

School Counseling Master's Program

Annual Program Evaluation Report Calendar Year 2023



School of Counseling
302 Buchtel Common
Akron, OH 44325-5007

Completed December 2023

Introduction

The School Counseling faculty at the University of Akron have developed an annual plan to evaluate program objectives. Program data are used to inform program modifications and program objectives. This document is an executive summary of program evaluation results. Specific information included in the school counseling report are the number of program graduates, passage rates on the CPCE, graduate exits survey results, site supervisor evaluations, and employer evaluation results. Outcomes for key performance indicators (KPIs) and student disposition information. The School Counseling program is accredited by CACREP.

The data compiled for this systematic program evaluation report were drawn from calendar year 2023. Dr. Delila Owens (Professor), was the program’s core faculty member during the evaluation period.

Program Evaluation

Throughout this evaluation period program faculty engaged in continuous assessment of program strengths and areas for improvement. School counseling faculty met on a regular basis to discuss the outcome of program evaluation data and feedback from the field.

The feedback is conducted through regular faculty meetings, informal meetings with students and site supervisors, formal student/graduate/supervisor/employer surveys, program advisory board meetings and feedback from professionals in the field. The program evaluation data obtained led to in-depth program reflection yet, minimal updates this year.

The School Counseling program’s learning objectives are aligned with the 2016 standards. Standards are evaluated and included in a specified course for assessment.

Program Annual Statistics

Students have a maximum of six years to complete the program. The 60-credit hour program has a 90% completion rate.

Number of Graduates

Academic Year →	2023
Total Graduated	12

Counselor Preparation Comprehensive Exam (CPCE): **85 %**

Approximate job placement rate of graduates from the program who were actively seeking employment: **90%**

Program Evaluation Results

Program faculty routinely conduct formal follow-up studies for current students toward the end of their program (i.e., an exit survey during internship semester and program evaluation) and program graduates/alumni (once annually). Online follow-up exit and graduate alumni surveys were developed separately to better assess key perceptions and evaluations about major aspects of the program. The data is also used to assess program objectives.

School Counseling Completer Exit Survey Results (N=13):

The Program Completer Exit Survey was developed to understand the completers' perceptions regarding the coursework, program and its faculty, and their learning experience in the program. Completer Exit Survey data are being collected on a continuous basis. The data compiled for this report were drawn from the academic year 2023. A total of thirteen completed the survey. One has a CMHC master's degree and fulfilled the requirements for a school counseling license.

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents rated their level of satisfaction with the knowledge/skills learned in each of the following core counseling areas respectively:

Core Counseling Area	Mean	Standard Deviation
Ethics & Professional Orientation	4.57	.62
Research & Program Evaluation	4.21	.94
Assessment & Testing	4.42	.82
Human Growth & Development	4.64	.48
Counseling Theories	4.73	.45
Group Counseling	4.73	.45
Multicultural Counseling	4.64	.41
Career Counseling	4.45	.43

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents rated their level of satisfaction with their training in each of the following program-specific areas respectively:

Program-Specific Counseling Area	Mean	Standard Deviation
Introduction to School Counseling	4.36	.72
Counseling adolescents/children	4.50	.50
Counseling youth at risk	4.50	.50
Collaboration, Consultation and Leadership in School Counseling	4.29	.70
School Counseling Seminar	4.43	.73
Consultation	4.07	.80

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents also rated their level satisfaction with the Program for each of the following aspects respectively based on their post-graduation experience:

Experience Aspect	Mean	Standard Deviation
Program Faculty	4.50	.25
Program’s Organization/Coordination	4.21	.77
How would you rate the program if someone else asked you	4.07	.88

Positive Qualitative Feedback

Main strengths are that professors and advisors are always available to help with academic or graduation track concerns.

Detailed lectures, engaging classes with conversations/activities, and most professors are amazing!

I was well prepared to take the state licensure exam and begin working as a school counselor. Received exposure to all areas of school counseling.

Areas of Improvement

Increasing the number of classes offered across all semesters.

I would have benefited from more exposure to Ohio specific graduation requirements and additional exposure to 504 Plans.

Alumni Survey Results (N=13):

The Program Alumni Survey assessed perceptions regarding the coursework, program and its faculty, and their learning experience in the program. A total of thirteen alumni completed the survey via Qualtrics since January 2023. Of the 13 alumni who completed the School Counseling Program Alumni Survey, eleven respondents reported being licensed as school counselors.

