



2018-19

COUNSELOR
EDUCATION ANNUAL
PROGRAM
EVALUATION

USF



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MISSION AND VALUES OF THE COUNSELOR EDUCATION PROGRAM

MISSION STATEMENT

The mission of the Master's Program in Counselor Education is to prepare interpersonally skilled and culturally competent professional counselors who facilitate the personal-social, academic, and career growth and development of those they serve as well as enrich the quality of their student/ clientele lives by assisting them to overcome or resolve the complex, interpersonal, vocational and emotional adjustment problems.

SCHOOL COUNSELING PROGRAM OBJECTIVES

The objectives of the School Counseling program at The University of South Florida are:

- To prepare students with the knowledge and skills associated with the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These 8 core areas are:
 - Professional Counseling Orientation and Ethical Practice
 - Social and Cultural Diversity
 - Human Growth and Development
 - Career Development
 - Counseling and Helping Relationships
 - Group Counseling and Group Work
 - Assessment
 - Research and Program Evaluation
- To prepare students to with the knowledge and skills to effectively implement and develop comprehensive school counseling program within k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students
- To prepare students to identify and serve as professional school counselors, advocates, and leaders who display an appropriate level of self-awareness, sensitivity to others, and the ability to relate to and counsel a diverse group of students

VALUES OF THE PROGRAM

The values of the CEP are consistent with the values promoted by the University of South Florida. These values are:

- Excellence in teaching, research, service, and support activities.
- Free exchange of ideas in the spirit of academic freedom and professional responsibility.
- Contributions to the greater understanding and resolution of societal problems.
- An open and trusting environment in which individuals can expect ethical treatment and civility in all interactions.
- Human diversity, pluralism, and community.
- Shared governance, teamwork, and collaboration in decision-making.
- Personal commitment and contribution to the university's greater good.
- Individual growth and development

PROGRAM OBJECTIVES AND KEY PERFORMANCE INDICATORS

Program Objectives	Key Performance Indicators <i>The School Counseling program at The University of South Florida will evaluate program success in achieving its objectives by measuring the following key performance indicators:</i>
Professional Counseling Orientation and Ethical Practice	<ul style="list-style-type: none"> • Students will demonstrate knowledge and understanding of the counselor's various professional roles and functions in providing ethically sound counseling and advocacy.
Social and Cultural Diversity	<ul style="list-style-type: none"> • Students will demonstrate knowledge and skill of theories of multicultural counseling, cultural identity development • Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination. • Students will demonstrate multicultural counseling competencies as counselors-in-training.
Human Growth and Development	<ul style="list-style-type: none"> • Students will demonstrate the knowledge and skill of culturally and developmentally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan.
Career Development	<ul style="list-style-type: none"> • Students will demonstrate the knowledge and skill of career development theories, assessments, and information resources necessary to facilitate career development and to provide career counseling to clients across the lifespan.
Counseling and Helping Relationships	<ul style="list-style-type: none"> • Students will demonstrate the knowledge and skill of the counseling relationship and processes • Students will demonstrate the knowledge and skill of counseling theories and models for case conceptualization, consultation, evidence-based practice, and assessment as well as the development of a personal model of counseling.
Group Counseling and Group Work	<ul style="list-style-type: none"> • Students will demonstrate knowledge and skill of the development, process, purpose, skills, and stages of group counseling, as well as the roles and responsibilities of group members and effective leaders.
Assessment and Testing	<ul style="list-style-type: none"> • The students will demonstrate knowledge and skill of ethically and culturally competent assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of school settings.
Research and program evaluation	<ul style="list-style-type: none"> • Students will demonstrate knowledge and skill in research methods and program evaluation specifically related to research and program evaluation in school-based settings
Comprehensive school counseling	<ul style="list-style-type: none"> • Students demonstrate knowledge and skills to effectively implement and develop comprehensive school counseling program within k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students and integrate strategies to close the achievement gap among marginalized populations

	<ul style="list-style-type: none">• Students demonstrate dispositions and skills to serve as advocates and school leaders, who demonstrate ability to navigate complex school culture, sensitivity towards all stakeholders and perspectives while balancing the needs of a diverse student body.
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Program Goal	Data point 1	Data point 2	Data point 3	Data point 4	Data point 5	Data point 6	Data point 7	Data point 8
Professional Counseling Orientation and Ethical Practice	The student Application package and group interview <i>Formative</i>	Student Progress evaluation MHS 6006 and MHS 6800 <i>Formative & Interim</i>	MHS 6700 Ethics Paper <i>Interim</i>	CPCE Section 8 Professional Orientation and Ethical Practice <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>	Employer Survey <i>Summative</i>	
Social and Cultural Diversity	Admissions screening Interview and paper <i>Formative</i>	MHS 6420 Cultural investigation/paper presentation <i>Formative</i>	MHS 6800 multicultural audio tape <i>Interim</i>	CPCE Section 2 Social & Cultural Diversity <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>		
Human Growth and Development	MHS 6470 Intervention Curriculum <i>Interim</i>	CPCE Section 1 Human Growth and Development <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>				
Career Development	MHS 6340 Career Information Safari <i>Interim</i>	MHS 6340 Career Counseling Demonstration videos <i>Interim</i>	CPCE Section 5 Career development <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>			

Counseling and Helping Relationships	MHS 6006 Video Demonstrations <i>Formative</i>	MHS 6400 Student counseling theory live role play <i>Interim</i>	MHS 6400 Personal Theory Paper <i>Interim</i>	CPCE Section 3 Helping Relationships <i>Summative</i>	SDS 6820 Documented and Observed Internship Experiences <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>	Employer Survey <i>Summative</i>
Group Counseling and Group Work	MHS 6509 Group Manual <i>Interim</i>	Practicum student-led group <i>Interim</i>	CPCE Section 4 group work <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>			
Assessment	MHS 6200 Case Study <i>Interim</i>	Site Supervisor Survey <i>Summative</i>	CPCE Section 6 Assessment <i>Summative</i>	Graduate Survey <i>Summative</i>	Employer Survey <i>Summative</i>			
Research Program Eval	SDS 6820 Accountability Project <i>Interim</i>	CPCE Section 7 Research and Program Evaluation <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>				
School Counselor Competency	SDS 6820 Guidance Plan <i>Interim</i>	MHS 6418 Student Success Skills Curriculum <i>Interim</i>	MHS 6418 Student Success Skills Presentation <i>Interim</i>	School Counseling & Guidance K-12 test <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>	Employer Survey <i>Summative</i>	

School Counselor Dispositions	Student Progress evaluation MHS 6006 <i>Formative</i>	Student Progress evaluation MHS 6800 <i>Formative & Interim</i>	SDS 6820 Documented Internship Experiences <i>Summative</i>	Site Supervisor Survey <i>Summative</i>	Graduate Survey <i>Summative</i>	Employer Survey <i>Summative</i>		
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EXECUTIVE SUMMARY

The counselor education program at USF has undergone considerable transition over the past 5 years: The combined impact of USF's rehabilitation program, housed in a different college, earning clinical rehabilitation status, and the retirement and departure of key tenured faculty foreground diminished enrolment and faculty lines and cast the clinical mental health program and doctoral program into dormancy. During this transition, the USF school counseling program remained strong, and since 2016, the USF Counselor Education rearticulated the mission of the program to reflect the centrality of the school counseling program to the academic unit. To strengthen the school counseling specialty, 2 tenure-line faculty (1 assistant and 1 associate) with school counseling backgrounds were hired and curricula revised to reflect a dedicated school counseling focus. Given this significant shift, the evaluation plan was drafted with a focus on the specialty of school counseling, and this report presents data from 2018-2019 evaluation cycle. Faculty gathered formative, interim and summative data to establish the extent to which the program was fulfilling its mission statement and meeting its 10 program goals, related to the 8 CACREP, school counseling competency, and school counselor dispositions.

PROGRAM STRENGTHS

MULTICULTURAL COMPETENCY: Our holistic assessment of students, commencing in the interview process, appears to be an effective gatekeeping practice in admitting students who are interpersonally and interculturally sensitive. Formative evaluation of student dispositions continues into the first semester via the Student Progress Evaluation. Interim data points drawn from multicultural counseling class, indicate that students advance well in this domain, and summative data drawn from site supervisor and alumni surveys suggests the program is strong in preparing multiculturally and interpersonally sensitive counselors

PROFESSIONAL IDENTITY & HELPING RELATIONS: The areas of Professional Identity and Helping Relations were other areas of strength for the counselor education program. Although we have transitioned to a dedicated school program, the art and science of counseling, assessed in these domains, continues to remain a program strength. Similar to cultural sensitivity, we comprehensively and frequently assess students in these areas, and the strong emphasis on experiential learning provides ample opportunity for students to transfer knowledge to applied contexts before fieldwork placement. Site supervisors, graduates, and employers triangulate that professional identity and helping relations is a programmatic strength. Further faculty have a strong counseling identity evidenced by their publication and presentation records and leadership in State and National counseling associations, which we believe helps stimulate students' professional identity development.

COMPREHENSIVE SCHOOL COUNSELING: The counselor education program appears to be effective in preparing students in the area of school counseling. The transition of the program to a school counseling only track permits core faculty to teach all courses with a clear school counseling focus. Informal feedback from counseling supervisors and employers attest to the value of USF school counseling graduates and underscores our high post-graduation

employment rate. Worth noting is that many of our graduates receive employment offers before graduation.

COUNSELING KNOWLEDGE. Although we recognize that tests offer a unidimensional presentation of students' ability and skill, our students consistently outperform the National and State sample on the Comprehensive Preparation Counseling Examination (CPCE) and on Florida's Counseling & Guidance K-12 test, indicating that USF school counseling students have a robust knowledge of both the 8 core counseling domains and comprehensive school counseling programs. Site supervisors and graduates all rated the program good- to very good in terms of developing students' knowledge and skills across all areas of counseling and school counseling competency.

AREAS OF IMPROVEMENT

PROGRAM OF STUDY & ACCREDITATION: The number of students who register for classes upon acceptance to the program is disproportionate to the number of students accepted. Florida students without a background in teaching are required to take 9 hours of coursework in teacher preparation; consequently, the school counseling programs in Florida are longer than in other States across the USA. Despite this requirement, our program of study is longer than our peer institutions, and we believe this influences students' decision to go elsewhere to pursue their masters in school counseling. In the 2018/19 academic year, we applied to reduce all our 4-hour classes to 3-hour offerings. This change will reduce our program of study by 7 credit hours, and upon acceptance by the FL DOE, our program of study will align, in terms of credit hours, to our peer institutions. We also believe our lapsed CACREP status affects students' decisions to not enroll at USF, as it can affect the portability of one's license and perceived quality of the counselor education program.

