



**Department of Human Services**

**Counselor Education Program  
2021 Program Evaluation Report**

**Vital Statistics**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publicly available each year.

<b>Counselor Education Program</b>	
<b>Enrolled students as of Fall 2020</b>	36 Students
<b>Spring 2021</b>	31 Students
<b>Graduates in 2020-2021</b>	17
<b>Program completion rate</b>	100% (17/17)
<b>Employment rate</b>	87.88%
<b>Professional School Counselor Praxis Pass Fall 2020</b>	81.82% (9/11)
<b>Spring 2021</b>	33.33% (2/6)

- The reports were created using Fall 2020, Spring 2021, and Summer 2021.
- This is a Master of Education Counselor Education in Elementary and Secondary levels.
- The program completion rate is based on students being full-time in the program in the program. The counselor education program is 48-51 credit hours.
- The employment surveys represent students who were hired within three months after graduating from the program. Some graduates secure employment prior to graduation.

**Sources of Data**

The sources of data used to create this report are based on the following:

- Graduate performance on the Professional School Counselor Praxis Examination
- Subject-Matter Comprehensive Examination
- Final Internship ratings from site supervisors
- Alumni follow-up surveys
- Site supervisor survey and employer follow-up surveys
- Admissions, enrollment and graduation data for the AY20-21 cycle
- Faculty observations made at the program meetings and discussions during the program evaluation at the assessment day meeting which are held at the end of the spring semester.

## CED Program Evaluation Findings

**Note: Unless otherwise indicated, all rubrics and subject matter comprehensive examination are completed using a 3-point scale where 0=does not meet expectations (79-70), 1=meets expectations (89-80), and 2=exceeds expectations (90-100). Thus, an average of 1 indicates acceptable performance. Means below 1 indicate opportunity for improvement. Means closer to 2 indicate very strong performance. The program sets 80% as the benchmark for student performance in the program. Students are expected to score between the ranges of exceeds expectations (2) and meets expectations (1).**

**Objective 1: Graduates will have introductory understanding of theory and concepts regarding human behavior, human service systems, and problems in human behavior at all developmental levels.**

### **Subject Matter Comprehensive: Counseling Theories Question (Aggregate Knowledge)**

- There is a 100% pass rate (n = 11) for counselor education students who sat for the subject matter comprehensive examination during the Fall 2020 and Spring 2021 academic semester. Students demonstrated knowledge on the counseling theories question in the following areas: the nature of anxiety, counseling goals, major techniques, history consideration, and role of the counselor and applying counseling theories to school settings.
- The scores indicated knowledge related to counseling theories. The scale scores for the comprehensive exam area were: exceeding expectations (2) 18.18%, meets expectations (3) 27.27%, and did not meet expectations (6) 54.55. The exam scores were converted using the program rating scale; thus, the score represents students who pass generate a rating scale score 2 (2), 1 (3), and 0 (6). The data indicates that half of the students identified two counseling theories yet minimally and vaguely discussed, analyzed, and applied the aspects of each theory to the case study.
- 6 students took the subject matter comprehensive examination during the Spring 2021 academic semester.
- The scale scores that were generated for the theories question: There were 4 students that meet competency standards related to counseling theories: exceeding expectations (3) 50%, meets expectations (1) 16.67%, and did not meet expectations (2) 33.33%. The exam scores were converted using the program rating scale; thus, the score represents students who pass generate a rating scale score 2 (3), 1 (1), and the rating scale 0 (2).
- 45.45% of the students met individual student progress expectations for performance competency during Fall 2020 and 66.67% Spring Semester. The pass rate demonstrates knowledge and skills in counseling theories using the program rating scale. There were six students that scored did not meet expectations in the fall 2020 when compared to two students during the spring semester that scored a does not meet expectations (79-70). The subject-matter comprehensive exam is only offered during the fall and spring academic semester.
- The subject matter examination is used to assess students' demonstration of their school counseling competencies. To prepare for the Subject-Matter Comprehensive Exam students receive the study guide with content areas assessed on the examination. The counselor education students analyze, critically, questions in the content areas on the Subject-Matter Comprehensive Examination such as: the ASCA National Program Model, South Carolina Comprehensive Guidance and Counseling Program, counseling ethics, individual counseling, group counseling, classroom instruction, counseling theories, principles and guidelines of testing and assessment, and career counseling.
- Trends in scores show students who use the study guide and participated in a study group, as well as a refresher offered by faculty passed the Subject Matter Comprehensive Examination.
- The counselor education program is using the results to improve outcomes:

All student outcome data results will be shared with the Counselor Education Faculty and Advisory Council during the bi-annual meetings. The committee will continue to assess program objectives and methods of improving the subject matter.

