



Department of Human Services

**Counselor Education Program
2022 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.

| Counselor Education Program | |
|--|---------------|
| Enrolled students Fall 2021-Spring 2022 | 34 Students |
| Graduates in 2021-2022 | 6 |
| Program completion rate | 100% (6/6) |
| Employment rate | 67% (4/6) |
| Professional School Counselor Praxis Pass Fall 2021-22 | 100% (6/6) |

- The reports were created using Fall 2021, Spring 2022, and Summer 2022.
- 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 AY21-22 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 = 6) for counselor education students who sat for the subject matter comprehensive examination during the Fall 2021 and Spring 2022 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 during the Fall 2021 academic semester were: exceeding expectations (2) 100%, meets expectations (0) 0%, and did not meet expectations (0) 0%. 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 (0), 0 (0).
- The data indicates that 100% clearly and accurately identified two counseling theories and discussed the aspects of each theory, then analyzed and applied components to the case study.
- 4 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 3 students that meet competency standards related to counseling theories: exceeding expectations (1) 25%, meets expectations (2) 50%, and did not meet expectations (1) 25%. The exam scores were converted using the program rating scale; thus, the score represents students who pass generate a rating scale score 2 (1), 1 (2), and the rating scale 0 (1).
- 100% of the students met individual student progress expectations for performance competency during Fall 2021 and 75% Spring Semester 2022. The pass rate demonstrates knowledge and skills in counseling theories using the program rating scale. There were zero students that scored did not meet expectations in the fall 2021 when compared to one student 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.

Fall 2021

Site Supervisor Evaluation of Intern-Final (Aggregate Skills)

Site Supervisor Evaluation of intern (n = 2 of 2)

Fall 2021

- 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:
 - Punctuality M = 3.5
 - Attire and appearance M = 3.5
 - Collegiality M = 3.5
 - Flexibility and responsibility M = 3.5
 - Assumes and completes assignments M = 3.5
 - Warmth towards clients M = 3.5
 - Receptiveness toward criticism M = 3.5
 - Oral and written communication M = 3.5

The rated areas of the site supervisors in professional competencies were:

- Ability to effectively establish helping relationships M = 3.5
- Adherence to ethical guidelines for the profession M = 3.5
- Performance in individual counseling session M = 3.5
- Performance in group counseling session (i.e., skills, techniques, etc.) M = 3.5
- Utilization of in technology in administrating counseling services M = 3.5
- Consultation skills (i.e., parents, counselors, students, community stakeholders, etc.) M = 3.5
- Awareness of and knowledge about school and community referral resources 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 is 28 when compared to 24 professional development. The site supervisor evaluation for the internship students indicates strong levels of preparation across the school counseling core areas.
- The student counselors are demonstrating the characteristics and the ability to perform competently in the internship setting which is evident by the student counselors scoring a far exceeds on 14 out of 15 school counselor characteristics.
- 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. (2)
- When asked would you employ the student counselor as a counselor in your school. (2-Yes)
- Based on your experiences with this student counselor, would you be willing to supervise other Internship students in the future? (2-Yes)
- The site supervisor evaluation of the intern is based on ratings during the fall 2021 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: “Utilize positive self-talk when situations seem hopeless and engage in self-care activities daily.”
- Site Supervisor Summarize your Suggestions/Recommendations for Improving the Internship: The program could improve by making sure the student know what is expected in advance.
- Site Supervisor Feedback About Internship Student: “It’s been a pleasure having the internship student here for the past year. She has grown tremendously. She always wants to help and always lets her voice be heard.

Spring 2022

Site Supervisor Evaluation of intern (n = 5 of 5)

- 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:

| | |
|-------------------------------------|---------|
| ○ Attire and appearance | M = 3.8 |
| ○ Collegiality | M = 3.8 |
| ○ Flexibility and responsibility | M = 3.8 |
| ○ Warmth towards clients | M = 3.8 |
| ○ Receptiveness toward criticism | M = 3.8 |
| ○ Punctuality | M = 3.4 |
| ○ Assumes and completes assignments | M = 3.0 |
| ○ Oral and written communication | M = 2.8 |

The rated areas of the site supervisors in professional competencies were:

- Ability to effectively establish helping relationships M = 3.8
- Adherence to ethical guidelines for the profession M = 3.8
- Performance in individual counseling session M = 3.8