CONTENT AREAS OF CONCERN: Although we met our program goals, we do have some concerns particularly in those areas that were scored lower, and with higher standard deviations, by site supervisors and alumni (Career, Human Growth & Development, Assessment, & Program Evaluation). The classes that cover human growth and development and research are taught at the college level, and as such, they have not been taught with an exclusive counseling or school counseling focus. In the fall of 2019, Dr. Davis will be teaching EDF 6354 Human Development & Personality Theory. This change will allow us to teach this domain through the lens of school counseling, with an emphasis on play in early childhood, which reflects Dr. Davis's specialty. Regarding the other areas, one site supervisors suggested there are limited opportunities to meaningfully address career counseling in elementary settings, which may result in fewer applied learning experiences. Further, we theorize that school counselors complicated relationship with assessment may reflect slightly depressed scores in this area. Without more information, little can be gleaned from the data. With this in mind, we plan to conduct focus groups with current students, graduates, and site supervisors to better understand the data and if there is a need for program or curricula changes.

CHALK AND WIRE: The Florida Department of Education requires that students enrolled in educator preparation programs leading to teacher certification complete critical tasks/assignments in several of their professional preparation classes. USF's College of

Education adopted Chalk and Wire as an online portfolio system to assess students learning and competency concerning these critical tasks. Because our school counseling program is an initial preparation program, our students are required to be evaluated on the 12 accomplished practices outlined by the Florida Department of Education. Although these standards are not necessarily relevant to CACREP, there are many overlapping domains, and consequently, we have been able to utilize the Chalk and Wire e-portfolio to monitor student learning relative to both DOE regulations and CACREP Standards.

While Chalk and Wire is a useful system to assess students relative to CACREP standards and organize data within a single program, we have noted some problems with interrater reliability and existing metrics, which affect the quality of data. First, we have noted inconsistency across instructors regarding scoring- with many of us guilty of elevated scoring. To address this issue, we plan to convene as a faculty at the beginning of the fall semester to align our grading procedure and communicate these procedures to non-core faculty. The second area of concern relates to the field-based evaluation rubric, which is currently a binary-scale and does not permit for a nuanced and accurate evaluation of student competency. While all other Chalk and Wire rubrics are scored on a 5-point scale, the rationale for removing scoring columns from the practicum and internship rubric was the pass-fail structure of field-based courses. Nonetheless, we have found the current rubric yields thin data, and we plan to revise the rubric to reflect a 5-point scale. As discussed in the report changes to Chalk and Wire Rubrics have to be approved at the college level, therefore updating rubrics does take time.

OTHER CURRICULUM REVISIONS: While changes in this area, did not emerge directly from our program evaluation one area of revision that emerged from our curriculum crosswalk was to add an emphasis of school counseling for post-secondary settings to our program of study. Before 2016, the program offered a clinical mental health track, and MHS 6311 Online Services in Counseling was a class designed with the CMH program in mind. We were able to use the shell of this course to launch “College Access Counseling” and bridge the curriculum gap in addressing standards relative to post-secondary counseling,

PROGRAM OBJECTIVE (PO) 1: PROFESSIONAL IDENTITY SUMMARY OF FINDINGS

Key Performance Indicator:

- Students will demonstrate knowledge and understanding of the counselor's various professional roles and functions in providing ethically sound counseling and advocacy.

Data Point	Goal	Results
Data Point 1: Pre-Admissions Screening Interview	All prospective students will participate in a group interview for faculty to assess their professionalism and potential to develop a counselor disposition.	Met. In Spring 2018 we received 49 applications, of those applicants with completed files and who met minimum eligibility criteria as outlined in the graduate handbook, we interviewed 34, admitted 23, denied 11, and ultimately 15 students registered for classes.
Data Point 2: Student Progress Evaluation	100% of students will be evaluated in MHS 6006 Principles of Counseling and at the end of MHS 6006 Practicum, and remediated as necessary as outlined in the student retention policy	Met: The student progress evaluation tool has assisted us to assess <u>all</u> students at critical junctures and provide targeted and timely feedback and support
Data Point 3: Ethics Paper	Students must score a 3 or higher on a 5-point on the Ethics Paper Rubric .	Met The mean score of students from the 2018 cohort who uploaded the ethics paper to Chalk and Wire was 5 on a 5-point scale where 3 represents the minimum and 5 represents the maximum passing criteria
Data Point 4: CPCE section 8: Professional Orientation & Ethical Practice	The USF student mean on the CPCE Section 8 will be the same or exceed one standard deviation of national mean	Met: In Spring 2018, we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of professional practice was 11.4, with a standard deviation of 2.7. The mean score of USF counselor education students was 12.3 with a standard deviation of 3.4
Data Point 5: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of professional practice	Met: Out of 16 respondents, the mean score on this item related to professional identity was 4.7 with a standard deviation of 0.6

Data Point 6: Alumni Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area of professional practice	Met Out of 20 respondents, the mean score on this item related to professional identity and ethics was 4.6 with a standard deviation of 0.6
Data Point 7: Employer survey	School counseling directors rate USF graduates employed in their district at least a 3 on a 4-point scale, where 1 represents emerging and 4 represents exceptional.	Met: The mean score on all items related to professional practice and ethics was at least a 3.0 on a 4.0 scale.

DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 1: PROFESSIONAL IDENTITY

DATA POINT 1: PROGRAM ADMISSION PROCEDURES

BRIEF DESCRIPTION OF METHOD

Prospective students are screened for academic ability and fit for the counseling profession, professionalism behaviors, and the ability to self-reflect during the admissions process. The Student Handbook provides information on the process of admissions and profession dispositions screening tool. Below are the results of the last admission cycle:

GOAL: Met: All prospective students will participate in a group interview for faculty to assess their professionalism and potential to develop a counselor disposition.

RESULTS:

In Spring 2018 we received 49 applications, of those applicants with completed files and who met minimum eligibility criteria as outlined in the graduate handbook, we interviewed 34, admitted 23, denied 11, and ultimately 15 students registered for classes. The average GRE score of students accepted to the program was 147 verbal and 145 quantitative and was comparable to students who were not admitted to the program.

SUPPORTIVE DOCUMENTS: 2018-19 APPLICATION SPREADSHEET



2018 2019
application

RECOMMENDED CHANGES BASED ON RESULTS

Our screening procedure consisting of an in-person interview and essay prompt appears to be an effective gate-keeping process. A lack of differentiation in academic profiles between students admitted and students denied, as indicated on the attached application spreadsheet, illustrates that decisions to admit students are based upon department factors and demonstrated potential of fit for the school counseling field. One programmatic concern that is reflected in our admission process is the high number of prospective students who decide not to come to USF after acceptance. We believe this is due, in part, to our lapsed CACREP status, and a program of study that exceeds the number of credit than our peer institutions. To address these concerns, we have petitioned to reduce all of the MHS 4-hour classes to 3 credit classes, and we are currently awaiting approval at the DOE level. Regarding CACREP, we are working towards completing a new self-study.

DATA POINT 2: STUDENT PROGRESS EVALUATION

BRIEF DESCRIPTION OF METHOD

A formal meeting is held at the end of every semester to review the progress of all students. Students are evaluated at two points: The completion of MHS 6006 Trends and Principles of Counseling and the end of MHS 6006 Practicum. Faculty members assess all students, and if there is a concern about any student, faculty members follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: 100% of students will be evaluated in MHS 6006 Principles of Counseling and the end of MHS 6006 Practicum, and remediated as necessary as outlined in the student retention policy

RESULTS

The overarching majority of students scored in the target range on all items. The students who were noted as an instructor concern or below were remediated following procedures outlined in the student handbook.

	MHS 6006			MHS 6006		
	TARGET	CONCERN	BELOW	TARGET	CONCERN	BELOW
Openness to New Ideas	93%	7%	0%	100%	0%	0%
Flexibility	93%	7%	0%	89%	11%	0%
Cooperativeness	100%	0%	0%	89%	0%	11%
Willingness to Accept Sensitivity and Respect	86%	14%	0%	89%	0%	11%
Ability to Deal With Conflict	100%	0%	0%	78%	22%	0%
Ability to Accept Responsibility	100%	0%	0%	89%	0%	11%
Ability to Express feelings	93%	7%	0%	89%	0%	11%

Attention to Ethical and Legal	100%	0%	0%	78%	11%	11%
Professionalism	93%	7%	0%	89%	11%	0%
Initiative and Motivation	93%	7%	0%	89%	0%	11%
Writing Skills	93%	7%	0%	89%	11%	0%
Oral Presentation Skills	100%	0%	0%	89%	11%	0%
Overall Progress in Program	100%	0%	0%	78%	11%	11%

SUPPORTIVE DOCUMENTATION: STUDENT PROGRESS EVALUATION RECORD SHEET



RECOMMENDED CHANGES BASED ON RESULTS

The strong pattern of target scores particularly in the introductory course MHS 6006, indicates that our gatekeeping process that commences in the holistic interview process is effective in admitting students with dispositions and academic skills aligned to the counseling profession. While we witnessed a decline in scores across the same students in practicum, we believe this is attributable to the transition from textbook and simulated learning environment to real-world settings. In sum, we have found the student progress evaluation tool has assisted us to assess all students at critical junctures and provide targeted and timely feedback and support. Therefore, we are not recommending any changes at this time, beyond, uploading the rubric to Chalk and Wire to centralize our data storage.

DATA POINT 3: 6700 ETHICS PAPER

BRIEF DESCRIPTION OF METHOD

Students will demonstrate an understanding of ethics by providing a clear discussion of most pertinent ethical concepts, illustrations and examples from the current empirical literature. The data will be analyzed by the full faculty at the semi-annual program evaluation retreat to identify trends and any potential concerns that need to be addressed by the program faculty regarding curriculum changes, and teaching methods.

GOAL: Students must score a 3 or higher on a 5-point on the Ethic Paper Rubric

RESULTS

The mean score of students from the 2018 cohort who uploaded the ethics paper to Chalk and Wire was 5 on a 5-point scale where 3 represents the minimum and 5 represents the maximum passing criteria. The minimum student score was 3, and the maximum score was 5, with a mean score 5 with a standard deviation of 0.6

SUPPORTIVE DOCUMENTATION: CHALK AND WIRE RESULTS



Counselor
Education

GOAL: Met

RECOMMENDED CHANGES BASED ON RESULTS

Students take MHS 6700 legal and ethical counseling in their first semester; therefore, this paper represents a culmination of their learning at a formative juncture of their program of studies. This signature assignment serves as a formative gatekeeping tool to help us assess if our first students can understand and apply ethical principles to the counseling milieu. As evidenced by our 2018 results, students met our program goal. Nonetheless, as a faculty we need to review our assessment of students work via the existing rubric as the mean score of students' works was assessed at the outstanding level (5), which seems a little elevated. Despite this concern, student scores on the item about legal and ethical considerations on the Student Progress Evaluation were similarly high and appeared to triangulate results of this data source.