- a. All students that do not demonstrate a minimum of 80% mastery of the subject matter content related to counselor education on the subject matter comprehensive examination will be given a second opportunity to take the comprehensive examination.
- b. Students that do not demonstrate the ability to provide culturally sensitive individual counseling, group counseling, and classroom instruction services to students in practicum and internship experiences on midterm and final evaluations will be given a remediation plan.
- c. An Individualized Remediation Plan (IRP) will consist of a specified time frame that the student in training must complete all work assigned. The IRP consists of course review sessions on topics and skills that need mastery. The individualized remediation plan will provide an important record articulating clear requirements and responsibilities of the student in training which is documented with signatures of the faculty, supervisors, and the trainee.

**Objective 2: Graduates will be able to provide individual and group counseling on personal concerns, community services, education and human growth and development, and career planning in diverse settings.**

**Site Supervisor Evaluation of Intern-Final (Aggregate Skills)**

Site Supervisor Evaluation of intern (n = 7 of 10)

Fall 2020

- The site supervisors who hosted the SC State University counselor education internship students completed the *Site Supervisor Evaluation of Intern* and rated overall program performance on a scale of 1=does not meet, 2=meets, 3=exceeds, and 4=far exceeds. Supervisors indicated strong levels of preparation across most the core areas. The specific ratings for personal development were as follows:
  - Warmth towards clients M = 3.86
  - Receptiveness toward criticism M = 3.86
  - Attire and appearance M = 3.86
  - Punctuality M = 3.71
  - Flexibility and responsibility M = 3.43
  - Collegiality M = 3.29
  - Assumes and completes assignments M = 3.29
  - Oral and written communication M = 3.29
- The rated areas of the site supervisors in professional competencies were:
  - Ability to effectively establish helping relationships M = 5
  - Adherence to ethical guidelines for the profession M = 4
  - utilization of in technology in administrating counseling services M = 3.57
  - performance in individual counseling session M = 3.43
  - performance in group counseling session M = 3
- Site supervisors rated the internship students overall program performance on the scale as far exceeds and exceeds numeric rating.
- The percentage in personal development 89.3% and professional development 88.8%. The cumulative student total points 89.1%. The site supervisor evaluation for the internship students indicates strong levels of preparation across the school counseling core areas.
- The site supervisor ratings on the final evaluation for the internship ranged from far exceeds and exceeds which includes skills in 8 personal development and 7 professional competencies. The site supervisor comments indicate a strong endorsement of the counselor education students skill application during the

internship course which is evidenced by the comments on the site supervisor evaluation of the internship student:

- When reviewing the appraisal of student counselor's performance in the internship the site supervisors rated the overall assessment and evaluation:
  - I recommend this student counselor who displays the capabilities of an excellent counselor. (5)
  - I recommend this student counselor who shows good prospect of becoming a good counselor.(1)
- When asked would you employ the student counselor as a counselor in your school. (6)
- Based on your experiences with this student counselor, would you be willing to supervise other Internship students in the future? (6)
- There were three internship students who returned after graduation to complete the K-12 certification. The site supervisor evaluation of the intern is based on ratings during the fall 2020 academic semester.
- Site supervisors summarized suggestions for activities which the student counselor may engage in to remediate any weaknesses identified during the internship:
  - Site Supervisor Feedback About Internship Student #1 J.M. (11/20/20): "My only regret in having the student with me this semester is that I was never able to get him his own access to PowerSchool, despite many requests."
  - Site Supervisor Feedback About Internship Student #2 D.B. (11/20/20): "Considering the current situation of primarily with virtually, the student was able to identify strength and perseverance he never knew he had."
- Site Supervisor Summarize your Suggestions/Recommendations for Improving the Internship
  - Site Supervisor Feedback About Internship Student #1 J.M. (11/20/20): "I don't have any recommendations for improvement. He was well-prepared for his internship!"
  - Site Supervisor Feedback About Internship Student #2 D.B. (11/20/20): "Considering the unforeseen circumstances of Covid 19 and the impact it has had on public education, the internship experience taught the student how to implement classes and lessons more effectively by utilizing various technology tools. In my opinion the internship was a success. My recommendation would be to train future counselors on how to implement lessons via Zoom and other interactive technologies in the even we experience another pandemic or major disaster that prevents students from attending school."

#### **Program Evaluation of the follow-up surveys: Employer Survey, Site Supervisor Survey, and Alumni Survey**

**Employer Survey:** The program sent out four employers surveys based on students who self-reported their employment. The program received one employer response to the survey for students who were employed in Fall 2020. The employer rated their feedback on the experience of the student having knowledge and understanding in the professional school counseling competency areas on the following scale: 1=poorly, 2=moderately, 3=adequately, 4=very well, and 5=exceptional well.

The rated areas with a 5 were

- Use technology in his/her professional practice
- Display the beliefs, values, and behaviors that guide the legal and ethical dimensions of his/her professional practice.

The rated areas rated as a 4

- Provide individual appraisal and advisement to assist all students with academic, career, and social/emotional development.
- Refer students and parents to appropriate school and community resources to support student achievement and success.
- Collaborate and consult with parents and other educators, and use community resources to share strategies that support student achievement and success.
- Based on this school counselor's performance, would you hire other graduates from our program?

