

# Counselor Education Program 2019 Annual Report

## 2019 Annual Report Data

KPI Data  
KPD Data  
Site Supervisor Data

KPI Data  
KPD Data  
Site Supervisor Data  
Demographic Data

Class of 2019  
Graduate Survey  
Employer Survey

**Fall 2018**

**Spring 2019**

**Fall 2019**

*KPI= Key Professional Dispositions*

*KPD= Key Professional Dispositions*

## Table of Contents

<b><i>Counselor Education Program Mission Statement</i></b> .....	<b>3</b>
<b><i>Counselor Education Program Objectives</i></b> .....	<b>3</b>
<b><i>Annual Report Executive Summary</i></b> .....	<b>4</b>
Assessment Plan Process.....	4
Program Strengths .....	4
Areas of Improvement .....	4
<b><i>Program Modifications</i></b> .....	<b>5</b>
<b><i>Class of 2019 Outcome Data</i></b> .....	<b>6</b>
<b><i>Site Supervisor, Recent Graduate and Employer Survey Data</i></b> .....	<b>6</b>
Response Rate.....	6
Direct and Indirect Services .....	6
Level of Preparedness .....	6
Ratings re: Role of School Counselor & Working with Pre-K to 12 students .....	7
Intern Dispositions .....	7
Open Ended Survey Item Responses .....	8
<b><i>Key Performance Indicator Data</i></b> .....	<b>9</b>
<b><i>Key Professional Dispositions Data</i></b> .....	<b>11</b>
<b><i>Appendix A: Key Performance Indicators alignment with Program Objectives</i></b> .....	<b>13</b>

## **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 ANNOUNCEMENT:** 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 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:

- Individual counseling
- Understanding role of SC
- Ethical decision making
- Multicultural counseling— self-awareness and other awareness
- Dispositions (acting as a professional)

### **Areas of Improvement**

Preparing students related to:

- Group counseling in schools
- Working on multidisciplinary team related to Special Education
- Utilize strategies to promote equity

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
Group counseling preparation	<ul style="list-style-type: none"><li>• In spring 2019 the program modified the course content to increase the focus of the course on running groups in school settings.</li><li>• The culminating assignment includes the development of a six-week curriculum along with screenings, consent forms, and evaluations.</li></ul>
Special education	<ul style="list-style-type: none"><li>• New course, <i>EDHS 7225 Appraisal and Assessment in School Counseling</i>, based in the Counselor Education program was instituted Spring 2020</li><li>• Course will increasingly include more content related to special education and will focus on assessments that are common in K-12 schools.</li></ul>

The program will begin to be able to evaluate the impact of these modification in the 2020 Annual Report given the reports focus on the Class of 2020, the first cohort to have experienced these changes.

### Class of 2019 Outcome Data

	# Graduates	Program Completion Rate	Employment Rate (Fall 2019)
School Counseling	20	95%	100%

### Site Supervisor, Recent Graduate and Employer Survey Data

Response Rate

Site Supervisor	Recent Graduate	Employer
20/20= 100%	13/20= 65%	7/20= 35%

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 2019)
Individual Counseling	3.85	4	3.9
Group Counseling	3.08	4	3.79
Classroom Lessons	3.23	3.5	3.7
Consultation	3.46	4	3.74

Level of Preparedness

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

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

	Recent Graduate Survey	Current Employer
Level of Preparedness	2.54	2.57

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	3.75

**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 2019)
Awareness of culture & limitations impact on work with others	3.85	<i>Not asked</i>	<i>Not asked</i>
Act as advocate, specifically re: barriers to equity	3.46	3.71	3.8
Demonstrate leadership skills & qualities	3.69	3.71	3.75
Design/implement culturally responsive interventions	3.23	3.57	3.84
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>	3.71	<i>Not asked</i>
Apply appropriate strategies in crisis	3.31	4.0	<i>Not asked</i>
Conduct suicide and threat assessments	<i>Not asked</i>	<i>Not asked</i>	3.76
Utilize data informed approaches	<i>Not asked</i>	3.86	<i>Not asked</i>
Understand role of school counselor	4	<i>Not asked</i>	3.9
Design, implement, evaluate CSCP	3.31	3.33	3.83
Guide CCR and post-secondary planning	3.08	3.75*	3.78
Utilize strategies to promote equity	3.08	3.83	<i>Not asked</i>
Use ethical decision-making process	3.77	<i>Not asked</i>	3.9
Adhere to ethical standards	<i>Not asked</i>	4	<i>Not asked</i>
Knowledge of special education basics	<i>Not asked</i>	<i>Not asked</i>	3.58
Serve on multi-disciplinary teams re: special education	2.54**	<i>Not asked</i>	<i>Not asked</i>