DATA POINT 4: CPCE SECTION 8 PROFESSIONAL ORIENTATION & ETHICAL PRACTICE

BRIEF DESCRIPTION OF METHOD

Students will take the CPCE concurrent to Practicum. The comps coordinator will analyze section scores and report results to the faculty consistent with the procedure outlined Counseling Graduate Student Handbook. Individual students who do not meet the cutoff score, greater than 1 standard deviation below the mean, will be remediated per procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: The USF student mean on the CPCE Section 8 will be the same or exceed one standard deviation of national mean

RESULTS:

In Spring 2018 we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of professional practice was 11.4 with a standard deviation of 2.7. The mean score of USF counselor education students was 12.3, with a standard deviation of 3.4.

SUPPORTIVE DOCUMENTATION

CPCE DATA

RECOMMENDED CHANGES BASED ON RESULTS

Although the mean score of USF counselor education students exceeded the mean passing score of the national sample, two students failed section 8 of the CPCE. In 2018 we revised our CPCE retake policy. Before the revision, students who failed parts of the CPCE were required to retake the class corresponding to the curricular area of deficit. New faculty who have joined the program since 2016 felt this was an unfair and overly punitive consequence, and sought to revise the policy to create a fairer pathway for remediation. The new policy, which is outlined in detail in the Student Handbook, allows students to retake the CPCE with a focus on those areas where their previous score failed to meet the minimum cut off score. In the event a student does not meet the passing criteria in a retake of the CPCE, he/she/ they are then given an option to participate in a written examination to remit all areas of weakness. Regarding the two students who failed section 8, one student met passing criteria in the second iteration, and the other student met target criteria in a written examination that assessed this domain.

DATA POINT 5: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program regarding the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of professional orientation and ethics

RESULTS

Out of 16 respondents, the mean score on this item related to professional identity was 4.7 with a standard deviation of 0.6

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Site supervisors consistently rated the program high in regard to students' professional identity and ethics. The professional identity item on the graduate student survey was similarly high, indicating that our school counseling students, by the culmination of their professional induction experience, exhibit a robust counselor identity and adhere to ethical counselor practice. No changes recommended.

DATA POINT 6: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice

across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: Met: For alumni to rate the counselor education program at least a 4 on a 5point scale in the area of professional practice

RESULTS

Out of 20 respondents, the mean score on this item related to professional identity was 4.6 with a standard deviation of 0.6

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Alumni consistently rated the program high in regard to shaping their professional identity. The professional identity item on the supervisor survey was similarly high, indicating that our school counselor graduates possess a robust counselor identity in the area of school counseling. No changes recommended.

DATA POINT 7: EMPLOYER SURVEY

BRIEF DESCRIPTION OF METHOD

The majority of our graduates find employment in the 4 surrounding school districts: Hillsborough, Pinellas, Polk, and Pasco Counties. School counselor directors were invited to complete a survey to assess the caliber of USF school counseling graduates employed in their respective county, in the areas of communication & collaboration, assessment, program delivery, and professionalism. Survey data from items specific to communication, collaboration, professionalism, and ethics align to the domain of professional identity are presented below. Additional qualitative data from open-ended items that asked employers to reflect on both the strengths and areas of growth are also included in the results.

GOAL: Met: School counseling directors rate USF graduates employed in their district at least a 3 on a 4-point scale, (1= emerging, 2 = basic, 3= competent, 4= exceptional), in the areas of professional orientation and ethical practice.

RESULTS

The professional school counselor implements an effective referral process with administrators, teachers, parents,	The school counselor provides effective consultation services to administrators,	The professional school counselor establishes rapport with parents, teachers, administrators,	The professional school counselor collaborates to help students establish goals and develop and
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and other school personnel	teachers, parents, and other school personnel	and other relevant individuals.	use planning skills
N=5	N=5	N=5	N=5
MINIMUM=1	MINIMUM=1	MINIMUM=1	MINIMUM=1
MAXIMUM=4	MAXIMUM=4	MAXIMUM=4	MAXIMUM=4
MEAN = 3	MEAN= 3.6	MEAN = 3	MEAN= 3
SD=N 0.49	SD= 0.49	SD=N 0.49	SD= 0.49

The professional school counselor adheres to ASCA Ethical Standards	The professional school counselor takes a leadership role within the department, the school setting, and the community	The school counselor exhibits strong interpersonal relations with students, staff, and parents	The professional school counselor engages in leadership opportunities within and outside the school, advocates on behalf of and with students, and advocates for the school counseling profession.
N=5	N=5	N=5	N=5
MINIMUM=1	MINIMUM=1	MINIMUM=1	MINIMUM=1
MAXIMUM=4	MAXIMUM=4	MAXIMUM=4	MAXIMUM=4
MEAN = 3.8	MEAN= 3	MEAN = 3.6	MEAN= 3
SD=N 0.4	SD= 0.63	SD=N 0.49	SD= 0.63

QUALITATIVE RESULTS

Graduate strengths

- Very knowledgeable about theory and advocacy for school counseling programs
- Skilled at applying research-based- social-emotional, behavioral, interventions to close the achievement gap
- Very aware of the school counselor's role and realistic expectations
- Willingness to learn is the strongest quality of USF grads; they are continually striving to be the best counselor they can be

Areas of growth

- Balancing excessive workloads and demands
- How to use data to adjust their counseling services and program and to be an advocate for their programs
- There continues to be a lag in understanding between hypothetical situations and the real world of the school counselor. I believe it would be beneficial to have more interaction with current school counselors and or supervisors to present this information. I do understand that it is not possible "to get it fully" before being hired as a school counselor

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

On average, USF graduates were rated competent or above across several areas of professional practice by area employers, with ethics, interpersonal relations with stakeholders, and consultation standing out as notable strengths. Qualitative findings support employers' positive ratings and speak to the high regard area supervisors hold towards USF school counseling graduates. The area of growth item provided interesting, yet, somewhat contradictory data. We appreciate the suggestion to expose our students to real-world school counselors to the greatest extent, before their professional induction experience. To this end, we have adopted a strategy to bring in practicing school counselors to provide real-world perspective and feedback in our introductory course Trends and Principles of Counseling and Group Counseling.

PROGRAM OBJECTIVE 2: SOCIAL & CULTURAL DIVERSITY SUMMARY OF FINDINGS

Key Performance Indicator:

- Students will demonstrate knowledge and skill of theories of multicultural counseling, cultural identity development
- Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination.
- Students will demonstrate multicultural counseling competencies as counselors-in-training.

Data Point	Goal	Results
Data Point 1: Pre-Admissions Screening Interview & essay	All prospective students will participate be screened for multicultural sensitivity and self-awareness.	Met. All prospective students were assessed on their openness to diversity, and admission decisions were informed by their potential to practice inclusive counseling.
Data Point 2: MHS 6420 Cultural investigation/paper presentation	Students will score a 3 or higher on a 5-point rubric	Met: The mean score of students assessed for multicultural competence based upon their multicultural audio tape was 5 on a 5-point scale where 3 represents the minimum and 5 represents the maximum passing criteria
Data Point 3: MHS 6800 multicultural audio tape	Students will score a 3 or higher on a 5-point rubric	Met The mean score of students who were assessed for multicultural competence based upon their multicultural audio tape was 4 on a 5-point scale where 3 represents the minimum and 5 represents the maximum passing criteria, and the standard deviation was 0.4
Data Point 4: CPCE Section 2 Social & Cultural Diversity	The USF student mean on the CPCE Section 2 will be the same or exceed one standard deviation of national mean	Met: In Spring 2018, we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of social-cultural diversity was 10.3, with a standard deviation of 2.5. The mean score of USF counselor education students was 12.2, with a standard deviation of 1.1.
Data Point 5: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of diversity	Met: Out of 16 respondents, the mean score on this item related to professional identity was 4.7 with a standard deviation of 0.6

Data Point 6: Alumni Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area of diversity.	Met Out of 20 respondents, the mean score on this item related to professional identity and ethics was 4.6 with a standard deviation of 0.6
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DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 2: SOCIAL & CULTURAL DIVERSITY

DATA POINT 1: PRE-ADMISSIONS SCREENING INTERVIEW & ESSAY

BRIEF DESCRIPTION OF METHOD

Prospective students are screened for multicultural sensitivity in a pre-admission interview by requiring them to articulate a verbal and written response regarding their openness to working with all societal groups. Student responses are reviewed by all faculty to assess potential for multicultural competence

GOAL: Met: All prospective students will be assessed on their openness to working with all societal groups and potential to develop multicultural competence

RESULTS:

In Spring 2018 we received 49 applications, of those applicants with completed files and who met minimum eligibility criteria as outlined in the graduate handbook, we interviewed 34, admitted 23, denied 11, and ultimately 15 students registered for classes. The average GRE score of students accepted to the program was 147 verbal and 145 quantitative, and was comparable to students who were not admitted to the program, and illustrates that dispositional factors determine a final assessment of student eligibility for the USF counselor education program.

SUPPORTIVE DOCUMENTS



2018 2019
application

RECOMMENDED CHANGES BASED ON RESULTS

Our screening procedure consisting of an in-person interview that contains a series of diversity questions and a diversity-focused essay prompt appears to be a useful gate-keeping tool to screen student's potential for multicultural sensitivity and openness to difference. An informal source of external validity that seems to verify the effectiveness of our screening process is 100% of students were reported as on target in the category of "sensitivity towards others" on the student progress evaluation completed by faculty at the culmination of students' first semester in the program. No changes recommended

DATA POINT 2: MHS 6420 CULTURAL INVESTIGATION/ PAPER PRESENTATION

BRIEF DESCRIPTION OF METHOD

Students take the multicultural counseling class in the second semester of their first year. This signature assignment is an interim assessment of students' multicultural sensitivity and serves a vital gatekeeping function before entry to practicum in the following semester. In the context of this assignment, students are required to demonstrate an understanding of diversity as it relates to guidance and counseling through completing a comprehensive interview with a person from a different cultural/racial background.