The areas rated as adequate was 3

- Deliver classroom and large group setting presentations to assist with the academic, career, and social/emotional needs of all students.
- Provide individual and group counseling to students with identified concerns and needs.
- Use data to develop a comprehensive school counseling program.
- Access, read, and interpret published research in the field of school counseling.

Overall, this shows that students hired exhibit professional identity as a professional school counselor that can deliver effective services in schools. The employer noted that they would hire other graduates from the SC State University counselor education program based on the students strong understanding and performance of the role of a school counselor.

- To prepare the counselor education graduates in securing school counseling positions after graduation the program faculty disseminate information on the following items:
  - Use information provided for school district career fairs to prepare for job opportunities.
  - Engage in mock interview activities during practicum and internship courses.
  - Attend school counseling state and national conferences to gain professional development and benefit from networking opportunities.
  - Attend the state department's regional meetings for school counselors to gain professional development and benefit from networking opportunities.
- The results are used to improve outcomes as follows: introduce students to the South Carolina Careers portal where positions for K-12 educators and school counselors are listed. Students can upload their resume and cover letter, as well as submit applications for consideration.

### **Site Supervisor Survey**

#### Fall 2020

40% (n = 2 of 5) site supervisors who provided supervision to the graduate students completed the Site Supervisor Survey and rated overall program performance on a scale of 1=poorly, 2=moderately, 3=adequately, 4=very well, and 5=exceptional well. Supervisors indicated the following scores on the site supervisor survey:

#### **SC State University Site Supervisor Survey**

1. Deliver classroom and large group setting presentations to assist with the academic, career, and social/emotional needs of all students. (M = 4)
2. Provide individual appraisal and advisement to assist all students with academic, career, and social/emotional development. (M = 4.5)
3. Provide individual and group counseling to students with identified concerns and needs. (M = 4.5)
4. Refer students and parents to appropriate school and community resources to support student achievement and success. (M = 3.5)
5. Collaborate and consult with parents and other educators, and use community resources to share strategies that support student achievement and success. (M = 4)
6. Use data to develop a comprehensive school counseling program. (M = 4.5)
7. Use technology in his/her professional practice. (M = 5)
8. Display the beliefs, values, and behaviors that guide the legal and ethical dimensions of his/her professional practice. (M = 5)
9. Access, read, and interpret published research in the field of school counseling. (M = 4)
10. Based on your experience as site supervisor for the Counselor Education at SCSU would you want to supervise others from this program? (M = 5)

### **Program Effectiveness**

11. Overall, how would you rate the program's quality of preparation? (M = 5)
12. Overall, how would you rate quality of communication and support from program faculty? (M = 4)
13. What strengths have you noticed about the CED Counseling Program?
14. What growth areas, weaknesses, or limitations have you noticed about the CED Counseling Program?
15. What ideas or suggestions would you like to share with the program faculty?

I know this is a great program. I believe being in a pandemic played a role in what was able to be done fully. My experience with the practical student was very good.

### Spring 2021

40% (n = 2 of 5) site supervisors who provided supervision to the graduate students completed the Site Supervisor Survey and rated overall program performance on a scale of 1=poorly, 2=moderately, 3=adequately, 4=very well, and 5=exceptional well. Supervisors indicated the following scores on the site supervisor survey:

### **SC State University Site Supervisor Survey**

1. Deliver classroom and large group setting presentations to assist with the academic, career, and social/emotional needs of all students. (M = 4.5)
2. Provide individual appraisal and advisement to assist all students with academic, career, and social/emotional development. (M = 4)
3. Provide individual and group counseling to students with identified concerns and needs. (M = 4)
4. Refer students and parents to appropriate school and community resources to support student achievement and success. (M = 3.5)
5. Collaborate and consult with parents and other educators, and use community resources to share strategies that support student achievement and success. (M = 3.5)
6. Use data to develop a comprehensive school counseling program. (M = 3.5)
7. Use technology in his/her professional practice. (M = 4.5)
8. Display the beliefs, values, and behaviors that guide the legal and ethical dimensions of his/her professional practice. (M = 4.5)
9. Access, read, and interpret published research in the field of school counseling. (M = 4)
10. Based on your experience as site supervisor for the Counselor Education at SCSU would you want to supervise others from this program? (M = 3.5)

### **Program Effectiveness**

11. Overall, how would you rate the program's quality of preparation? (M = 4)
12. Overall, how would you rate quality of communication and support from program faculty? (M = 3)
13. What strengths have you noticed about the CED Counseling Program? (M = 3.5)
14. What growth areas, weaknesses, or limitations have you noticed about the CED Counseling Program? (M = 1.5)
15. What ideas or suggestions would you like to share with the program faculty?

Allowing students more flexibility with choosing sites. I know it is customary to go through the HR department at the school district, but most students already have a counselor in mind to do their internship under and I think they should be allowed to choose if they have an option.