*\*Only 4 of 7 responded*

*\*\*mean of students serving as 504 coordinators = 2.5; mean for those not 2.57*

**Intern Dispositions**

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

	Site Supervisor (spring 2019)
Awareness of how their own culture, belief systems, values, needs and limitations impact their views of and work with students, teachers, parents, etc.	2.79
Behaves in a professional manner towards supervisors, colleagues, and students; including appropriate dress, conduct, attitudes, and boundaries (KPD #3)	2.9
Demonstrates the ability to receive, integrate and utilize feedback (KPD #8)	2.9
Attends all required meetings and clinical practice activities in their entirety, is full engaged, participatory, and prompt (KPD #13)	2.95
Completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (KPD #14)	2.95

## 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

- Support and accessibility of faculty <sup>ab</sup>
- ASCA alignment and use of data <sup>ab</sup>
- Focus on multiculturalism <sup>a</sup>
- Individual counseling/counseling skills <sup>a</sup>
- Collaboration with University supervisors <sup>b</sup>
- Professional development opportunities <sup>b</sup>
- Preparation of students for practicum/internship <sup>b</sup>

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

- Preparation around special education, specifically 504 <sup>a</sup>
- Classroom and behavioral management <sup>ac</sup>
- Group counseling <sup>a</sup>
- Earlier internship pairings (before end of previous school year) <sup>b</sup>

<sup>a</sup>Graduates   <sup>b</sup>Site supervisors   <sup>c</sup>Employers



## 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, site supervisor surveys 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 2018-2019, there were 21 First Year students, and 20 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)	First Year Fall: 3 First Year Spring: All met
KPI #4. Describe and/or implement strategies to mitigate and eliminate barriers to equity (PO#2)	First Year: All met Second Year: 5 not met
HUMAN GROWTH & DEVELOPMENT	
KPI #5. Identify concepts of human development across the lifespan (PO #3)	First Year: 5 Second Year: 4
KPI #6 Adapt one's approach to match an individual's developmental level (PO #3)	First Year: 2 Second Year: 5
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: 9 not observed
KPI #8. Demonstrate an understanding of the career development foundations and interventions (PO #5)	First Year: 1 Second Year: all met
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: all met
KPI #10. Utilize case conceptualization to determine counseling goals and interventions (PO#3, #4)	First Year: all met Second Year: 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: All met
KPI #12. Demonstrate knowledge of types of groups, group stages and dynamics. (PO#3, #4)	First Year: All met Second Year: All met
<b>ASSESSMENT AND TESTING</b>	
KPI #13. Conduct thorough suicide and threat assessments (PO #3, #6)	First Year: 5 Second Year: 1
<b>RESEARCH/PROGRAM EVALUATION</b>	
KPI #14. Evaluate a school counseling program or intervention (PO #4)	First Year: All met Second Year: All met
KPI #15. Use data to inform and advocate for school counseling services and programs (PO #4)	Second Year Fall: All met Second Year Spring: 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: All met Second Year: All met
KPI #17. Demonstrate an understanding of the roles and functions of a current school counselor (PO #5)	First Year: All met Second Year: All met
KPI #18. Describe the components of a comprehensive school counseling program (PO #4)	First Year: All met Second Year: All met
KPI #19. Demonstrate knowledge of the school as system and their role on multidisciplinary teams (PO #4, #6)	First Year: All met Second Year: All met
KPI #20. Demonstrate knowledge of strategies to facilitate grade promotion, school level and post-secondary transitions (PO #5)	First Year: 2 Second Year: 11 not obs
KPI #21. Demonstrate an understanding of strategies to promote equity in achievement and college access (PO #5)	First Year: All met Second Year: 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 2018		Spring 2019
	First Years Class of 2020	Second Years Class of 2019	First Years Class of 2020
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.	3.09	3.24	3.1
KPD #3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.	3.09	3	3.1
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	3.1
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	3.1
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	3.5	3
KPD #7. Student recognizes the limits of their counseling competencies and actively seeks to improve.	3	3.05	3

KPD #8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.	2.95	2.95	3.05
KPD #9. The student demonstrates respect for cultural and individual differences in their professional interactions.	3.05	3.05	3.05
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	3.24	2.95
KPD #11. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.	3	3	3.05
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	2.95	3.1
KPD #13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.	3	3.04	3.1
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	3.24	3.25

## 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).