GOAL: Students must score a 3 or higher on a 5-point rubric

RESULTS: The mean score of students assessed for multicultural competence based upon their cultural investigation paper was 5, with a minimum score of 5 and a maximum score of 5 and a standard deviation of 0

SUPPORTIVE DOCUMENTS

[EMAIL FROM COE ASSESSMENT OFFICE](#)



Counselor
Education

GOAL: Met

RECOMMENDED CHANGES BASED ON RESULTS

Based on aggregated rubric data, students appear to have demonstrated multicultural understanding and sensitivity. The only change we recommend is to exercise moderation in the scoring of rubrics, as theoretically all students scored in the "exceptional" category which appears to be an inflated rating.

DATA POINT 3: MHS 6800 MULTICULTURAL AUDIO TAPE

BRIEF DESCRIPTION OF METHOD

This data point is extracted in MHS 6800 Practicum and represents a penultimate assessment of students' multicultural competence before their advancement to internship. This signature

assignment is intended for students to demonstrate evidence of multicultural competence through case presentations and in group and individual sessions. The case presentation is uploaded to chalk and wire at the end of the semester.

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

The mean score of students who were assessed for multicultural competence based upon their multicultural audio tape was 4 on a 5-point scale with a standard deviation of 0.4.

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

Based on aggregated rubric data, students appear to demonstrate skill in practicing multicultural counseling. While the mean score on this indicator is lower than the Cultural Investigation Paper (data point 2), we theorize that this is a consequence of students having to demonstrate real-world application of skills versus simply demonstrating knowledge via a term paper. No changes recommended.

DATA POINT 4: CPCE SECTION 2 SOCIAL AND CULTURAL DIVERSITY

BRIEF DESCRIPTION OF METHOD

The comps coordinator will analyze section scores and report results to the faculty consistent with the procedure outlined Counseling Graduate Student Handbook. Individual students who do not meet the cutoff score will follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: The USF student mean on the CPCE Section 2 will be the same or exceed one standard deviation of national mean

RESULTS:

In Spring 2018 we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of social, cultural diversity was 10.3, with a standard deviation of 2.5. The mean score of USF counselor education students was 12.2, with a standard deviation of 1.1.

SUPPORTIVE DOCUMENTATION

CPCE DATA

RECOMMENDED CHANGES BASED ON RESULTS

The mean score of USF counselor education students exceeded the mean passing score of the national sample, and the standard deviation was small, indicating consistency of students' scores in this domain. Despite positive data, we did revise the CPCE retake policy, which is outlined in detail in the Student Handbook and described in section one (professional orientation and ethical practice) of this report.

DATA POINT 5: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of social and cultural diversity

RESULTS

Out of 16 respondents, the mean score on this item related to professional identity was 4.3 with a standard deviation of 0.8

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Site supervisors average rating of students social and cultural competence was 4.3 on a 5-point scale, indicating that our school counseling students by the culmination of their professional induction experience exhibit a good level of multicultural competence that we expect will continue to develop as they grow as professionals. The standard deviation of almost 1 on a 5-point scale, suggests a degree of inconsistency in supervisor responses, and while we met our goal, we may consider soliciting qualitative feedback to understand if lower scores related to natural developmental level or other issues.

DATA POINT 6: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: For alumni to rate the counselor education program at least a 4 on a 5point scale in the area of social and cultural diversity

RESULTS

Out of 20 respondents, the mean score on this item related to professional identity was 4.7 with a standard deviation of 0.6

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



GOAL: Met

RECOMMENDED CHANGES BASED ON RESULTS

Alumni consistently rated the program high in regard to shaping social and cultural competence. While students self-rated the program higher than site supervisors, little can be inferred from this difference since graduates reflect a different population than the field-based students whom site supervisors are assessing. It may be prudent to survey field-based students to determine where they self-rate in the area of social, cultural competency in comparison to their site supervisors, and graduates.

PROGRAM OBJECTIVE (PO) 3: HUMAN GROWTH AND DEVELOPMENT SUMMARY OF FINDINGS PROGRAM

Key Performance Indicator: Students will demonstrate the knowledge and skill of culturally and developmentally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan

Data Point	Goal	Results
Data Point 1: MHS 6470 Intervention Curriculum	Students must score a 3 or higher on a 5-point rubric.	Met: Students scored a 5 on a 5-point scale where 3 represents the minimum, and 5 represents the maximum passing criteria.
Data Point 2: CPCE Section 1 Human Growth and Development	The USF student mean on the CPCE Section 1 will be the same or exceed one standard deviation of national mean	Met: In Spring 2018, we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of Human Growth and Development was 11.94, with a standard deviation of 2.6. The mean score of USF counselor education students was 14.1, with a standard deviation of 1.1.
Data Point 3: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of Human Growth and Development.	Met: Out of 16 respondents, the mean score on this item related to human growth and development was 4.4 with a standard deviation of 0.7
Data Point 4: Alumni Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area of professional practice	Met. Out of 20 respondents, the mean score on this item related to professional identity was 4.2 with a standard deviation of 0.9

DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 3: HUMAN GROWTH AND DEVELOPMENT

DATA POINT 1: MHS 6470 INTERVENTION CURRICULUM

BRIEF DESCRIPTION OF METHOD

Students will develop an intervention or prevention curriculum using an effective approach to develop understanding in an important topic in sexuality. The curriculum will be designed for the elementary, middle, and high school levels, and then shared with the class.

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

The mean score on the Intervention Curriculum was 5, with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5.

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

Based on aggregated rubric data, students appear to understand human sexuality issues through the lens of child and adolescent development, and in application to school settings. We do recommend faculty exercise moderation in the scoring of rubrics, as based on the mean score, the majority of students scored in the "exceptional" category which appears to be an inflated rating. Another issue regarding the assessment of this program goal is the lack of formative data points, as students do not take MHS 6470 Human Sexuality and Development until the summer of their second year of the program, yet this assignment constitutes our first data point. In the future, we will also be adding a data point to EDF 6354 Human Development & Personality Theory, which students take in their first semester of the program. The return of this class to the counselor education program scheduled to occur in Fall, 2019 is going to allow us to gather meaningful data at an earlier juncture.

DATA POINT 2: CPCE SECTION 1 HUMAN GROWTH & DEVELOPMENT

BRIEF DESCRIPTION OF METHOD

The comps coordinator will analyze section scores and report results to the faculty consistent with the procedure outlined Counseling Graduate Student Handbook. Individual students who do not meet the cutoff score will follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: The USF student mean on the CPCE Section 1 will be the same or exceed one standard deviation of national mean

RESULTS:

In Spring 2018 we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of Human Growth and Development was 11.94, with a standard deviation of 2.6. The mean score of USF counselor education students was 14.1, with a standard deviation of 1.1.

SUPPORTIVE DOCUMENTATION

CPCE DATA

RECOMMENDED CHANGES BASED ON RESULTS

The mean score of USF counselor education students exceeded the mean passing score of the national sample, and the standard deviation was small, indicating consistency of students' scores in this domain. Despite positive data, we did revise the CPCE retake policy, which is outlined in detail in the Student Handbook and described in section one (professional orientation and ethical practice) of this report.

DATA POINT 3: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program regarding the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of human growth and development

RESULTS

Out of 16 respondents, the mean score on this item related to human growth and development was 4.4 with a standard deviation of 0.7

SUPPORTIVE DOCUMENTATION

RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Site supervisors average rating of students was 4.4 on a 5-point scale, indicating that our school counseling students, by the culmination of their professional induction experience, exhibit a good level of knowledge and skill in the area of human growth and development. The standard deviation of almost 1 on a 5-point scale, suggests a degree of inconsistency in supervisor responses, and while we met our goal, we may consider soliciting qualitative feedback to understand supervisor responses in this domain better.

DATA POINT 4: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program regarding the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: Met: For alumni to rate the counselor education program at least a 4 on a 5point scale in the area of human growth and development

RESULTS

Out of 20 respondents, the mean score on this item related to professional identity was 4.2 with a standard deviation of 0.9

SUPPORTIVE DOCUMENTATION

RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Alumni consistently rated the program good in regard to developing competence in the area of human growth and development. Nonetheless, this rating was one of the lower rated domains, and the standard deviation of 1 on a 5-point scale suggests a degree of variation in scores. EDF 6354, Human Development & Personality Theory, is a College of Education (COE) class, and our students are taught alongside graduate students from other programs in the COE. We have found this factor a challenge concerning the consistency of assignments and addressing this domain specifically through a school counseling lens. One notable change that we have enacted for the upcoming academic year is to teach this class within our program, with the intent that we can better teach human growth and development as it directly relates to developmental school counseling. Since we'll have more control over the curriculum, this modification permits us to add a data collection data point at an earlier juncture in students' program of study to ascertain if students are on target in the area of human growth and development

PROGRAM OBJECTIVE 4: CAREER DEVELOPMENT SUMMARY OF FINDINGS

Key Performance Indicator:

Students will demonstrate the knowledge and skill of career development theories, assessments, and information resources necessary to facilitate career development and to provide career counseling to clients across the lifespan.

Data Point	Goal	Results
Data Point 1: MHS 6340 Career Information Safari	Students will score a 3 or higher on a 5-point rubric.	Met: The mean score on the "Career Information Safari" was 5, with a minimum score of 4 and a maximum score of 5 and a standard deviation of 0.4.
Data Point 2: MHS 6340 Career Counseling Demonstration videos	Students will score a 3 or higher on a 5-point rubric .	Met: Based on faculty review of students' videos, the mean score was 5, with a minimum passing score of 4, the maximum passing score was 5, and a standard deviation of 0.3.
Data point 3 CPCE Section 5 Career development	The USF student mean on the CPCE Section 5 will be the same or exceed one standard deviation of national mean	Met: The national mean score in the area of Career Development was 9.7, with a standard deviation of 2.7. The mean score of USF counselor education students was 11.4 with a standard deviation of 2.4
Data Point 4: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of Career Development.	Met: Out of 16 respondents, the mean score on this item related to career development was 4.1, with a standard deviation of 0.8.
Data Point 5: Graduate Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area career development	Met: Out of 20 respondents, the mean score on this item related to career development was 4.2 with a standard deviation of 0.9

DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 4: CAREER DEVELOPMENT

DATA POINT 1: MHS 6340 CAREER INFORMATION SAFARI

BRIEF DESCRIPTION OF METHOD

Students demonstrate current technologies to expand knowledge of career information sources through investigation of an occupation or a career related topic

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

The mean score on the "Career Information Safari" was 5, with a minimum score of 4 and a maximum score of 5 and a standard deviation of 0.4.