### **Alumni Survey**

### Fall 2020

36% (n = 4 of 11) of the Fall 2020 graduates completed the Alumni Survey. This follow-up assessment was used to collect feedback on the program. The alumni rated the development of their knowledge and skills in the school counseling core areas aligned with the American School Counselor Association (ASCA) National Model on the following scale: 1=poorly, 2=moderately, 3=adequately, 4=very well, and 5=exceptional well.

The alumni rated the seven highest areas as follows:

- Provide individual appraisal and advisement to assist all students with academic, career, and social/emotional development. (M = 4.75)
- Refer students and parents to appropriate school and community resources to support student achievement and success. (M = 4.75)
- Use technology in his/her professional practice. (M = 4.75)
- Based on your experience as a student in the Counselor Education Program at SCSU would you recommend others to our program to prepare for a career as a school counselor? (M = 4.5)
- Provide individual and group counseling to students with identified concerns and needs. (M = 4)
- Provide individual and group counseling to students with identified concerns and needs. (M = 4)

The three lowest rated scores items by the alumni were the following:

- Deliver classroom and large group setting presentations to assist with the academic, career, and social/emotional needs of all students. (M = 3.25)
- Use data to develop a comprehensive school counseling program. (M = 3.75)
- Access, read, and interpret published research in the field of school counseling. (M = 3.5)

### Spring 2021

One graduate from the counselor education graduates completed the Alumni Survey Spring 2021. This follow-up assessment was used to collect feedback on the program. The alumni rated the development of their knowledge and skills in the school counseling core areas aligned with the ASCA model on the following scale: 1=poorly, 2=moderately, 3=adequately, 4=very well, and 5=exceptional well. The alumni rated the five highest areas as follows:

The alumni rated the seven highest areas with the rating of a 5 in their preparation as a school counselor:

- Refer students and parents to appropriate school and community resources to support student achievement and success.
- Collaborate and consult with parents and other educators, and use community resources to share strategies that support student achievement and success.
- Use data to develop a comprehensive school counseling program.
- Use technology in his/her professional practice.
- Display the beliefs, values, and behaviors that guide the legal and ethical dimensions of his/her professional practice.
- Access, read, and interpret published research in the field of school counseling.
- Based on your experience as a student in the Counselor Education Program at SCSU would you recommend others for a career as a school counselor? The program gave me knowledge what I need to work in the school system. The support from the teacher encourages me daily. Also, I would say that the program explained the ASCA model thoroughly.

The lowest three rated scores by the alumni on the survey with the rating of a 4:

- Deliver classroom and large group setting presentations to assist with the academic, career, and social/emotional needs of all students.
- Provide individual appraisal and advisement to assist all students with academic, career, and social/emotional development.
- Provide individual and group counseling to students with identified concerns and needs.

The ratings demonstrate that program alumni rated the counselor education program as exceptional in preparation as a professional school counselor. The program provided them with the knowledge and skills that are

aligned with the services a school counselor performs that are outlined in the American School Counselor Association (ASCA) National Model which shows a strong school counseling identity.

**Objective 3: Graduates will be well-prepared for the Praxis II examination as a prerequisite for internship experiences, graduation, and initial certification as a school counselor in elementary and/or secondary schools.**

**Professional School Counselor Praxis Exam (by subscale) (Aggregate Knowledge)**

- The program had a 65% (n = 11 of 17) pass rate for counselor education students who sat for the School Counselor Praxis examination Fall 2020. There were 11 students who sat for the exam and 9 reported passing (81.82%) the School Counseling Praxis examination during the fall 2020 semester. The scores ranged from 156 to 172 with the passing scores being above the minimum state passing score needed for passing in SC (156).
- There were 6 students who took the School Counselor Praxis examination and 2 (33.33%) passed the exam. The scores ranged from 160 to 161 for the Spring 2021 semester.

**The Professional School Counselor Praxis Examination results (by subscale)**

The School Counselor Praxis examination subscale sections average raw points earned for students who graduated during the evaluation reporting period consist of the following:

School Counselor Praxis Examination Subscale Sections	Fall 2020 (n = 9)	Spring 2021 (n = 2)
Foundations	16 out of 19	12 out of 19
Delivery of Services	36 out of 50	33 out of 48
Management	12 out of 17	13 out of 17
Accountability	16 out of 24	14 out of 23

Thus, the passing scores on the School Counseling Praxis examination show that graduates have a satisfactory knowledge in the foundations component, the delivery of services component, the management component and the accountability component.

- The counselor education faculty is using the results on the School Counselor Praxis examination to improve outcomes. We are using the results to strengthen outcomes for students living and learning with disabilities. Too, the addition of the CED 521 Comprehensive School Counseling Program Coordination will help to increase passing rates on the School Counselor Praxis examination.