- Utilization of in technology in administrating counseling services M = 3.8
 - Awareness of and knowledge about school and community referral resources M = 3.8
 - Consultation skills (i.e., parents, counselors, students, community stakeholders, etc.) M = 3.8
 - Performance in group counseling session (i.e., skills, techniques, etc.) M = 3.6
- Site supervisors rated the internship students overall program performance on the scale as far exceeds and exceeds numeric rating.
 - The average in personal development 4.41 and professional development 4.71. The cumulative student total average 4.55. 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. (3)
 - I recommend this student counselor who displays the capabilities of a good counselor. (1)
 - The assessment of the student counselor. Excellent Performance (3), Good Performance (1)
 - When asked would you employ the student counselor as a counselor in your school. Yes (4)
 - Based on your experiences with this student counselor, would you be willing to supervise other Internship students in the future? Yes (4)
 - There were one internship students who returned after graduation to complete the K-12 certification. The site supervisor overall comments about the internship students:
 - Site Supervisor #1: The counselor education student has proven to be an asset to my high school counseling program. She is well prepared for her role as a School Counselor. Thank you for the preparation that you provided to her.”
 - Site Supervisor #2: “She would be an asset to any program.”

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

Employer Survey

Fall 2021

Employer Survey: The program sent out six employers surveys based on students who self-reported their employment. The program received four employer responses to the survey for students who were employed in Fall 2021. There were no employer surveys completed for Spring 2022. 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.

1. Deliver classroom and large group setting presentations to assist with the academic, career, and social/emotional needs of all students. (M = 3.75)
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 = 4.25)
4. Refer students and parents to appropriate school and community resources to support student achievement and success. (M = 3.75)
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 = 3.5)
7. Use technology in his/her professional practice. (M = 4.25)
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 this school counselor's performance, would you hire other graduates from our program? Yes, Absolutely!

Overall, the 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

The program sent out site supervisor surveys. The program received no site supervisor responses to the survey for students in Fall 2021 and three for Spring 2022. The site supervisor 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.

Spring 2022

20% (n = 2 of 6) 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 = 5)
2. Provide individual appraisal and advisement to assist all students with academic, career, and social/emotional development. (M = 5)
3. Provide individual and group counseling to students with identified concerns and needs. (M = 5)
4. Refer students and parents to appropriate school and community resources to support student achievement and success. (M = 5)
5. Collaborate and consult with parents and other educators, and use community resources to share strategies that support student achievement and success. (M = 5)
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 = 4.5)

10. Based on your experience as site supervisor for the Counselor Education at SCSU would you want to supervise others from this program? (M = 4)

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 = 4)

13. What strengths have you noticed about the CED Counseling Program? (M = 4)

14. What growth areas, weaknesses, or limitations have you noticed about the CED Counseling Program? (M = 4)

15. What ideas or suggestions would you like to share with the program faculty?

Set up a dummy PowerSchool program that all schools in SC use so the students will know how to use the PowerSchool program when they enter the workforce.

Alumni Survey

Fall 2021

57% (n = 4 of 4) of the Fall 2021 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 four highest areas as follows:

- Collaborate and consult with parents and other educators, and use community resources to share strategies that support student achievement and success. (M = 4.5)
- Use technology in his/her professional practice. (M = 4.5)
- Display the beliefs, values, and behaviors that guide the legal and ethical dimensions of his/her professional practice. (M = 4.5)
- 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 appraisal and advisement to assist all students with academic, career, and social/emotional development. (M = 4.25)
- Provide individual and group counseling to students with identified concerns and needs. (M = 4.25)
- Access, read, and interpret published research in the field of school counseling. (M = 4)
- Refer students and parents to appropriate school and community resources to support student achievement and success. (M = 3.75)
- Deliver classroom and large group setting presentations to assist with the academic, career, and social/emotional needs of all students. (M = 3.5)

The one lowest rated scored item by the alumni were the following:

- Use data to develop a comprehensive school counseling program. (M = 3.25)

Spring 2022

25% (n = 1 of 4) of the Spring 2022 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 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 all areas with the rating of a 5 in their preparation as a school counselor:

- Deliver classroom and large group setting presentations to assist with the academic, career, and social/emotional needs of all students. (M = 5)
- Provide individual appraisal and advisement to assist all students with academic, career, and social/emotional development. (M = 5)
- Provide individual and group counseling to students with identified concerns and needs.
- Refer students and parents to appropriate school and community resources to support student achievement and success. (M = 5)
- Collaborate and consult with parents and other educators, and use community resources to share strategies that support student achievement and success. (M = 5)
- Use data to develop a comprehensive school counseling program. (M = 5)
- Use technology in his/her professional practice. (M = 5)
- Display the beliefs, values, and behaviors that guide the legal and ethical dimensions of his/her professional practice. (M = 5)
- Access, read, and interpret published research in the field of school counseling. (M = 5)
- 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? (M = 5)

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 100% (n = 2 of 2) pass rate for counselor education students who sat for the School Counselor Praxis examination Fall 2021. There were 2 students who sat for the exam and 2 reported passing (100%) the School Counseling Praxis examination during the fall 2021 semester. The scores ranged from 156 to 164 with the passing scores being above the minimum state passing score needed for passing in SC (156).
- There were 4 students who took the School Counselor Praxis examination and 4 (100%) passed the exam. The scores ranged from 156 to 160 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 2021 (n = 2) | Spring 2022 (n = 4) |
|---|-------------------|---------------------|
| Foundations | 13 out of 19 | 14 out of 19 |
| Delivery of Services | 40 out of 48 | 35 out of 48 |
| Management | 8 out of 17 | 11 out of 17 |
| Accountability | 14 out of 23 | 15 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 = 33 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 |

- 94.29% 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 2021-2022 assessment cycle, but the course will be offered Fall 2022 and the KPI results will be aggregated in the next program evaluation report for 2022-2023.
- 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.

- There were four counselor education students who volunteered at the Palmetto State School Counselor Association Conference where they presented speakers during conference sessions and attended sessions as a part of their professional development during the practicum and internship course. This shows that students in the program seek out information outside of class to better understand the role of a school counselor.
- The counselor education program advocates for graduates to also attend school counseling conferences and a graduate reported attending the Palmetto State School Counselor Association Conference for the first time as a professional school counselor where she was recently hired as a 4th and 5th grade counselor with Beaufort County Public School District.

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 recommended courses related to 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 provide suggestions and feedback on programmatic changes in the course curriculum and training of counselor education students in the elementary and secondary levels. The advisory committee feedback was integrated into the 60-credit hour program during the spring 2020 meeting with a brainstorming activity and changes to the counselor education program were shared with the advisory council during the 2021 and 2022 meeting. The counselor education program will be implementing the 60-credit hour program with the cohort starting summer 2023. The advisory council members will complete the survey during the next meeting Fall 2023.

The program coordinator reaches out to the advisory council member that serves as the director of school counseling to get employment opportunities for the elementary and secondary major graduates. This information is sent to graduates and provided to the internship students during the end of the internship experience. Faculty provide resume and interview tips to the internship students and recommend the review of the interview questions on the ASCA website. This consistent engagement with our stakeholders adds to the academic rigor of the counselor education program and school counseling employment partnerships with our external stakeholders. The counselor education program continues to develop a specialty school counseling program that prepares graduate students to be social justice change agents that advocate for students in 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 2022 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 = 2 of 6) results for 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 = 4)
 - 13. What strengths have you noticed about the CED Counseling Program? (M = 4)
 - 14. What growth areas, weaknesses, or limitations have you noticed about the CED Counseling Program? (M = 4)
 - 15. What ideas or suggestions would you like to share with the program faculty?
- Set up a dummy PowerSchool program that all schools in SC use so the students will know how to use the PowerSchool program when they enter the workforce.

The site supervisor feedback on counselor education students in the practicum and internship courses average score is 4 very well. 33.33% 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 2021 | Spring 2022 |
|-------------------------|-----------|-------------|
| Counselor Education | 35 | 33 |
| Elementary (CEEL) | 18 | 16 |
| Secondary (CESE) | 17 | 17 |
| Average Age | 33 | 34 |

| Enrollment Demographics | Fall 2021 | Spring 2022 |
|-------------------------|-----------|-------------|
| Counselor Education | 35 | 33 |
| Gender | | |
| Male | 11 | 11 |
| Female | 24 | 22 |