SUPPORTIVE DOCUMENTS

RECOMMENDED CHANGES BASED ON RESULTS

Similar to data from other Chalk and Wire rubrics, the mean of students' work was all scored in the "exceptional range," which we believe is an elevated rating. More likely, students work was in the average to good range. Further, the "Career Information Safari" assesses knowledge as opposed to skill application. Higher scores on a career counseling rubric associated with knowledge contrast with the moderate scores on skills assessments evidenced by the site supervisor and alumni survey. While more information is needed, it appears that students get less practice in the career counseling domain during their field-based experience. Limited opportunities to practice career counseling during their professional induction experiences may result in students developing less efficacy in the area of career counseling that persists into their professional practice. To address these issues, we plan to convene before the beginning of the fall semester to review our rubric scoring procedures and conduct focus groups with program alumni to establish how the program can better bridge theory to practice in the domain of career counseling.

DATA POINT 2: MHS 6340 CAREER COUNSELING DEMONSTRATION VIDEOS

BRIEF DESCRIPTION OF METHOD

Students will demonstrate key career counseling tasks (e.g., resume development, career assessment, information giving) along with their developing career theory and skills in a series of mock career counseling sessions

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS: The mean score was 5, with a minimum passing score of 4, the maximum passing score was 5, and a standard deviation of 0.3.

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

While we met our objective, high rubric scores may give an unrealistic snapshot of students' skill in the area of career counseling. Although this data point assesses students' skill in the area of career counseling; application of skills still occurs in a simulated environment. This data contrasts to data gathered from real-world practice settings (e.g., the alumni and site supervisors survey) which indicates students and graduates have slightly lower ratings in the area career counseling.

DATA POINT 3: CPCE SECTION 5 CAREER DEVELOPMENT

BRIEF DESCRIPTION OF METHOD

The comps coordinator will analyze section scores and report results to the faculty consistent with the procedure outlined Counseling Graduate Student Handbook. Individual students who do not meet the cutoff score will follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met" The USF student mean on the CPCE Section 5 will be the same or exceed one standard deviation of national mean

RESULTS:

In Spring 2018 we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of Career Development was 9.7 with a standard deviation of 2.7. The mean score of USF counselor education students was 11.4 with a standard deviation of 2.4

SUPPORTIVE DOCUMENTATION

CPCE DATA

RECOMMENDED CHANGES BASED ON RESULTS

The mean score of USF counselor education students exceeded the mean passing score of the national sample, yet the standard deviation was one of the largest, and 2 students failed this section of the CPCE. Lower scores on this section resonate with the lower scores in the area of career development on both the site supervisor and alumni survey. In our next program evaluation, we will conduct focus groups with alumni to determine how we could augment students' knowledge and perceived skill in this domain.

DATA POINT 4: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of career development

RESULTS

Out of 16 respondents, the mean score on this item related to career development was 4.1, with a standard deviation of 0.8.

SUPPORTIVE DOCUMENTATION

RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

While we met our goal in regard to site supervisor assessment of students in the area of career development, it was one of the lower scoring items. We theorize that activities in this domain may be less prevalent than other activities in students' field-based activities, and thus, supervisors are less assured of their supervisee's skill set. Indeed, one supervisor commented that they had, "No knowledge of intern's experience with career counseling since we did not do this." We will solicit feedback from supervisors at the semi-annual site supervisor meeting as to how we can collaborate to ensure that the domain of career counseling is squarely addressed across school sites.

DATA POINT 5: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: Met: For alumni to rate the counselor education program at least a 4 on a 5-point scale in the area of career development

RESULTS

Out of 20 respondents, the mean score on this item related to career development was 4.2 with a standard deviation of 0.9

SUPPORTIVE DOCUMENTATION RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Overall alumni rated the program good in regard to career development. Nonetheless, career development was one of the lower scoring items on the survey, and the standard deviation of 0.9 indicates variability in responses. In the future, we will add a qualitative question specific to each of the 8 areas to better ascertain students' perceptions of their preparatory experience in this domain.

PROGRAM OBJECTIVE 5: COUNSELING AND HELPING RELATIONSHIPS SUMMARY OF FINDINGS

Key Performance Indicators:

- Students will demonstrate the knowledge and skill of the counseling relationship and processes
- Students will demonstrate the knowledge and skill of counseling theories and models for case conceptualization, consultation, evidence-based practice, and assessment as well as the development of a personal model of counseling.

Data Point	Goal	Results
Data Point 1: MHS 6006 Video Demonstrations	Students will score a 3 or higher on a 5-point rubric.	Met: Based on faculty review of students' videos the mean score was 5, with a minimum score of 4, a maximum score of 5 and a standard deviation of 0.3
Data Point 2: MHS 6400 Student counseling theory live role play	Students will score a 3 or higher on a 5-point rubric .	Met: The average student score was 5, with a minimum score of 3, a maximum score of 5, and a standard deviation of 0.7.
Data Point 3: MHS 6400 Personal Theory Paper	Students will score a 3 or higher on a 5-point rubric	Met: The average student score on the personal theory paper was 5 with a minimum score of 3 and a maximum score of 5, and a standard deviation of 0.5
Data point 4 CPCE Section 3 Helping Relationships	The USF student mean on the CPCE Section 3 will be the same or exceed one standard deviation of national mean	The national mean score in the area of Helping Relations was 12.3 with a standard deviation of 2.6. The mean score of USF counselor education students was 14.2, with a standard deviation of 1.9.
Data Point 5: SDS 6820 Documented and Observed Internship Experiences	Students must score a 3 or higher on a 5-point Chalk and Wire rubric	Met: The mean score of documented internship experiences was 5 with a minimum score of 5 and a maximum score of 5 and a standard deviation of 0.
Data Point 6: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of Helping Relationships	Met: Out of 16 respondents, the mean score on this item related to counseling and helping relationships was 4.8 with a standard deviation of 0.4

Data Point 7: Graduate Student Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area Helping Relationships	Met: Out of 20 respondents, the mean score on the item related to counseling and helping relationships was 4.8 with a standard deviation of 0.4
Data Point 8: Employer Survey	Employers will rate the counselor education program at least a 3 on a 4-point scale on items related to counseling and helping	Met: the mean score was 3.6, with a standard deviation of 0.49, where 1 represents emerging, and 4 represents exceptional.

DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 5: COUNSELING AND HELPING RELATIONSHIPS

DATA POINT 1: MHS 6006 VIDEO DEMONSTRATIONS

BRIEF DESCRIPTION OF METHOD

Students are required to demonstrate knowledge and use of basic attending skills, time management, and organizational skills to manage the counseling session to accomplish goals effectively. The application of these skills and competencies are adjusted to address varying client knowledge levels and learning styles. As a part of this assignment, candidates complete a written self-reflection with each submitted video demonstration to include strengths, areas for growth, and a targeted growth plan.

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

Based on faculty review of students' videos the mean score was 5, with a minimum score of 4, a maximum score of 5 and a standard deviation of 0.3

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

Students take MHS 6006 during their first semester of enrolment. Emphasis on experiential instruction from the outset of the counselor education program assists students in making the transition from theory to practice and centralizes the development of helping relation skills as a core program value. While Chalk and Wire data points appear affected by grade inflation, high ratings in the area of Helping Relations are consistent with other data sources and suggests that the program is excelling in preparing students in this domain.

DATA POINT 2: MHS 6400 STUDENTS COUNSELING THEORY LIVE ROLE PLAY

BRIEF DESCRIPTION OF METHOD

Students will demonstrate their knowledge of a theory by acting as a therapist from a selected theoretical orientation, and by pairing up with other students from the course who will act as clients presenting a dilemma.

GOAL: Students must score an average of 5 or higher on a 10-point rubric

RESULTS:

The average student score was 5, with a minimum score of 3, a maximum score of 5, and a standard deviation of 0.7.

GOAL: Met

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

Students take MHS 6400, theories of counseling, in their second semester, and this data point represents an early to midpoint assessment of students helping skills. Chalk and Wire data reports mean scores rounded up to the nearest whole number. Thus the mean score of 5 may mask variation in student scores. The standard deviation on 7 suggests some variability in student scores. However, all students met the minimum passing threshold. Similar to data point 1, this assignment is an experiential exercise that assesses both knowledge and skill, and high scores suggest students are progressing in their helping skills before fieldwork placement.

DATA POINT 3: MHS 6400 PERSONAL THEORY PAPER

BRIEF DESCRIPTION OF METHOD

Students will develop a paper that articulates their model of counseling. The paper will be a thoughtful analysis that addresses the following areas: view of human nature, view of behavioral

and emotional change, use of theoretical constructs to explain maladjustment development, therapeutic roles and relationships, goals, process and techniques, and application of theory through the use of personal illustrations and examples.

GOAL: Met: Students must score a 3 or higher on a 5-point Chalk and Wire rubric

RESULTS:

The average student score on the personal theory paper was 5 with a minimum score of 3 and a maximum score of 5, and a standard deviation of 0.5

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

Students take MHS 6400, theories of counseling, in their second semester. Reports generated from Chalk and Wire round the average score to the nearest whole number, thus the mean score of 5 masks some variation in the assessment of student work. Nonetheless, this paper, which assesses student knowledge of helping relationship through a theoretical lens, suggests that students are advancing in this domain early to mid-point in their program of study.

DATA POINT 4: CPCE SECTION 3 HELPING RELATIONSHIPS

BRIEF DESCRIPTION OF METHOD

The comps coordinator will analyze section scores and report results to the faculty consistent with the procedure outlined Counseling Graduate Student Handbook. Individual students who do not meet the cutoff score will follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: The USF student mean on the CPCE Section 3 will be the same or exceed one standard deviation of national mean

RESULTS:

In Spring 2018 we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of Helping Relations was 12.3 with a standard deviation of 2.6. The mean score of USF counselor education students was 14.2, with a standard deviation of 1.9.

SUPPORTIVE DOCUMENTATION

CPCE DATA

RECOMMENDED CHANGES BASED ON RESULTS

The mean score of USF counselor education students exceeded the mean passing score of the national sample. Despite positive data, 1 student did fail this section of the CPCE. In a retake examination of the CPCE the student failed this section again, yet later passed in a written examination outlined in detail in the Student Handbook and described in section one (professional orientation and ethical practice) of this report.

DATA POINT 5: SDS 6820 DOCUMENTED AND OBSERVED INTERNSHIP EXPERIENCES

BRIEF DESCRIPTION OF METHOD

Internship Site Supervisor evaluates the communication skills demonstrated by the intern interacting with students, school colleagues, teachers, administrators, parents, and the internship supervisor. The Site Supervisor notes that intern accepts evaluative feedback professionally and evaluates the overall intern performance. The University Supervisor observes effective skills when delivering/teaching developmental guidance to classrooms.

GOAL: Met: Students will score “on target” on a binary assessment of practicum and internship students’ overall performance

RESULTS:

The mean score of documented internship experiences was 5 with a minimum score of 5 and a maximum score of 5 and a standard deviation of 0.