**Objective 4: Graduates will demonstrate professional identity needed to be successful as professional school counselors in elementary and/or secondary schools.**

**Student Evaluation assessments**

**Key Performance Indicators (KPI)**

***KPI 1 Students will conceptualize their identity and role of a school counselor.***

Students are provided the information about the school counseling associations upon acceptance to the program. The CED Program requires counselor education students join the local school counseling association Palmetto State School Counselor Association (PSSCA) and the national schooling association American School Counseling Association (ASCA). Some students also join other counseling associations, such as South Carolina Counseling Association and/or the American Counseling Association. A chart of the professional counseling associations that students join is maintained by the counselor education program.

Counselor Education Students School Counseling Associations and/or Counseling Association Memberships  
(n = 27 of 35)

Palmetto State School Counselor Association (PSSCA)	American School Counseling Association (ASCA)	South Carolina Counseling Association (SCCA)	American Counseling Association (ACA)	Joined 1 Counseling Association	Joined 2 Counseling Associations	Joined 4 Counseling Associations
22	20	6	2	6	20	1

- 77.14% of the counselor education students have joined a school counseling association and/or counseling association and over 20 students have joined more than one counseling association.
- Students in the CED 510 Introduction to Counseling course have the Professional Organization Research which is a KPI assignment related to better understanding the role of professional school counselor.
- The counselor education students in the CED 510 Introduction to Counseling course must provide proof of at least two memberships: Palmetto State School Counselor Association (PSSCA), American School Counseling Association (ASCA), South Carolina Counseling Association, and/or the American Counseling Association.
- Professional Organization Research Paper KPI 1: After joining two professional counseling organizations and providing proof of joining the professional associations, each student will research 2 professional organizations (PSSCA, ASCA, SCCA, ACA) related to school counseling. Provide an overview of the work of the organizations including their mission or goals, legislative efforts, benefits of membership, opportunities for professional growth, and opportunities for member involvement. After researching the professional organizations, students will write a 2-page paper on their findings. Students have a classroom discussion on the topic and how it is aligned with developing your professional identity as a school counselor-in-training. Students bring supplemental material for the discussion that extends your understanding of the content.
- The data for this KPI assignment Professional Organization Research was not collected during Fall 2020-2021 assessment cycle, but the course will be offered Fall 2022 and the KPI results will be aggregated in the next program evaluation report.
- Students are strongly recommended to join the school counseling associations to foster a strong school counseling identity during the counselor education program and once students matriculate to CED 520 School Counseling Practicum they must show proof of membership in the American School Counseling Association.

### **Advisory Council Stakeholder Feedback**

As part of our continuing efforts to improve the counselor education program, the advisory council stakeholder feedback is critical. The advisory council is made up of professional school counselors, director of school counseling and advisement, counseling and career services coordinator, department chair, college dean, faculty, current students, and alumni.

The advisory council survey rates 6 areas using a 5-point scale: 1=poor/low, 2=below average, 3=average, 4=good, and 5=excellent. The council members provided feedback based on the following areas: the mission of the counselor education program, the design of the curriculum, the practicum and internship experiences, overall quality of graduates, overall satisfaction with the counselor education program, and recommendations to improve quality of the program.

- The advisory council survey results for Fall 2020 (n = 2 of 12): the mission of the counselor education program (M = 5), the design of the curriculum (M = 4), the practicum and internship experiences (M = 5),

overall quality of graduates (M = 4.5), overall satisfaction with the counselor education program (M=5), and recommendations to improve quality of the program (M = 4.5).

- The results show the program is rated excellent/high on 5 key areas. This data demonstrates a high-quality school counseling program.
- An advisory council member provided the comment: “I am proud of the SCSU M.Ed. Counseling Program striving for continuing excellent in the program. I hope the program invest in providing innovative classes for potential school counselors.”

The advisory council provide suggestions and feedback on programmatic changes in the course curriculum and training of counselor education students at elementary and secondary levels. This consistent engagement with our stakeholders adds to the academic rigor of the counselor education program as we continue to develop a specialty school counseling program that prepares students to be social justice change agents impacting diverse schools and communities.

**Site Supervisor Survey:** There are specific questions on the site supervisor survey that measure program effectiveness. The site supervisor survey consists of 15 questions and the last 5 questions are used for program effectiveness. The results highlighted in objective 2 provide evidence that students are meeting competency standards that integrating their knowledge of the ASCA National Model into a school counseling program to improve student success. The Spring 2021 advisory council meeting was cancelled due to the pandemic; thus, the survey was not completed.

**Follow-Up Survey: Site Supervisor Survey (specific items) Related to Program Effectiveness**

The site supervisor survey has 10 questions are pertaining to the roles, responsibilities, and duties that a professional school counselor provides in a school setting aligned with the ASCA National Model and the last 5 questions are designed specifically for collecting data related to the effectiveness of the counselor education program. The survey uses a 5-point scale where 1=poorly, 2=moderately, 3=adequately, 4=very well and 5=exemplary well.