| Enrollment Demographics | Fall 2021 | Spring 2022 |
|-------------------------|-----------|-------------|
| Counselor Education | 35 | 33 |
| Ethnicity | | |
| Black/African American | 34 | 33 |
| Unknown | 1 | 0 |

| International Students | Fall 2021 | Spring 2022 |
|------------------------|-----------|-------------|
| Counselor Education | 35 | 33 |
| International Students | 0 | 0 |

| Enrollment Status | Fall 2020 | Spring 2021 |
|---------------------|-----------|-------------|
| Counselor Education | 35 | 33 |

| | | |
|-------------------|----|----|
| Enrollment Status | | |
| Full-time | 28 | 24 |
| Part-time | 7 | 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 2021 to Fall 2022

| Degree | CIP Code | Program | Retention Rate % |
|--------|----------|---------------------|------------------|
| MEd | 131101 | Counselor Education | 68% |

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 is 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 2021 was CED 509 Counseling Ethics and Legal Issues for School Counselors, CED 510 Introduction to Counseling, 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 scores for the gate courses are CED 509 Counseling Ethics and Legal Issues for School Counselors (n = 11) course was 3.55, CED 510 Introduction to Counseling (n = 9) course was 5, CED 543 Group Dynamics (n = 7) course was 4.57 and CED 520 School Counseling Practicum (n = 2) with the overall numeric rating 5 which indicates notable rating. This rating shows a strong performance for the Fall 2021 academic semester.
- The overall total score for the four gate courses was 4.53 which indicates a notable rating. This rating indicates a strong performance in the gate courses: ED 509 Counseling Ethics and Legal Issues for School Counselors, CED 510 Introduction to Counseling, CED 543 Group Dynamics and CED 520 School Counseling Practicum during the Fall 2021 term.
- 29 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 3.18 which indicates satisfactory performance, CED 520 School Counseling Practicum (n = 11) is 4.6 this rating shows students are falling within acceptable range of program benchmark for acceptable performance, and CED 543 Group Dynamics (n = 5) course is 4.8 during the spring 2022 semester. The overall total score for the three gate courses is 4.4. The scores fall within a 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 2021 and Spring 2022.

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 2021 and Spring 2022.

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 2021 mean ratings for the on-site supervisor of the student skills (n = 2).

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.

Fall 2021 There was 4 skill that site supervisors scored as far exceed, 10 skills rated exceeds, 1 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 Fall 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 2022 mean ratings for the on-site supervisor of the student skills (n = 8).

The rating that scored the highest mean as exceeds with 3.87:

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

The four skill ratings that scored a mean of 3.75:

- 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 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 (ASCA).

The seven skill ratings that scored a mean of 3.62:

- Demonstrates a personal commitment in developing professional competencies.
- Recognizes and deals with negative affect of the student/client.
- Demonstrates good listening skills.
- Demonstrates effective use of individual counseling strategies that help promote school success.
- Demonstrates effective use of small group or school counseling core curriculum strategies that help promote school success.
- 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.

The five skill ratings that scored a mean of 3.5:

- Explains the nature and objectives of counseling when appropriate (informed consent).
- 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 good observational skills.
- Facilitates realistic goal setting with student/client.
- Is able to deal with issues related to transition and termination.

The one skill rating that scored a mean of 3.25

- Is perceptive in evaluating the effects of own counseling techniques.

There were 18 skills that site supervisors scored as far exceeds, 1 skill rated exceeds, 0 meets and 0 that scored does not meet. The site supervisors rated the school counselors with far exceeds and exceeds during the Spring 2021. There were no students who did not meet counseling skills. Compared to the Fall 2021 academic semester the site supervisors in the Spring 2022 academic semester students scored an increase of 13 skills as far exceeds when compared to the previous semester. The students scores on the site supervisor evaluation for Spring 2022 demonstrates that all students exceed or far exceed counseling skill expectations.

This is evidenced by the majority students far exceeding counseling supervisor expectations. There was one student who scored a 3 in spring 2022 compared to 10 in fall 2021. When the student counselor's performance was appraised during practicum meets expectations. There were no students who scored a below exceeds in spring 2022 compared to 1 student scoring below exceeds in 2021 on the counseling skills.

Site Supervisor Evaluation of the Practicum Student Comments for Spring 2022:

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

Site Supervisor #1: "The practicum student definitely understands the duties of a Professional School Counselor. She made my experience as a supervisor extremely easy. We completed a variety tasks (e.g. individual/group counseling, coordinating events, student planning, etc.)."