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

While this data point did illustrate that we met our goal, the current chalk and wire instrument needs revision. The current rubric gives an option to score a student at a 1 or 5. The original rationale was that assessment should match course grading criteria, which in the case of internship is either a satisfactory or unsatisfactory. Nonetheless, this binary criterion lacks precision in terms of documenting students' growth. We do plan to modify this rubric to permit at least 3 levels of assessment. Worth noting, Chalk and Wire assessments are tied to the Florida evaluation of educator preparation programs, and changes to rubric have to be approved at the State level, which obviously can take time.

DATA POINT 6: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of counseling and helping relationships

RESULTS

Out of 16 respondents, the mean score on this item related to counseling and helping relationships was 4.8 with a standard deviation of 0.4

SUPPORTIVE DOCUMENTATION

RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Site supervisors rating of USF school counselor students in the area of counseling and helping relationships was high and scores were consistent with results from the alumni and employer survey. This finding appears to attest to the strength of the counselor education program in assisting students in developing skills in the area of counseling and helping, and the transferability of these skills to real-world settings.

DATA POINT 7: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: Met: For alumni to rate the counselor education program at least a 4 on a 5-point scale in the area of counseling and helping relationships

RESULTS

Out of 20 respondents, the mean score on the item related to counseling and helping relationships was 4.8 with a standard deviation of 0.4

SUPPORTIVE DOCUMENTATION

RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Alumni consistently rated the program high in the area of counseling and helping relationships. The items related to counseling and helping relationships on both the employer and site supervisor survey were similarly high. The preponderance of data thus suggests that the domain of counseling and helping relationships is a notable strength for the USF counselor educator program. This is an important finding for our program as central to our mission statement is the preparation of interpersonally skilled and culturally competent professional counselors.

DATA POINT 8: EMPLOYER SURVEY

BRIEF DESCRIPTION OF METHOD

The majority of our graduates find employment in the 4 surrounding school districts: Hillsborough, Pinellas, Polk, and Pasco Counties. School counselor directors from these were invited to complete a survey to assess the caliber of USF school counseling graduates employed in the respective counties in the areas of communication & collaboration, assessment, program delivery, and professionalism, with 1 item directly relevant to counseling and helping relationships.

GOAL: Met: School counseling directors rate USF graduates employed in their district at least a 3 on a 4-point scale, (1= emerging, 2 = basic, 3= competent, 4= exceptional), in the area of counseling and helping relationships,

RESULTS

Question: The professional school counselor counsels individuals and groups of students with identified needs and concerns
N=5
MINIMUM=1
MAXIMUM=4
MEAN=3.6
SD=0.49
N=5

SUPPORTIVE DOCUMENTATION

RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

School counselors' employers typically do not work in the same buildings as school counselors, and therefore may not witness their counseling and helping skills on a day to day basis.

Nonetheless, employers high rating of USF alumni employed as school counselors is consistent with the high scores reported by site supervisors and graduates and provides additional evidence to triangulate the counselor education program's strength the area of helping relationships.

PROGRAM OBJECTIVE 6: GROUP COUNSELING AND GROUP WORK SUMMARY OF FINDINGS

Key Performance Indicator:

- Students will demonstrate knowledge and skill of the development, process, purpose, skills, and stages of group counseling, as well as the roles and responsibilities of group members and effective leaders.

Data Point	Goal	Results
Data Point 1: MHS 6509 Group Manual	Students will score a 3 or higher on a 5-point rubric .	Met: The average student score on the Group Manual paper was 5 with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5
Data point 2: CPCE Section 4 Group Work	The USF student mean on the CPCE Section 4 will be the same or exceed one standard deviation of national mean	Met The national mean score in the area of Group Work was 11.1, with a standard deviation of 2.6. The mean score of USF counselor education students was 12.3, with a standard deviation of 2.1.
Data point 3: Site Supervisor Survey.	Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of group counseling	Met: Out of 16 respondents, the mean score on this item related to group work and group counseling was 4.6 with a standard deviation of 0.6
Data Point 4: Graduate Student Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area group counseling.	Met: Out of 20 respondents, the mean score on the item related to group work and group counseling was 4.4. with a standard deviation of 0.7

DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 6: GROUP COUNSELING AND GROUP WORK

DATA POINT 1: MHS 6509 GROUP MANUAL

BRIEF DESCRIPTION OF METHOD

Students take MHS 6509, Group Counseling, concurrently to practicum. This manual is a culminating project reflecting the design, implementation, and evaluation of a real school

counseling group. The student manual is assessed in Chalk and Wire using a 5-point rubric, where 5 represents exceptional, and 1 represents below.

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

The average student score on the Group Manual paper was 5 with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

Reports generated from Chalk and Wire round the average score to the nearest whole number, thus the mean score of 5 masks some variation in the assessment of student work. Nonetheless, this paper, which assesses student knowledge and skill in group counseling, suggests that students can transfer textbook learning to a real-world contexts.

DATA POINT 2: CPCE SECTION 4 GROUP WORK

BRIEF DESCRIPTION OF METHOD

The comps coordinator will analyze section scores and report results to the faculty consistent with the procedure outlined Counseling Graduate Student Handbook. Individual students who do not meet the cutoff score will follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: The USF student mean on the CPCE Section 4 will be the same or exceed one standard deviation of national mean

RESULTS:

In Spring 2018 we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of Group Work was 11.1 with a standard deviation of 2.6. The mean score of USF counselor education students was 12.3, with a standard deviation of 2.1.

SUPPORTIVE DOCUMENTATION

CPCE DATA

RECOMMENDED CHANGES BASED ON RESULTS

The mean score of USF counselor education students exceeded the mean passing score of the national sample; however, the standard deviation of 2.1 indicates some dispersion of scores. Indeed, 1 student scored below the national mean on this section and was remediated per the new CPCE retake policy which is outlined in detail in the Student Handbook and described in section one (professional orientation and ethical practice) of this report.

DATA POINT 3: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of group work and group counseling

RESULTS

Out of 16 respondents, the mean score on this item related to group work and group counseling was 4.6 with a standard deviation of 0.6

SUPPORTIVE DOCUMENTATION- RESULTS OF QUALTRICS SURVEY



GOAL MET/UNMET:

RECOMMENDED CHANGES BASED ON RESULTS

Supervisors' assessment of school counselor supervisees in the area of group work was high, and the standard deviation quite narrow. Group counseling is operated concurrently with practicum, giving both site and program supervisors ample opportunity to support student's skills development in the area of group counseling. We are not recommending curriculum or program changes at this time in the area of group counseling.

DATA POINT 4: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: For alumni to rate the counselor education program at least a 4 on a 5-point scale in the area of group work and group counseling

RESULTS

Out of 20 respondents, the mean score on the item related to group work and group counseling was 4.4. with a standard deviation of 0.7

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



GOAL MET/UNMET: Met

RECOMMENDED CHANGES BASED ON RESULTS

We met our target goal in the area of group work and group counseling, although standard deviation of 0.7 on a 5-point scale does indicate variation in the scores. One alumnus recommended that the group counseling class should not be operated alongside practicum, yet given the opportunity this affords for bridging the gap between textbook and the real world in a structured and supervised setting; we are not recommending curriculum or program changes at this time.

PROGRAM OBJECTIVE 7: ASSESSMENT AND TESTING SUMMARY OF FINDINGS

Key Performance Indicator:

- The students will demonstrate knowledge and skill of ethically and culturally competent assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of school settings.

Data Point	Goal	Results
Data Point 1: MHS 6200 Case Study	Students will score a 3 or higher on a 5-point rubric .	Met: The average student score on the Case Study paper was 5 with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5
Data point 2: CPCE Section 6 Assessment	The USF student mean on the CPCE Section 6 will be the same or exceed one standard deviation of national mean	Met: The national mean score in the area of Assessment was 10.9 with a standard deviation of 2.3. The mean score of USF counselor education students was 12.5, with a standard deviation of 1.9.
Data point 3: Site Supervisor Survey.	Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of group counseling	Met: Out of 16 respondents, the mean score on this item related to assessment and testing was 4.1 with a standard deviation of 0.7
Data Point 4: Graduate Student Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area group counseling.	Met: Out of 20 respondents, the mean score on the item related to assessment and testing was 4.1 with a standard deviation of 0.9

DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 7: ASSESSMENT AND TESTING

DATA POINT 1: MHS 6200 CASE STUDY

BRIEF DESCRIPTION OF METHOD

Through this signature assignment, students address a broad array of skills in the area of assessment and testing, including selecting and conducting a formal and informal evaluation, biopsychosocial assessment, education assessment data, synthesis of data across sources and evidence-based recommendations.

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

The average student score on the Case Study paper was 5 with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

Reports generated from Chalk and Wire round the average score to the nearest whole number, thus the mean score of 5 masks some variation in the assessment of student work. Nonetheless, this paper, which assesses students' knowledge and skill in the area of assessment, suggests that students are on track in this domain and can transfer textbook learning to a real-world context.

DATA POINT 2: CPCE SECTION 6 ASSESSMENT

CPCE DATA

BRIEF DESCRIPTION OF METHOD

The comps coordinator will analyze section scores and report results to the faculty consistent with the procedure outlined Counseling Graduate Student Handbook. Individual students who do not meet the cutoff score will follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: The USF student mean on the CPCE Section 6 will be the same or exceed one standard deviation of national mean

RESULTS:

In Spring 2018 we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of Assessment was 10.9 with a standard deviation of 2.3. The mean score of USF counselor education students was 12.5, with a standard deviation of 1.9.

DATA POINT 3: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of assessment and testing

RESULTS

Out of 16 respondents, the mean score on this item related to assessment and testing was 4.1 with a standard deviation of 0.7

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

While we met our goal in the area of assessment based on the supervisor's evaluation of school counselor supervisees competency in this area, the assessment item was one of the lower rated domains. School counselors in general experience considerable role conflict in the area of testing, often being pulled into an administrative role, as opposed to using assessment in a manner aligned to the counseling profession. We theorize that this factor may affect opportunities for school counseling students to engage in high-quality assessment processes at their field-based sites; however, more information is needed to determine if changes in this area are required.

DATA POINT 4: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: Met: For alumni to rate the counselor education program at least a 4 on a 5-point scale in the area of assessment and testing

RESULTS

Out of 20 respondents, the mean score on the item related to assessment and testing was 4.1 with a standard deviation of 0.9

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

While we met our target goal in the area of assessment and testing, the mean score was among the lowest rated areas, and the standard deviation of 0.9 indicates the dispersion of scores. Prior to 2018 this course was taught by non-core faculty and included clinical mental health students in addition to school counseling students. Since 2018 this course has been taught within the program, exclusively for school counseling students. We hope this modification will translate to meaningful application of assessment knowledge and skill to school counseling contexts.

