

**School Counseling  
Master's Program**

**Annual Program Evaluation Report  
Calendar Year 2022**



**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 are used to inform program modifications. This document is an executive summary of the program evaluation plan. Specific information in the school counseling report included the number of program graduates, passage rates on the CPCE, results of the graduate exit survey, site supervisor evaluations, and employer evaluation results. The School Counseling program is accredited by CACREP.

During AY 2020-2021 there were two core School Counseling program faculty: Dr. Delila Owens (Professor) and Dr. Yue Dang (Assistant Professor of Instruction).

### **Program Evaluation**

Throughout the 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.

Feedback is gathered through regular faculty meetings, informal meeting with students and site supervisors, formal student/graduate/supervisor/employer surveys, and feedback from professionals in the field.

### **Program Annual Statistics**

A maximum of six years is allowed for students to complete the program. The School Counseling program includes 60 credit hours. The program has a 90% completion rate.

### **Number of Program Graduates Summary**

Academic Year →	2021-2022
Total Graduated	13

Approximate CPCE examination pass rate for students graduating from the school counseling program: 80%

Approximate job placement rate of graduates from the program who were actively seeking employment: 80%

Approximate school counseling program completion rate: 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 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=23):**

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 2021-2022.

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	4.48	.50
Research & Program Evaluation	4.13	.74
Assessment & Testing	4.22	.78
Human Growth & Development	4.35	.76
Counseling Theories	4.39	.57
Group Counseling	4.73	.45
Multicultural Counseling	4.48	.77
Career Counseling	4.43	.58

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	4.39	.82
Counseling adolescents/children	4.36	.64
Counseling youth at risk	4.65	.56
Organization and administration of guidance	4.48	.58
Developmental guidance and emotional education	4.32	.76
Consultation	4.41	.65

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	3.83	1.03
Program’s Organization/Coordination	3.43	1.44
How would you rate the Program if someone else asked you	3.70	1.11

**Positive Qualitative Feedback**

Professors were passionate about the field in general.

Professors demonstrated professionalism, knowledge, and compassion.

Stellar faculty members provided encouragement and great instruction.

Classes were interesting and informative.

**Areas of Improvement**

Include more professors with experience as a school counselor

Help students learn more about counseling responsibilities before internship such as scheduling.

Provide additional preparation assistance for the CPCE and Pearson Exam (040)

Increase communication with students.

**Alumni Survey Results (N=18):**

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 since January 2021. Of the 18 alumni who completed the School Counseling Program Alumni Survey, 10 alumni reported being employed in the counseling profession, and eight reported not being employed in the counseling profession. Sixteen respondents reported being licensed as school counselor and two 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	4.24	.64
Social and Cultural Diversity	4.24	.64
Human Growth and Development	4.00	.84
Career Counseling	4.29	.67

Individual Counseling Theory	4.50	.50
Group Counseling	4.12	.68
Assessment and Testing	3.82	.98
Research and Program Evaluation	3.94	.87
Elementary/Secondary School Counseling	3.59	.77
Counseling Adolescents	4.18	.78
Counseling Youth at Risk	4.12	.68
Organization and Administration of Guidance	3.76	1.06
Crisis & Trauma Counseling	3.53	.98
Legal & Advocacy Information	3.47	.98

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	4.06	1.00
Program’s Coursework/Training	3.71	.96
Program’s Organization/Coordination	3.53	1.19
How would you rate the Program if someone else (e.g., a prospective student) asked you?	3.65	.84

**Positive Qualitative Feedback**

The strength of CACREP Accreditation, internship, and job placement after graduation.

A comprehensive program

The various backgrounds of the professors and their real-life experience

Awareness and cultural issues included as program strengths

Dialogue with classmates and the mentorship of the professors

**Areas of Improvement**

Include information about scheduling and expose students to the politics of school districts early in the program.

Maintain ongoing communication

**Supervisor/Employer Survey Results (N=47):**

A total of 47 supervisors/employers completed the Supervisor-Employer Survey since January 2021. Of the respondents, 32 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	4.51	.54
Multicultural Counseling	4.37	.61
Human Growth & Development	4.49	.54
Career Counseling	4.33	.52
Counseling Theories	4.47	.54
Group Counseling	4.35	.61
Assessment & Testing	4.19	.69
Research and Program Evaluation	4.28	.58
School Counseling Knowledge	4.40	.65
Counseling Children and Adolescents	4.51	.59
Student Advocacy	4.56	.54
Overall Professionalism	4.63	.53

**Positive Qualitative Feedback**

Very professional and well-rounded students.

All practicum interns had great knowledge of individual and group counseling.

Students are professional and have cultural awareness.

School Counseling Program includes a good knowledge base of counseling theory, ethics, and professionalism.

**Areas of Improvement**

Provide a class that covers college access, graduation, and testing requirements, student information systems, and other school-related skills

Provide more knowledge about the everyday workings of a school counselor. A big divide exists between theories and working knowledge

More knowledge needed about specific topics such as graduation requirements, IEP's/504, Community-based programs for resources

Help students understand the differences between counseling in a community setting versus a school setting.

### **Program Modifications**

Program faculty strongly support the use of this evaluation report as a means of addressing student academic progress, and 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's interest and CACREP standards. The program has made the following modification.

- Added new members to our advisory board.

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