

**School Counseling
Master's Program**

**Annual Program Evaluation Report
Calendar Year 2021**



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

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Introduction

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

The data compiled for this systematic program evaluation report were drawn from calendar year 2020-2021.

During the Spring 2020 semester of the program evaluation period there were two core School Counseling program faculty: Dr. Delila Owens (Associate Professor) and Dr. Yue Dang (Assistant Professor of Instruction).

Program Evaluation

Throughout this evaluation period program faculty engaged in continuous assessment of program strengths and areas for improvement. School counseling faculty meet 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, discussions, informal meeting with students and site supervisors, formal student/graduate/supervisor/employer surveys, and feedback from professionals in the field.

The School Counseling program's learning objectives are aligned with the 2016 standards. Selected 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 program is 60 credit hours.

Program Active (Matriculated) and Graduated Student Summary:

Academic Year →	2020-2021
Total Graduated	18

Approximate Ohio Licensure Test, School Counselor (040) examination pass rate for students graduating from the school counseling program?

95%

Approximate job placement rate of graduates from the program who were actively seeking employment?

80%

Approximate completion rate for students from the program? 90%

Counselor Preparation Comprehensive Exam 89% (2 did not pass initial exam)

Program Evaluation

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 graduates/alumni (once annually). Online follow-up exit and graduate alumni surveys were developed separately in order to better assess key perceptions and evaluations about major aspects of the program.

School Counseling Completer Exit Survey Results (N=14):

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 academic year 2020-2021.

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	4.50	.50
Research & Program Evaluation	4.07	.80
Assessment & Testing	4.21	.86
Human Growth & Development	4.36	.81
Counseling Theories	4.36	.61
Group Counseling	4.79	.41
Multicultural Counseling	4.64	.48
Career Counseling	4.43	.49

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
Elementary/secondary school counseling	4.29	.88
Counseling adolescents/children	4.23	.70
Counseling youth at risk	4.57	.62
Organization and administration of guidance	4.43	.62
Developmental guidance and emotional education	4.23	.89
Consultation	4.38	.62

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	3.50	.94
Overall satisfaction with program’s Organization/Coordination	2.93	1.49
How would you rate the school counseling program if someone else asked you	3.43	1.16

Constructive Qualitative Feedback

Professors were passionate about the field in general

Professionalism, knowledge, and compassion of the professors

Stellar faculty members that provide encouragement and great instruction

Ability to work with Akron Public Schools and great diversity of instructors

Classes are interesting and informative

Areas of Improvement

More professors with experience as a school counselor

Helping students learn more about counseling responsibilities before internship. For example, scheduling, graduation requirements, etc.

Preparation assistance with The State of Ohio Pearson Exam (040)

Increase communication with students

Alumni Survey Results (N=9):

The Program Alumni Survey assessed perceptions regarding the coursework, program and its faculty, and their learning experience in the program. A total of nine alumni completed the survey via Qualtrics in 2021. Of the nine alumni who completed the School Counseling Program Alumni Survey, four alumni reported being employed in the counseling profession, five reported not being employed in the counseling profession, and one did not respond. Eight respondents reported being licensed as school counselor, one reported not being licensed as school counselor.

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	4.00	.71
Social and Cultural Diversity	4.25	.66
Human Growth and Development	3.88	.78
Career Counseling	4.25	.43
Individual Counseling Theory	4.50	.50
Group Counseling	4.13	.33
Assessment and Testing	3.63	.86
Research and Program Evaluation	3.88	.60
Elementary/Secondary School Counseling	3.25	.66
Counseling Adolescents	4.13	.78
Counseling Youth at Risk	4.13	.60
Organization and Administration of Guidance	3.63	1.11
Crisis & Trauma Counseling	3.25	.83
Legal & Advocacy Information	3.13	.78

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), school counseling alumni rated the level of satisfaction with the Program in the following areas respectively based on their post-graduation experience:

Program Area	Mean	Standard Deviation
Program's Faculty	4.25	.97
Program's Coursework/Training	3.75	.97
Program's Organization/Coordination	3.75	.97
How would you rate the Program if someone else (e.g., a prospective student) asked you?	3.63	.86

Constructive Qualitative Feedback

Enjoyed the various backgrounds of the professors and they gave real life advice

Awareness and cultural issues mentioned as a program strength

Dialogue with classmates and the mentorship of the professors

CACREP Accreditation, internship and job placement after graduation was a strength

The program was very comprehensive

Areas of Improvement

Teaching about scheduling and exposing students to the politics of school districts early in the program

Ongoing communication with students

Supervisor/Employer Survey Results (N=29):

A total of 29 supervisors/employers completed the Supervisor-Employer Survey in the 2020-2021 academic year. The respondents reported having worked with UA school counseling students/graduates (as a supervisor and/or employer) for an average of 3 years with a standard deviation of 4.79.

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	4.48	.57
Multicultural Counseling	4.33	.61
Human Growth & Development	4.48	.57
Career Counseling	4.30	.53
Counseling Theories	4.44	.57
Group Counseling	4.37	.62
Assessment & Testing	4.15	.65
Research and Program Evaluation	4.30	.53
School Counseling Knowledge	4.30	.71
Counseling Children and Adolescents	4.56	.57
Student Advocacy	4.56	.50
Overall Professionalism	4.63	.55

Constructive Qualitative Feedback

Very professional well-rounded students

All practicum interns had great knowledge of individual and group counseling

Students are professional and have cultural awareness

Good knowledge base of counseling theory, ethics, and professionalism

Areas of Improvement

It would be great if students had a class that covers college access, graduation and testing requirements, student information systems and other school related skills.

Students need more knowledge about the everyday workings of a school counselor. Big divide between theories and working knowledge.

Need more knowledge of school specific things like graduation requirements, IEP's/504, Community based programs for resources.

More support with helping students understand the differences between counseling in a community setting versus a school setting.

Program Modifications

Program faculty strongly endorse the use of this program the evaluation report 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 the following modifications.

1. A new 60 credit hour course plan has been approved. The course plan has new courses and a new elective.
2. Added a new course, 5600:655 Marriage and Family Counseling Therapy: Theory and Techniques
3. Added a new course, 5600:619 Traumatology
4. Added new course, 5600: 622 Play Therapy
5. Added new course elective, 5600:732 Addictions Counseling 1

Program Faculty:

Dr. Delila Owens, Ph.D., dowens1@uakron.edu

Dr. Yue Dang, Ph.D., yd13@uakron.edu