PROGRAM OBJECTIVE 8: RESEARCH PROGRAM EVALUATION SUMMARY OF FINDINGS

Key Performance Indicator

- Students will demonstrate knowledge and skill in research methods and program evaluation specifically related to research and program evaluation in school-based settings

Data Point	Goal	Results
Data Point 1: SDS Accountability project	Students will score a 3 or higher on a 5-point rubric .	Met: The average student score on the Accountability Project was 4 with a minimum score of 4 and a maximum score of 4, and a standard deviation of 0.0
Data Point 2: CPCE Section 7: Research & Program evaluation	The USF student mean on the CPCE Section 7 will be the same or exceed one standard deviation of national mean	Met: The national mean score in the area of Research and Program Evaluation was 11.4, with a standard deviation of 3.0. The mean score of USF counselor education students was 13.5, with a standard deviation of 1.5.
Data point 3: Site Supervisor Survey.	Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of group counseling	Met: Out of 16 respondents, the mean score on this item related to research and program evaluation was 4.3 with a standard deviation of 0.9
Data Point 4: Graduate Student Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area group counseling.	Met Out of 20 respondents, the mean score on the item related to research and program evaluation was 4.2 with a standard deviation of 1.0

DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 8: RESEARCH PROGRAM EVALUATION

DATA POINT 1: SDS ACCOUNTABILITY PROJECT

BRIEF DESCRIPTION OF METHOD

Candidates will create an accountability project that demonstrates an accurate and comprehensive understanding of how to implement and evaluate effective student learning environment. Students will use unit evaluations to inform directions for current and future programming.

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

The average student score on the Accountability Project was paper was 4 with a minimum score of 4 and a maximum score of 4, and a standard deviation of 0.0

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

Students complete the accountability project in Internship, and as such, the assignment represents the culmination of their knowledge and skill in the area of program evaluation. We did notice that the mean score was 4, which represents strong, is perhaps a more accurate evaluation of students' work, in contrast to the mean score of 5 (outstanding) on other Chalk and Wire portfolio assignments. As noted above we plan to convene prior to the beginning of the fall 2019 semester to align our rating across faculty.

DATA POINT 2 CPCE SECTION 7 RESEARCH AND PROGRAM EVALUATION

BRIEF DESCRIPTION OF METHOD

The comps coordinator will analyze section scores and report results to the faculty consistent with the procedure outlined Counseling Graduate Student Handbook. Individual students who do not meet the cutoff score will follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: The USF student mean on the CPCE Section 7 will be the same or exceed one standard deviation of national mean

RESULTS:

In Spring 2018 we had 11 students take the CPCE in the spring of 2018. The national mean score in the area of Research and Program Evaluation was 11.4, with a standard deviation of 3.0. The mean score of USF counselor education students was 13.5, with a standard deviation of 1.5.

SUPPORTIVE DOCUMENTATION

CPCE DATA

RECOMMENDED CHANGES BASED ON RESULTS

The mean score of USF counselor education students exceeded the mean passing score of the national sample. Although we have fewer data points in the domain of Research and Program Evaluation, due to the teaching of this class outside of the program, students appear to be making good progress in their knowledge in this area, as indicated by this summative data point. One student scored below the national mean on this section and was remediated per the new CPCE retake policy which is outlined in detail in the Student Handbook and described in section one (professional orientation and ethical practice) of this report.

DATA POINT 4: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of research and program evaluation

RESULTS

Out of 16 respondents, the mean score on this item related to research and program evaluation was 4.3 with a standard deviation of 0.9

SUPPORTIVE DOCUMENTATION RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Although we met our goal in the area of research and program evaluation, the standard deviation of 0.9 indicates dispersion of responses. We plan to solicit feedback regarding inconsistencies in

results from site supervisors at the semi-annual site supervisor meeting hosted by the practicum and internship coordinator.

DATA POINT 5: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: Met: For alumni to rate the counselor education program at least a 4 on a 5-point scale in the area of research and program evaluation

RESULTS

Out of 20 respondents, the mean score on the item related to research and program evaluation was 4.2 with a standard deviation of 1.0

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Although we met our goal in the area of research and program evaluation, the standard deviation of 1.0 indicates the dispersion of responses. We plan to solicit feedback regarding inconsistencies in results from our alumni by conducting a focus group of alumni. We hope that qualitative data will shed light on how we are doing as a program in preparing school counselors-in-training to conduct research and program evaluation.

PROGRAM OBJECTIVE 9: SCHOOL COUNSELOR COMPETENCY SUMMARY OF FINDINGS

Key Performance Indicator

- Students demonstrate knowledge and skills to effectively implement and develop comprehensive school counseling program within k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students and integrate strategies to close the achievement gap among marginalized populations.

Data Point	Goal	Results
Data point 1: MHS 6418 Student Success Skills Curriculum	Students will score a 3 or higher on a 5-point rubric.	Met: The average student score on the Student Success Skills Curriculum was 4 with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5
Data Point 2: SDS 6820 Guidance Plan	Students will score a 3 or higher on a 5-point rubric .	Met: The average student score on the Guidance Plan was 5 with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5
Data point 3: School Counseling & Guidance K-12 test	Students will score a 69 or higher on the state examination for School Guidance and Counseling	Met: Students average score across all 10 areas was 88, with a minimum score of 83 and a maximum score of 91
Data point 4: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of group counseling	Met: Out of 16 respondents, the mean score on this item related to knowledge and skill of comprehensive school counseling programs was 4.4. with a standard deviation of 0.8
Data Point 5: Alumni Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area of professional practice	Met Out of 20 respondents, the mean score on the item related to school counselor competency was 4.5 with a standard deviation of 0.7

DETAILED DESCRIPTION OF FINDINGS PROGRAM OBJECTIVE 9: SCHOOL COUNSELOR COMPETENCY

DATA POINT 1: MHS 6418 STUDENT SUCCESS SKILLS CURRICULUM

BRIEF DESCRIPTION OF METHOD

Students will simulate classroom teaching of one lesson from their self-developed Student Success Skills Curriculum. Candidates will develop a curriculum that reflects a proficient level of understanding of skills and strategies necessary to facilitate student development of school success skills.

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

The average student score on the Student Success Skills Curriculum was paper was 4 with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

This project is completed in a summer class (MHS 6418 School Counselor Accountability) at the end of students' first year in the program and thus represents an interim data point. Given these results, students appear to be making good progress in regard to demonstrating their knowledge of accountability practices relevant to school counseling. We did notice that the mean score was 4, which represents strong, is perhaps a more accurate evaluation of students' work, in contrast to the mean score of 5 (outstanding) on other Chalk and Wire portfolio assignments. As noted above, we plan to convene prior to the beginning of the fall 2019 semester to align our rating across faculty.

DATA POINT 2: SDS 6820 GUIDANCE PLAN

BRIEF DESCRIPTION OF METHOD

Candidates will submit a comprehensive plan for their model school guidance program. Florida's School Counseling Framework & the ASCA National Model should be used. Goals, objectives, and activities should reflect your understanding of the developmental needs of your students and the appropriate school level. The plan should include the areas of Academic, Personal-Social, and Career Development skills.

GOAL: Met: Students must score a 3 or higher on a 5-point rubric

RESULTS:

The average student score on the Guidance Plan was paper was 5 with a minimum score of 4 and a maximum score of 5, and a standard deviation of 0.5

SUPPORTIVE DOCUMENTS**EMAIL FROM COE ASSESSMENT OFFICE**

Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

This project is completed during students' internship and thus represents a summative data point. Given that students have to design and implement the curriculum, this project assesses both their knowledge and skill in the area of curriculum design and teaching. High scores on this assessment provide evidence that students have developed competence as school counselors as they advance to the end of their program of studies. One caveat to note is that Chalk and Wire data report mean score rounded up to the nearest whole number. Thus the mean score of 5 may mask variation in student scores, especially since the minimum score was 4 and standard deviation 0.5.

DATA POINT 3: SCHOOL GUIDANCE AND COUNSELING K-12 TEST**BRIEF DESCRIPTION OF METHOD**

The School Guidance and counseling K-12 test is a state-mandated examination that assesses school counseling candidates in 10 areas:

- 01 Knowledge of counseling
- 02 Knowledge of activities and programs for addressing current concerns
- 03 Knowledge of student assessment
- 04 Knowledge of career development and postsecondary opportunities
- 05 Knowledge of consultation, collaboration, and coordination
- 06 Knowledge of professional, ethical, and legal considerations
- 07 Knowledge of academic advisement
- 08 Knowledge of research, program evaluation, and follow-up
- 09 Knowledge of appropriate technology
- 10 Knowledge of social and cultural diversity

GOAL: Met: Students will score a 69 or higher on each section of state examination for School Guidance and Counseling

RESULTS:

In 2018, 15 USF students took the FL Guidance/Counseling P\K-12 test. Students average score across all 10 areas was 88, with a minimum score of 83 and a maximum score of 91. USF students consistently outscore the state sample, with a mean total scaled score of 234.5 compared to 224.4. Historically USF students have a 99% pass rate on the FL Guidance/Counseling P\K-12 examination compared to the state pass rate of 94%.

SUPPORTIVE DOCUMENTS

[Florida PK-12 Guidance Exam](#)

RECOMMENDED CHANGES BASED ON RESULTS

This summative data point provides strong evidence that USF school counseling students possess the requisite knowledge to be an effective school counselor as defined by the State of Florida. No changes recommended.

DATA POINT 4: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of school counselor competency

RESULTS

Out of 16 respondents, the mean score on this item related to knowledge and skill of comprehensive school counseling programs was 4.4. with a standard deviation of 0.8

SUPPORTIVE DOCUMENTATION: : RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Site supervisors consistently rated USF school counselor supervises as 4 (good) in regard to their knowledge and skill of comprehensive school counseling programs. While no changes are recommended at this time, we do plan to add an item to the site supervisor survey to query if the school counselor supervised practicum, internship students, or both, as this may affect their assessment of their supervisee/s.

DATA POINT 5: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: Met: For alumni to rate the counselor education program at least a 4 on a 5-point scale in the area of school counselor competency

RESULTS

Out of 20 respondents, the mean score on the item related to school counselor competency was 4.5 with a standard deviation of 0.7

SUPPORTIVE DOCUMENTATION: : RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

The mean score of 4.5, on a 5-point scale where 1 represented poor and 5 represented very good, suggests the program is good to very good in preparing students to operate and implement comprehensive school counseling programs. To maintain this area of strength, faculty need to stay current with developments in the school counseling field and keep a strong school counselor educator identity.

