participatory, and prompt (KPD #13)	3.76
Completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (KPD #14)	3.86

### Open Ended Survey Item Responses

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

#### Qualitative themes related to Strengths of the Program

*Individual and group counseling (recent grad, supervisor))*

*Counseling skills (recent grad)*

*Supervision of interns (grad, supervisor)*

*Role of School Counselor (grad, supervisor)*

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

*504/IEPs and working with special education students*

*Lesson plans and classroom management*

*Crisis response at multiple levels*

*Mental health concerns/trauma concerns*

## 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 2020-2021, there were 23 First Year students, and 21 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)	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)	All met
KPI #6 Adapt one’s approach to match an individual’s developmental level (PO #3)	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)	All met
KPI #8. Demonstrate an understanding of the career development foundations and interventions (PO #5)	All met
COUNSELING AND HELPING RELATIONSHIPS	



KPI #9. Demonstrate the intentional and effective use of the counseling skills (PO #3)	All met
KPI #10. Utilize case conceptualization to determine counseling goals and interventions (PO#3, #4)	All met
<b>GROUP COUNSELING &amp; GROUP WORK</b>	
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: 8 (no chance to implement group: COVID)
KPI #12. Demonstrate knowledge of types of groups, group stages and dynamics. (PO#3, #4)	First Year: All met Second Year: 2
<b>ASSESSMENT AND TESTING</b>	
KPI #13. Conduct thorough suicide and threat assessments (PO #3, #6)	All met
<b>RESEARCH/PROGRAM EVALUATION</b>	
KPI #14. Evaluate a school counseling program or intervention (PO #4)	All met
KPI #15. Use data to inform and advocate for school counseling services and programs (PO #4)	All met
<b>SCHOOL COUNSELING SPECIALTY AREA</b>	
KPI #16. Consult and collaborate with educational stakeholders (e.g. caregivers, teachers, administrators) (PO #6)	First Year: 6 not observed Second Year: All met
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)	All met
KPI #19. Demonstrate knowledge of the school as system and their role on multidisciplinary teams (PO #4, #6)	First Year: 2 not observed Second Year: All met
KPI #20. Demonstrate knowledge of strategies to facilitate grade promotion, school level and post-secondary transitions (PO #5)	All met
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 2020		Spring 2021
	First Years Class of 2022	Second Years Class of 2021	First Years Class of 2022
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	3.14	3.18
KPD #2. The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.	3.09	3.19	3.23
KPD #3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.	3.09	3.24	3.14
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	3.24	3.14
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.	2.91	3.14	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	3.14	3.05
KPD #7. Student recognizes the limits of their counseling competencies and actively seeks to improve.	3.04	3.19	3.05
KPD #8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.	3.17	3.33	3.14

KPD #9. The student demonstrates respect for cultural and individual differences in their professional interactions.	3.09	3.19	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).	3.04	3.10	3.14
KPD #11. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.	3.17	3.14	3.18
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	3.05	3.09
KPD #13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.	3.17	3.19	3.18
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).	3.09	3.19	3.18