The site supervisor (n = 1 of 11) results for program effectiveness:

11. Overall, how would you rate the program's quality of preparation? (M = 5)
  12. Overall, how would you rate quality of communication and support from program faculty? (M = 4)
  13. What strengths have you noticed about the CED Counseling Program?
  14. What growth areas, weaknesses, or limitations have you noticed about the CED Counseling Program?
  15. What ideas or suggestions would you like to share with the program faculty?
- I know this is a great program. I believe being in a pandemic played a role in what was able to be done fully. My experience with the practical student was very good.

The site supervisor feedback on counselor education students in the practicum and internship courses average score is 4 very well. 80% indicated that the counselor education program is effective.

**Objective 5: Students will develop professional skills focused on multicultural and diverse populations in a pluralistic society, inclusive of a robust program of students and faculty.**

**Student Characteristics-Enrollment Report**

Demographic and Other Characteristics of Graduates

Enrollment Demographics	Fall 2020	Spring 2021
Counselor Education	36	35

Average Age	33	36
-------------	----	----

Enrollment Demographics	Fall 2020	Spring 2021
Counselor Education	36	35
Gender		
Male	9	8
Female	27	27

Enrollment Demographics	Fall 2020	Spring 2021
Counselor Education	36	35
Ethnicity		
Black/African American	36	35

International Students	Fall 2020	Spring 2021
Counselor Education	36	35
International Students	0	0

Enrollment Status	Fall 2020	Spring 2021
Counselor Education	36	35
Enrollment Status		
Full-time	22	26
Part-time	14	9

### Summary of Observations and Actions

Some specific things the counselor education faculty are doing to improve Subject Matter Comprehensive Exam and Praxis Performance:

#### Subject Matter Comprehensive Exam

- Students who use the study guide and participated in a study group, as well as a refresher offered by faculty passed the Subject Matter Comprehensive Examination. 100% counselor education students participated in the refresher course and study sessions offered by the faculty to review the ASCA National Program Model and Counseling Theories.

The results are being used to improve outcomes. All student outcome data results will be shared with the Counselor Education Faculty and Advisory Council during the bi-annual meetings. The committee will continue to assess program objectives and methods of improving the subject matter.

- All students that do not demonstrate a minimum of 80% mastery of the subject matter content related to counselor education on the subject matter comprehensive examination will be given a second opportunity to take the comprehensive examination.
- Students that do not demonstrate the ability to provide culturally sensitive individual counseling, group counseling, and classroom instruction services to students in practicum and internship experiences on midterm and final evaluations will be given a remediation plan.
- An Individualized Remediation Plan (IRP) will consist of a specified time frame that the student in training must complete all work assigned. The IRP consists of course review sessions on topics and skills that need mastery. The individualized remediation plan will provide an important record articulating clear

requirements and responsibilities of the student in training which is documented with signatures of the faculty, supervisors, and the trainee.

**Retention Report-Institutional Research**

The retention report data for the counselor education program is provided by the Director of Institutional Research at SC State University.

**Graduate Retention by Program  
Fall Semester 2019 Retained Fall Semester 2020**

Degree	CIP Code	Program	Fall 2019	Graduated AY 19-29	Eligible to Return	Enrolled Fall 2020	Retention Rate %
MEd	131101	Counselor Education	34	10	24	20	83%

**Graduate Retention by Program  
Fall Semester 2020 Retained Fall Semester 2021**

Degree	CIP Code	Program	Fall 2019	Graduated AY 20-21	Eligible to Return	Enrolled Fall 2020	Retention Rate %
MEd	131101	Counselor Education	36	15	21	15	71%

**Dispositions data:** The counselor education program uses the Graduate Student Evaluation Report (GSER) as the disposition rubric which is used to track student progress. The GSER consists of 26 questions in the following domains which are considered in the evaluation: Academic, Professional/Personal, and Helping Relationship Skills. Students are assessed the semester the course is being taught in four gate counseling courses: CED 509 Counseling Ethics and Legal Issues in Counseling, CED 510 Introduction to Counseling, CED 543 Group Dynamics, and CED 520 School Counseling Practicum.

The faculty review the “abilities” and the associated behaviors and rate the student according to whether they assess the student demonstrates appropriate behaviors across the three domains. The results of this survey are used for measuring the student’s growth throughout this program. It also will identify areas that may need to be addressed. The disposition rubric is used as gatekeeping tool within the counselor education program in an effort to make sure students are progressing in the development areas successfully through the program.

The Graduate Student Evaluation Report (GSER) is completed using a 5-point scale where 1 reflects low & 5 as high performance. Thus, an overall rating in evaluated in each domain with an average of 1-2 indicates unsatisfactory, 3-4 indicates satisfactory, and 5 notable. Means below a 3 indicate opportunity for improvement. Means closer to 5 indicate very strong performance. The program sets 80% as the benchmark for student performance in the program. Students are expected to score 3 or higher in each section.

Faculty review the assessment results in professional behaviors using the behavioral criteria defined for the domain which is the demonstration of professional behaviors that builds into the more involved behaviors expected of the entry-level counselors.