DATA POINT 6: EMPLOYER SURVEY

BRIEF DESCRIPTION OF METHOD

The majority of our graduates find employment in the 4 surrounding school districts: Hillsborough, Pinellas, Polk, and Pasco Counties. School counselor directors were invited to complete a survey to assess the caliber of USF school counseling graduates employed in their respective counties in the areas of communication & collaboration, assessment, program delivery, and professionalism. Survey data from items related to school counselor competency are presented below.

GOAL: Met: School counseling directors rate USF graduates employed in their district at least a 3 on a 4-point scale, (1= emerging, 2 = basic, 3= competent, 4= exceptional), in the areas of school counselor competency

RESULTS

School Counselor Competency Qu 1	School Counselor Competency Qu 2	School Counselor Competency Qu 3
The school counselor uses students and school data to develop responsive services to support students' academic and emotional well-being	The school counselor, along with other stakeholders uses evaluation data from the counseling program to make decisions regarding revisions to comprehensive school counseling program	The professional school counselor develops materials and instructional strategies to meet student needs and school goals and teaches counseling units effectively
N=5	N=5	N=5
MINIMUM=1	MINIMUM=1	MINIMUM=1
MAXIMUM=4	MAXIMUM=4	MAXIMUM=4
MEAN=3.4	MEAN=3.2	MEAN=3.2
SD= 0.49	SD=0.75	SD=0.75

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

On average, USF graduates were rated competent or above by their employers on questions related to school counselor competency in implementing comprehensive school counseling programs. Employer results are consistent with graduate and site supervisor results and triangulate the counselor education program's strength in this domain.

PROGRAM OBJECTIVE 10: SCHOOL COUNSELOR DISPOSITIONS SUMMARY OF FINDINGS

Key Performance Indicator

- Students demonstrate disposition and skills to serve as advocates and school leaders, who demonstrate the ability to navigate complex school culture, sensitivity towards all stakeholders and perspectives while balancing the needs of a diverse student body

Data Point	Goal	Results
Data point 1: Student Progress evaluation MHS 6006 & MHS 6800	100% of students will be evaluated in MHS 6006 Principles of Counseling and the end of MHS 6006 Practicum, and remediated as necessary as outlined in the student retention policy	Met: All students were evaluated on dispositional factors, and one student was remediated based on documented concern in this area.
Data point 2: SDS 6820 Documented Internship Experiences	95% of students will score “on target” on a binary assessment of practicum and internship students’ overall performance	Met: The mean score of documented internship experiences was 5 with a minimum score of 5 and a maximum score of 5 and a standard deviation of 0.
Data point 3: Site Supervisor Survey.	Site supervisors will rate the counselor education program at least a 4 on a 5point scale in the area of group counseling	Met: The mean score on items related to school counselor dispositions were 4.7 with a standard deviation of 0.7
Data Point 4: Graduate Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area of professional practice	Met: Out of 20 respondents, the mean score on the item related to school counselor dispositions was 4.6 with a standard deviation of 0.8
Data Point 5: Employer Survey	School counseling directors rate USF graduates employed in their district at least a 3 on a 4-point scale, where 1 represents emerging and 4 represents exceptional	Met: Three items measured school counselor graduates' dispositions on the employer survey, the mean results on all these items were 3 or above.

DETAILED DESCRIPTION OF FINDINGS PROGRAM OBJECTIVE 10: SCHOOL COUNSELOR DISPOSITIONS

DATA POINT 1: STUDENT PROGRESS EVALUATION

BRIEF DESCRIPTION OF METHOD

A formal meeting is held at the end of every semester to review the progress of all students. Students are evaluated at two points: the completion of MHS 6006 Principles of Counseling and the end of MHS 6006 Practicum. Faculty members assess all students, and if there is a concern about a student, faculty members follow remediation procedures outlined in the Counseling Graduate Student Handbook.

GOAL: Met: 100% of students will be evaluated in MHS 6006 Principles of Counseling and the end of MHS 6006 Practicum, and remediated as necessary as outlined in the student retention policy

RESULTS

The overarching majority of students scored in the target range on all items. The students who were noted as an instructor concern or below were remediated following procedures outlined in the student handbook.

	MHS 6006			MHS 6006		
	TARGET	CONCERN	BELOW	TARGET	CONCERN	BELOW
Openness to New Ideas	93%	7%	0%	100%	0%	0%
Flexibility	93%	7%	0%	89%	11%	0%
Cooperativeness	100%	0%	0%	89%	0%	11%
Willingness to Accept Sensitivity and Respect	86%	14%	0%	89%	0%	11%
Ability to Deal With Conflict	100%	0%	0%	78%	22%	0%
Ability to Accept Responsibility	100%	0%	0%	89%	0%	11%
Ability to Express feelings	93%	7%	0%	89%	0%	11%
Overall Progress in Program	100%	0%	0%	78%	11%	11%

SUPPORTIVE DOCUMENTATION: STUDENT PROGRESS EVALUATION RECORD SHEET



RECOMMENDED CHANGES BASED ON RESULTS

We have found the student progress evaluation tool has assisted us to assess all students through the lens of both academic and dispositions at critical junctures in their program of study. Based on our assessment of all students, we have provided feedback and support to students in need of extra assistance and or mentoring. Therefore, we are not recommending any changes at this time, beyond, uploading the rubric to Chalk and Wire to centralize our data storage.

DATA POINT 2: SDS 6820 DOCUMENTED AND OBSERVED INTERNSHIP EXPERIENCES

BRIEF DESCRIPTION OF METHOD

Internship Site Supervisor evaluates the communication skills demonstrated by the intern interacting with students, school colleagues, teachers, administrators, parents, and the internship supervisor. The Site Supervisor notes that intern accepts evaluative feedback professionally and evaluates the overall intern performance. The University Supervisor observes effective skills when delivering/teaching developmental guidance to classrooms.

GOAL: Students will score “on target” on a binary assessment of practicum and internship students’ overall performance

RESULTS:

The mean score of documented internship experiences was 5 with a minimum score of 5 and a maximum score of 5 and a standard deviation of 0.

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



GOAL: Met

RECOMMENDED CHANGES BASED ON RESULTS

While this data point did illustrate that we met our goal, the current chalk and wire instrument needs revision. The current rubric gives an option to score a student at a 1 or 5. The original rationale was that assessment should match course grading criteria, which in the case of internship is either a satisfactory or unsatisfactory. Nonetheless, this binary criterion lacks precision in terms of documenting students' growth. We do plan to modify this rubric to permit at least 3 levels of assessment. Worth noting, Chalk and Wire assessments are tied to the Florida

evaluation of educator preparation programs, and changes to rubric have to be approved at the State level, which obviously can take time.

DATA POINT 3: SUPERVISOR SURVEY

BRIEF DESCRIPTION OF METHOD

Current site supervisors were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepares students for professional practice, across all CACREP core domains. 16 supervisors (4 elementary, 6 middle school, and 5 high school) responded to the survey, all of whom reported being currently employed as a school counselor (8 high school, 2 middle school, 7 elementary).

GOAL: Met: Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in the area of school counselor dispositions

RESULTS

Two items on the site supervisor survey required supervisors to assess their supervisees based on dispositional factors. One item asked about supervisee competency in the area of professional advocacy and leadership, and the other item asked about supervisee's openness to supervision. The mean score on these items related to school counselor dispositions were both 4.7 with a standard deviation of 0.7

SUPPORTIVE DOCUMENTATION

RECOMMENDED CHANGES BASED ON RESULTS

School counselor supervisors rated supervisee's high in the area of school counselor dispositions. While no changes are recommended, results provide a unidimensional understanding of site supervisors perception of USF school counseling students in this area, and thus we plan to solicit qualitative feedback from supervisors at our semi-annual supervisors' meeting.

DATA POINT 5: GRADUATE STUDENT SURVEY

BRIEF DESCRIPTION OF METHOD

Graduates of the School Counseling program were asked to complete a survey, examining their perceptions of the program in regard to the extent it prepared them for professional practice across all CACREP core domains. 20 alumni responded to the survey, 17 of whom reported being currently employed as a school counselor: 8 high school, 2 middle school, 7 elementary.

GOAL: Met: For alumni to rate the counselor education program at least a 4 on a 5-point scale in the area school counselor dispositions

RESULTS

Out of 20 respondents, the mean score on the item related to school counselor dispositions was 4.6 with a standard deviation of 0.8

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS

Alumni rated USF counselor preparation program high in the area of shaping school counselor dispositions. While no changes are recommended, results provide a unidimensional understanding of alumni's perception of the program effectiveness in this domain, and thus we to conduct an alumni focus group to solicit qualitative feedback to ensure we are supporting student growth in this area.

DATA POINT 6: EMPLOYER SURVEY

BRIEF DESCRIPTION OF METHOD

The majority of our graduates find employment in the 4 surrounding school districts: Hillsborough, Pinellas, Polk, and Pasco Counties. School counselor directors from these were invited to complete a survey to assess the caliber of USF school counseling graduates employed in the areas of communication & collaboration, assessment, program delivery, and professionalism. Survey data from items specific to leadership and advocacy are presented below.

GOAL: Met: School counseling directors rate USF graduates employed in their district at least a 3 on a 4-point scale, (1= emerging, 2 = basic, 3= competent, 4= exceptional), in the areas of school counselor dispositions

RESULTS

Three items measured school counselor graduates' dispositions on the employer survey. As seen below the items focused on professional leadership within the domain of school counselor dispositions.

Prof leadership	Prof leadership	Prof leadership
Qu 1) The professional school counselor takes a leadership role within the department, the school setting, and the community	Qu 2) The school counselor exhibits strong interpersonal relations with students, staff, and parents	Qu 3) The professional school counselor engages in leadership opportunities within and outside the school, advocates on behalf of and with students, and advocates for the school counseling profession.
N=5	N=5	N=5
MINIMUM=1	MINIMUM=1	MINIMUM=1

MAXIMUM=4	MAXIMUM=4	MAXIMUM=4
MEAN=3.0	MEAN=3.60	MEAN: 3.0
SD=0.63	SD=0.49	SD=0.63

SUPPORTIVE DOCUMENTATION: RESULTS OF QUALTRICS SURVEY



graduate,
supervisor,

RECOMMENDED CHANGES BASED ON RESULTS:

Item analysis indicates that we met our goal in this domain. Scores on the items related to the school counselor leadership in the school and community (question 1 & 3) were lower, with mean scores of 3.0, respectively. We theorize that employers may be less knowledgeable of school counselors in this area as they do not work in the same building and may be unaware of the array of school counselor leadership roles. No changes recommended at this time