

**School Counseling
Master's Program**

**Annual Program Evaluation Report
Calendar Year 2024**



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 and program objectives. 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 conclusion includes information on student dispositions and KPI outcomes.

The data compiled for this systematic program evaluation report were drawn from the calendar year 2024. Qualtrics is used for data collection and analysis.

Staff during the spring 2024 semester of the program evaluation period included one core School Counseling program faculty: Dr. Delila Owens (Professor)

Program Evaluation

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

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

The School Counseling program’s learning objectives are aligned with CACREP 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 →	2024
Total Graduated	10

Counselor Preparation Comprehensive Exam (CPCE): **80 %**

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 significant aspects of the program. The data is also used to assess program objectives.

School Counseling Completer Exit Survey Results (N=6):

The Program Completer Exit Survey was developed to understand the completers' perceptions regarding the coursework, the 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 2024. A total of six completed the survey.

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	4.67	.47
Research & Program Evaluation	4.50	.50
Assessment & Testing	4.17	.69
Human Growth & Development	4.50	.50
Counseling Theories	4.67	.47
Multicultural Counseling	4.50	.50

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	4.33	.47
Counseling adolescents/children	4.33	.47
Counseling youth at risk	4.17	.90
Collaboration, Consultation and Leadership in School Counseling	4.00	.58
School Counseling Seminar	4.17	.69
Consultation	4.17	.68

Using a Likert-type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), respondents also rated their level of 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	.50
Program’s Organization/Coordination	4.33	.47
How would you rate the Program if someone else asked you	4.33	.47

Positive Qualitative Feedback

The professors are always willing to help and work with the graduate students

The program's main strengths are that it is flexible and efficient.

I was well prepared to take the state licensure exam.

Received exposure to all areas of school counseling

Areas of Improvement

More school counseling-related courses and more program faculty

Limitations of class offerings. It is not always easy to get into a class. An orientation class is needed at the beginning of the program.

Alumni Survey Results (N=7):

The Program Alumni Survey assessed perceptions regarding the coursework, the program and its faculty, and their learning experience in the program. A total of seven alumni completed the survey via Qualtrics since January 2024. Of the 7 alumni who completed the School Counseling Program Alumni Survey, five 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:

Core Counseling Area	Mean	Standard Deviation
Professional Counseling Orientation and Ethical Practice	4.71	.45
Social and Cultural Diversity	4.43	.49
Human Growth and Development	4.29	.70
Career Counseling	4.57	.49

Individual Counseling Theory	4.57	.49
Group Counseling	4.43	.73
Assessment and Testing	4.43	.73
Research and Program Evaluation	4.29	.70
Introduction to School Counseling	4.00	.76
Counseling Adolescents	4.71	.45
Counseling Youth at Risk	4.57	.73
Comprehensive School Counseling	3.68	.64
Crisis & Trauma Counseling	3.83	1.07
Legal & Advocacy Information	3.67	1.49

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

Experience Aspect	Mean	Standard Deviation
Program Faculty	4.57	.73
Program’s Organization/Coordination	4.20	.76
How would you rate the Program if someone else asked you	4.29	.70

Positive Qualitative Feedback

The program does a wonderful job of helping students understand counseling approaches and how to communicate with clients/students.

The program coordinator/leader is a fantastic addition to the program.

Areas of Improvement

The program could improve on helping future counselors understand what a typical day looks like, especially in a school setting. More information on how schools operate before practicum/internship.

More information on collecting data in a school setting and how to advocate for your school counseling department.

More experience and more practice with counseling children.

Supervisor/Employer Survey Results (N=7):

A total of 7 supervisors/employers completed the Supervisor-Employer Survey since January 2024. Of the respondents, 6 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 4 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	4.00	.53
Multicultural Counseling	4.00	.53
Human Growth & Development	4.00	.53
Career Counseling	4.00	.53
Counseling Theories	4.00	.53
Group Counseling	4.00	.53
Assessment & Testing	4.00	.53
Research and Program Evaluation	4.00	.53
School Counseling Knowledge	4.00	.53
Counseling Children and Adolescents	4.00	.48
Student Advocacy	4.14	.64
Overall Professionalism	4.00	.53

Positive Qualitative Feedback

The students have the content knowledge!

The students that I have worked with have demonstrated follow-through and professionalism.

Areas of Improvement

Perhaps more training in the world of a high school counselor is needed, such as the ridiculous amount of data management that is often placed on the plate of the counselor (:

Provide practical experience at all grade levels.

Program Modifications

Program faculty strongly endorse this program evaluation report to address student academic progress and professional growth. Both qualitative and quantitative data obtained during this review cycle will be used to address the CACREP school counseling objectives. Faculty regularly review objectives to ensure they reflect our program interest and CACREP standards. The program has not made modifications during this cycle.

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, H, 2)

- Evaluation method = COUN:631 Introduction to School Counseling → Multiple choice final exam (minimum grade = 80% or higher) (knowledge) Outcome: 85%
- 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: Strategies to promote equity in student achievement and access to postsecondary education opportunities (CACREP Section 5, H.19)

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: 100%

Professional Dispositions

Using a Likert-type scale ranging from 1 (Met) to 2 (Not Met)

Met	98 %
Not Met	2 %