The gate courses evaluated fall 2020 was CED 543 Group Dynamics and CED 520 School Counseling Practicum in the personal/professional development:

Professional Behavior Question #3: Does the student demonstrate multicultural competence with issues of age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status?

- The mean total score for the CED 543 Group Dynamics (n = 3) course was 4.67 and CED 520 School Counseling Practicum (n = 5) with the overall numeric rating 4.4 which indicates satisfactory rating with a slight distance from the notable rating. This rating shows a strong performance for the Fall 2020 academic semester.
- The overall total score for the two gate courses was 4.5 which indicates satisfactory rating. This rating indicates a strong performance in the gate courses: CED 543 Group Dynamics and CED 520 School Counseling Practicum during the Fall 2020 term.
- 88% of the students scored 3 or higher with a satisfactory rating which indicates students are exceeding the 80% individual performance expectations set by the counselor education program in demonstrating a self-awareness of multicultural competence.
- The mean total score for CED 509 Ethical and Legal Issues in Counseling (n = 22) is 3.4 which indicates satisfactory performance, CED 520 School Counseling Practicum (n = 5) is 4.2 this rating shows students are falling within acceptable range of program benchmark for acceptable performance, and CED 543 Group Dynamics (n = 3) during the spring 2021 semester. The overall total score for the three gate courses is 3.47. The scores fall within range of 3-4 which indicates satisfactory performance.
- The aggregated data for overall students disposition for the professional behavior question demonstrates that students align themselves with the definition of multicultural competence “the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own”. Students have met the behavioral criteria for the personal/professional development domain in the demonstration of these behaviors which builds into the more involved behaviors expected of the entry-level counselors in the Fall 2020 and Spring 2021.

**Objective 6: Graduates will develop professional dispositions necessary for success as professional school counselors.**

The program aggregates the total Graduate Student Evaluation Report (GSER) for students from faculty based on the gate courses taken during an academic semester.

**Student Evaluation Assessments Graduate Student Evaluation Report (GSER)-Faculty Overall evaluation**

- 80% or higher of the counselor education students met the benchmark for student performance in the program when evaluated in the gate courses during the Fall 2020 and Spring 2021.

**Aggregate Practicum Site Supervisor Evaluation**

The site supervisor rating scale for the evaluation form using a 4-point scale where 1=does not meet, 2=meets, 3=exceeds, and 4=far exceeds.

The fall 2020 mean ratings for the on-site supervisor of the student skills (n = 3).

The rating that scored the highest mean as far exceeds with 3.5:

- Recognizes and deals with negative affect of the student/client.

The five skills ratings that scored a mean of 3.33:

- Appropriately receives and uses feedback from supervisors and professional peers.
- Understands the importance of assisting students/clients towards successful academic, career, and social/emotional development.
- Shows good non-verbal skills, e.g. eye contact, body language.

- Demonstrates good listening skills.
- Demonstrates an ability to work collaboratively with administration, faculty, and staff.

The five skill ratings that scored a mean of 3.0:

- Demonstrates a personal commitment in developing professional competencies.
- Explains the nature and objectives of counseling when appropriate (informed consent).
- Demonstrates good observational skills.
- Facilitates realistic goal setting with student/client.
- Demonstrates ethical behavior as a school counselor based on the ethical standards and practices of the American Counseling Association (ACA) and the American School Counseling Association

The one skill that ratings that scored a mean of 2.5:

- Demonstrates effective use of individual counseling strategies that help promote school success.

The one skill ratings that scored a mean of 2.3:

- Is relaxed and comfortable with dealing with students/clients.

The five skill ratings that scored a mean of 2.0:

- Is aware of own feelings in the counseling session and is perceptive in evaluating the effects of own counseling techniques.
- Is perceptive in evaluating the effects of own counseling techniques.
- Is able to deal with issues related to transition and termination.
- Seems knowledgeable of school and community referral sources and is prepared to refer students/clients when needed.
- Consults with parents, students, counselors, and significant others to resolve client's problems.

There was 1 skill that site supervisors scored as far exceed, 10 skills rated exceeds, 6 rating as meets, and 0 that scored does not meet. The site supervisors rated the school counselors with far exceeds, exceeds and meets during the Spring 2021. The students demonstrated competency in the use of their counseling skills.

The site supervisor rating scale for the evaluation form using a 4-point scale where 1=does not meet, 2=meets, 3=exceeds, and 4=far exceeds.

The spring 2021 mean ratings for the on-site supervisor of the student skills (n = 5).

The one counseling skill rating that scored the highest mean as far exceeds 4.2

- Facilitates realistic goal setting with student/client.

The two counseling skill ratings that scored the highest mean as far exceeds with 3.8:

- Understands the importance of assisting students/clients towards successful academic, career, and social/emotional development.
- Demonstrates good listening skills.

The two counseling skill ratings that scored as exceeds with 3.6

- Shows good non-verbal skills, e.g. eye contact, body language.
- Demonstrates good observational skills.

