



Counselor Education Program 2022 Annual Report

2022 Annual Report Data

KPI Data
KPD Data

KPI Data
KPD Data
Site Supervisor Data
Demographic Data

Class of 2021
Graduate Survey
Employer Survey

Fall 2021

Spring 2022

Fall 2022

KPI= Key Performance Indicators

KPD= Key Professional Dispositions

Counselor Education Program Mission Statement

“We train the next generation of justice-oriented school counseling leaders and system disruptors.”

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 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
- Student/graduate's ability to receive, integrate and utilize feedback
- Student/graduate's ability to initiate advocacy conversations

Areas of Improvement

- Special education instruction
- Building relationships with caregivers
- College and career readiness

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 in this cycle, the Counselor Education program is making or has made the following modifications:

Area of Improvement	Program Modification
Special Education Content	<p>Despite a 504-coordinator not being a school counselor role, 54% of respondents of recent graduate survey reported serving as 504 coordinators at their schools. As such:</p> <ul style="list-style-type: none"> • Add 20-hour requirement in the 600-hour internship in which interns must be engaged in 504/special education related meetings, tasks, observations, etc. • Add questions to “Recent Graduate Survey” to determine at which level graduates are working (elementary, middle, high) and in which states so we can advise students regarding where they are more likely to take on the 504-coordinator role. • Encourage students to take the Exceptional Learner elective
KPI #6 Adapt one’s approach to match an individual’s developmental level (PO #3)	<ul style="list-style-type: none"> • Human development course taught in another department- students appear to be having difficulty applying human development theories to their counseling practice (re: BC) • More emphasis in Counseling Children & Adolescents helping students apply the theory to practice when differentiating work across K-12
College and Career Readiness	<ul style="list-style-type: none"> • Restructure Career course so that at least the first half of the course focuses on 0 to 18 years specifically related to college/career readiness in schools and the second half focusing on the career development of those 19 years +

Class of 2022 Outcome Data

	# Graduates	Program Completion Rate	Employment Rate (Fall 2022)
School Counseling	22	95.6%	100%

Site Supervisor, Recent Graduate and Employer Survey Data

Response Rate

Recent Graduate	Employer	Site Supervisor
11/22= 50%	6/22=27.3%	22/22= 100%

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 2022)
Individual Counseling	3.6	3.7	3.9
Group Counseling	3.4	3.8	3.7
Classroom Lessons	3.2	3.8	3.6
Consultation	3.5	3.8	3.9

Level of Preparedness

Recent Graduate Satisfaction with Level Preparedness

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

	Recent Graduate
Level of Satisfaction	3.27

Employer Rating of Satisfaction of Level of Preparedness of graduate

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

	Current Employer
Level of Satisfaction	3.5

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	3.8

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 2022)
Initiate advocacy conversations, specifically re: barriers to equity	3.3	3.8	3.8
Potential to serve as leader	<i>Not asked</i>	<i>Not asked</i>	3.7
Demonstrate leadership qualities	3.2	3.7	<i>Not asked</i>
Demonstrate leadership skills	3.4	3.7	<i>Not asked</i>
Develop data-informed approaches in counseling	<i>Not asked</i>	3.7	<i>Not asked</i>
Understand role of school counselor	3.3	<i>Not asked</i>	3.9
Ability to design, implement, evaluate CSCP	3.1	3.7	3.8
Serve on multi-disciplinary teams re: special education*	2.6	<i>Not asked</i>	3.5
Knowledge of role on multi-disciplinary teams	<i>Not asked</i>	<i>Not asked</i>	3.5
Knowledge of special education process	<i>Not asked</i>	<i>Not asked</i>	3.3

**54.5% 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 2022)
Awareness of culture & limitations impact on work with others	3.6	<i>Not asked</i>	<i>Not asked</i>
Design/implement culturally responsive interventions	3.3	3.8	3.7
Apply developmentally appropriate interventions	<i>Not asked</i>	<i>Not asked</i>	3.9
Address barriers to student academic/social-emotional development	<i>Not asked</i>	3.8	<i>Not asked</i>
Apply appropriate strategies in crisis	3.4	3.5	<i>Not asked</i>
Conduct suicide and threat assessments	<i>Not asked</i>	<i>Not asked</i>	3.9
Guide CCR at PK-12 level	3	3.8	3.6

Utilize data & strategies to promote equity in achievement and college access	3.1	3.8	Not asked
Use ethical decision-making process/Adhere to ethical standards	3.2	3.8	3.8