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents rated the level of satisfaction of their degree in providing them knowledge and skill in the following areas respectively based on their post-graduation experience:

Counseling Area	Mean	Standard Deviation
Professional Counseling Orientation and Ethical Practice	4.24	.49
Social and Cultural Diversity	4.31	.61
Human Growth and Development	4.31	.61
Career Counseling	4.00	.78

Individual Counseling Theory	4.54	.50
Group Counseling	4.23	.80
Assessment and Testing	3.85	.66
Research and Program Evaluation	3.85	.66
Introduction to School Counseling	3.85	.66
Counseling Adolescents	3.23	.70
Counseling Youth at Risk	4.00	.78
Comprehensive School Counseling	3.69	.99
Crisis & Trauma Counseling	3.69	.72
Legal & Advocacy Information	3.83	.69

Positive Qualitative Feedback

Diversity, theories, and school counselor leadership training

The professors are very knowledgeable and approachable.

Areas of Improvement

A little bit more information on practical school counseling tasks (test coordination, scheduling, etc.)

School counselors who are not current or former teachers need more training on classroom management and up to date pedagogy. They need to also see the big picture in the school ecosystem.

Prospective counselors should be placed in school settings much earlier than practicum/internship.

Supervisor/Employer Survey Results (N=11):

A total of 11 supervisors/employers completed the Supervisor-Employer Survey since January 2023. Of the respondents, 5 reported having been involved in employment decisions and/or administrative supervision of a UA school counseling student or graduate. The respondents reported having worked with UA school counseling students/graduates (as a supervisor and/or employer) for an average of 3 years.

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents were asked to rate the knowledge/skills level of UA’s School Counseling Program students/graduates in the following counseling areas respectively based on their experience:

Counseling Area	Mean	Standard Deviation
Ethics & Professional Identity	4.28	.65
Multicultural Counseling	4.11	.57
Human Growth & Development	4.22	.63
Career Counseling	4.33	.52

Counseling Theories	4.45	.78
Group Counseling	4.27	.62
Assessment & Testing	4.00	.60
Research and Program Evaluation	4.09	.79
School Counseling Knowledge	4.64	.48
Counseling Children and Adolescents	4.64	.48
Student Advocacy	4.55	.50
Overall Professionalism	4.64	.48

Positive Qualitative Feedback

The students have the content knowledge!

The students I've worked with have demonstrated good work ethic and follow through.

The program's strengths include the knowledge and skills learned in their required curriculum, the numerous opportunities to receive diversified developmental experiences with multicultural student populations. I also believe that the preservice school counseling graduate students display superior competence in maintaining ethical standards and genuine concern for the wellbeing of the whole student without bias.

Areas of Improvement

I would love more opportunities for the counselors seeking employment to engage in schools and apply their knowledge! This would allow for more robust conversations in interviews!

The program could streamline the process for students in the School Counseling program. School counseling students should be taught with a school counseling perspectives more than the clinical and MFT perspective.

At all grade levels, from K-12, offer practical experiences.

Program Modifications

Program faculty strongly endorse the evaluation report of this program as a means of addressing student academic progress, professional and personal growth. Both qualitative and quantitative data obtained during this review cycle will be used to address CACREP school counseling objectives. Faculty regularly review objectives to ensure that they reflect both our program interest and CACREP standards. The program has made one modification during this cycle. A faculty member from the school counseling program was transferred to the CMHC program.

Program Faculty:

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Student Outcome Data

Key Performance Indicators

Key Performance Indicator School Counseling #1: Students will demonstrate knowledge of P-12 Comprehensive Career Development Models (CACREP Section 5, G.1.c)

- Evaluation method = COUN:631 Introduction to School Counseling → Multiple choice final exam (minimum grade = 80% or higher) (knowledge) Outcome: 100%
- Evaluation method = COUN:675 Practicum → Performance evaluation (direct experience; minimum rating = 3 [competent] or higher on a 1-5 scale on all relevant performance areas) (skill) Outcome: 100%

Key Performance Indicator School Counseling #2: Students will understand and be able to implement strategies to promote equity in student achievement and college access (CACREP Section 5, G.3.k)

- Evaluation method = COUN:663 School Counseling Seminar → Multiple choice final exam (minimum grade = 80% or higher) (knowledge) Outcome: 100%
- Evaluation method = COUN:685 Internship → Performance evaluation (direct experience; minimum rating = 3 [competent] or higher on a 1-5 scale on all relevant performance areas) (skill) Outcome: 85%

Professional Disposition Assessment

Met	93%
Not Met	7%