The three skill ratings that scored as exceeds with 3.4:

- Demonstrates a personal commitment in developing professional competencies.
- Appropriately receives and uses feedback from supervisors and professional peers.
- Explains the nature and objectives of counseling when appropriate (informed consent).

The one skill ratings that scored as 3.25:

- Recognizes and deals with negative affect of the student/client.

The five skill ratings that scored as 3:

- Is relaxed and comfortable with dealing with students/clients.
- Is aware of own feelings in the counseling session and is perceptive in evaluating the effects of own counseling techniques.
- Demonstrates effective use of individual counseling strategies that help promote school success.
- Demonstrates an ability to work collaboratively with administration, faculty, and staff.
- Consults with parents, students, counselors, and significant others to resolve client's problems.

The four skill ratings that scored as 2.8:

- Is perceptive in evaluating the effects of own counseling techniques.
- Demonstrates effective use of small group or school counseling core curriculum strategies that help promote school success.
- Demonstrates ethical behavior as a school counselor based on the ethical standards and practices of the American Counseling Association (ACA) and the American School Counseling Association
- Seems knowledgeable of school and community referral sources and is prepared to refer students/clients when needed.

The one skill rating that scored as 2:

- Is able to deal with issues related to transition and termination.

There were 5 skills that site supervisors scored as far exceeds, 9 skills rated meets and 0 that scored does not meet. The site supervisors rated the school counselors with far exceeds, exceeds and meets during the Spring 2021. There were no students who did not meet counseling skills. Compared to the Fall 2020 academic semester the site supervisors in the Spring 2021 academic semester students scored an increase of 4 skills as far exceeds when compared to the previous semester. The students scores on the site supervisor evaluation for Spring 2021 demonstrates they are not only meeting expectations but far exceeding expectations with a strong use of skills in the counseling sessions. This is evidenced by the students only scoring a 1 for meets expectations when the student counselor's performance was appraised during practicum. There were no students who scored a does not meet rating on the counseling skills.

Site Supervisor Evaluation of the Practicum Student Comments for Spring 2021:

The site supervisor comments indicate a strong endorsement of the counselor education students in the practicum course which is evidenced by the comments on the site supervisor evaluation:

Site Supervisor #1: "The student is an avid learner and actively works to learn the ends and outs of school counseling. I have no reservations about the student becoming one of the best school counselors when her opportunity comes. I look forward to seeing her grow even more in internship as she reaches her goals."

Site Supervisor #2: "The student demonstrated a strong work ethic and confidence during his practicum. He was eager to learn and grow as a counselor. I am confident that with experience he will conduct effective small groups and become knowledgeable about resources for students."

## Program Changes and Improvements

The nine program changes and improvements are demonstration that shows the counselor education program is responding to feedback.

- While students take CED 512 Elementary School Guidance or CED 513 Secondary School Guidance course the faculty felt that a specialized course that focused on the ASCA National Model and the South Carolina Comprehensive School Counseling and Career Guidance Program Model was needed.
- The CED Program created the CED 521 Comprehensive School Counseling Program Coordination course that has concepts aligned with the School Counselor Praxis Examination, the ASCA National Model, and the South Carolina Comprehensive School Counseling and Career Guidance Program Model.
- The faculty have included in CED 551 Internship in School Counseling course to provide a focused attention on the South Carolina Comprehensive School Counseling and Career Guidance Program Model and ASCA National Model which the students have to demonstrate knowledge and skill application on the subject matter comprehensive examination. A video has also been included in the internship course to serve as a review for the students.
- The course textbook in CED 551 Internship in School Counseling was changed to the ASCA National Model Workbook: A Companion Guide for Implementing a Comprehensive School Counseling Program which is a course learning resource that only focuses on the ASCA National Program Model. This change was made to prepare students for the knowledge and skills needed during the internship related to the ASCA National Model and their site supervisor evaluation. The faculty revised the required course textbook to prepare the counselor education students for the subject matter comprehensive examination which is taken during their last semester at the end of the CED 551 Internship in School Counseling course.
- The program integrated counseling theories into courses and throughout the program. The program provides study sessions for the counseling theories to prepare students for the subject matter comprehensive exam.
- Faculty use course textbooks aligned with subject matter and provide multiple times for students to learn concepts.
- A recommendation is to reinstate praxis examination study and review sessions with a focus on the ASCA National Program Model in Fall 2022. There will be a knowledge check through Blackboard and student will be given feedback on the school counseling content.
- In all, the faculty will meet to discuss opportunities to structure the subject matter comprehensive exam and additional ways to prepare the students in the counseling courses for the School Counselor Praxis Examination to optimize performance while also considering whether these decreases are distinct to a group or reflective of quality program processes.
- The program will continue to use feedback from the advisory council to help guide the program towards its stated mission. The council will continue to develop program recommendations and provide critical knowledge that helps create an innovative school counseling program that offers specialty program offerings.