Intern Dispositions

	Site Supervisor (spring 2022)
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)	3.9
Demonstrates the ability to receive, integrate and utilize feedback (KPD #8)	3.9
Attends all required meetings and clinical practice activities in their entirety, is full engaged, participatory, and prompt (KPD #13)	3.7
Completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (KPD #14)	4

Open Ended Survey Item Responses

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

Qualitative themes related to Strengths of the Program

Interns' knowledge and skill related to role of the school counselor (site supervisor)

Range of experiences and well-designed assignments (site supervisor)

Partnership with site supervisors (site supervisor)

Advocacy and leadership skills (recent grad)

Focus on social justice and equity (recent grad/site supervisor)

Individual counseling (Recent grads)

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

Setting expectations for role of school counselor related to 1:1 counseling (site supervisor)

Relationships with caregivers (site supervisor/employer/recent grad)

***Additional areas for improvement comments reviewed lack a triangulated theme or applicability to reporting. All comments are reviewed by Counselor Education faculty.*

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. portfolios) 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)

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	Passing Rate
KPI #1. Utilize an ethical decision-making process (PO#1, #3, #6)	100%
KPI #2. Demonstrate an understanding of the nature and limits of confidentiality in PK-12 students (PO #6)	100%
SOCIAL CULTURAL DIVERSITY	
KPI #3. Demonstrate an understanding of the role of privilege and oppression in counseling, education, and society (PO #1, #2)	100%
KPI #4. Describe and/or implement strategies to mitigate and eliminate barriers to equity (PO#2)	90%
HUMAN GROWTH & DEVELOPMENT	
KPI #5. Identify concepts of human development across the lifespan (PO #3)	97%
KPI #6 Adapt one’s approach to match an individual’s developmental level (PO #3)	80%
CAREER DEVELOPMENT	
KPI #7. Demonstrate an understanding of the school counselor role in guiding college and career readiness and post-secondary planning (PO #5)	100%
KPI #8. Demonstrate an understanding of the career development foundations and interventions (PO #5)	100%
COUNSELING AND HELPING RELATIONSHIPS	
KPI #9. Demonstrate the intentional and effective use of the counseling skills (PO #3)	100%

KPI #10. Utilize case conceptualization to determine counseling goals and interventions (PO#3, #4)	100%
GROUP COUNSELING & GROUP WORK	
KPI #11. Design, implement, and evaluate data driven groups (e.g. small group, core curriculum lessons) (PO#3, #4, #5)	100%
KPI #12. Demonstrate knowledge of types of groups, group stages and dynamics. (PO#3, #4)	97%
ASSESSMENT AND TESTING	
KPI #13. Conduct thorough suicide and threat assessments (PO #3, #6)	97%
RESEARCH/PROGRAM EVALUATION	
KPI #14. Evaluate a school counseling program or intervention (PO #4)	100%
KPI #15. Use data to inform and advocate for school counseling services and programs (PO #4)	100%
SCHOOL COUNSELING SPECIALTY AREA	
KPI #16. Consult and collaborate with educational stakeholders (e.g. caregivers, teachers, administrators) (PO #6)	100%
KPI #17. Demonstrate an understanding of the roles and functions of a current school counselor (PO #5)	100%
KPI #18. Describe the components of a comprehensive school counseling program (PO #4)	100%
KPI #19. Demonstrate knowledge of the school as system and their role on multidisciplinary teams (PO #4, #6)	100%
KPI #20. Demonstrate knowledge of strategies to facilitate grade promotion, school level and post-secondary transitions (PO #5)	100%
KPI #21. Demonstrate an understanding of strategies to promote equity in achievement and college access (PO #5)	100%

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 2021		Spring 2022
	First Years Class of 2023	Second Years Class of 2022	First Years Class of 2023
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	3.05	2.96
KPD #2. The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.	2.96	3.14	3.04
KPD #3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.	3	3.14	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	3.05	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.	2.96	2.95	2.93
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	2.96
KPD #7. Student recognizes the limits of their counseling competencies and actively seeks to improve.	3	3.10	2.93

KPD #8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.	3	3.10	3
KPD #9. The student demonstrates respect for cultural and individual differences in their professional interactions.	3	3.05	3
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	3.05	2.89
KPD #11. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.	3.19	3.33	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.	2.96	3.05	2.85
KPD #13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.	3.07	3.19	2.96
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).	3.04	3.19	2.89