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

Site Supervisor #2: "The practicum student is learning how to navigate the school counselor role on a daily basis. She's becoming aware that this role can be rewarding but challenging at the same time from day to day."

Current Student Feedback on Counselor Education Program:

- "Another counselor education student indicated that this is a total life changer for her."
- "It is hard making it on campus but when starting the program I met a counselor education student and we really pushed and helped each other thru this entire program."

Program Changes and Improvements

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

- The counselor education program will be starting the 60-credit hour program in summer 2023. Additional school counseling specialty courses have been added to equips school-counselors-in-training with the helping relationship tools that are needed to meet the needs of diverse learners in K-12 schools.
- The new program changes include: the following school counseling courses in the counselor education program: CED 508 Helping and Relationship Skills in Counseling, CED 511 Counseling Children and Adolescents, CED 516 Individual and Group Appraisal, CED 517 Grief, Loss and Trauma-Informed Counseling in the Schools, , CED 518 Consultation and the School Counselor, and the CED 521 Comprehensive School Counseling Program Coordination.

- The CED 512 Elementary School Guidance or CED 513 Secondary School Guidance course will have a stronger integration of the American School Counseling Association (ASCA) National Model new terms and the South Carolina Comprehensive School Counseling and Career Guidance Program Model new terms that are aligned with the ASCA domains. The new versions of the course textbook will be integrated into the course to support this change.
- Students will be encouraged to secure the ASCA National Model Workbook: A Companion Guide for Implementing a Comprehensive School Counseling Program to assist them in understanding the role and identity of a professional school counselor. The faculty want this as a learning resource since it only focuses on the ASCA National Program Model which is a large focus on the subject-matter comprehensive examination students take in their last semester during the internship course. .
- Students will be provided with an electronic copy of the ASCA National Program model. Faculty will have a refresher designed as a Blackboard course or develop a Blackboard course and have access to additional resources for increasing related knowledge and skill in counseling theories and techniques.
- The faculty recommended having a counseling techniques day to provide additional skill training when using counseling skill training techniques in individual counseling, group counseling and classroom instruction.
- .A recommendation is to reinstate praxis examination study and review sessions with a focus on the ASCA National Program Model pending budget approval for the consultant. As a part of the review sessions students would initially take questions related to the areas on the Praxis Professional School Counselor test to evaluate their baseline and set the study sessions based on that data. The faculty will use this for retention and reach out to the few student who have not passed Praxis and have not met all graduate requirements necessary for degree completion.
- 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. The advisory council members are key to connecting students with job opportunities in the field of school counseling across the State of South Carolina.
- Increase student and graduates participation in town hall meeting by having graduates share my experience as a first-year elementary school counselor and secondary school counselor and things the counselor education students should keep in mind as they progress through their program.
- A site supervisor made a suggestions/recommendations for improving the internship that “the program could improve by making sure the student know what is expected in advance.” The program will implement a field orientation for practicum and internship prior to the semester starting on a rolling basis. Students are starting the practicum and internship will be required to attend.
- The program will use Google Classroom to offer counseling supervision training to the site supervisors who do not have counseling supervision training. This will be offered as a professional development course for the site supervisors.
- A site supervisor made a suggestion/recommendation on the site supervisor survey for improving the counselor education program: “Dummy Powerschool to be integrated into a course for students to know prior to field.” The counselor education program will be researching the steps of how to set up a dummy Powerschool account to use as a learning simulation in a counseling course. Faculty were sent an email to see what counseling class recommendations for this to be implemented.
- The site supervisor feedback about internship on the site supervisor evaluation: “Utilize positive self-talk when situations seem hopeless and engage in self-care activities daily.” The faculty are recommending student read articles related to self-care and positive self-talk and positive ways to motivate themselves during their graduate courses. The new faculty member in the counselor education program did a presentation for graduate student appreciation week on tips and tools for graduate student success. This event was attended by 7 counselor education students. The new faculty member has agreed to do a part two of her presentation to address the feedback the site supervisor made concerning self-care and reframing /converting negative thoughts into health thoughts. A recording of the presentation will be sent out to the counselor education students and the PowerPoint will be shared as a resource.