



2018-19

COUNSELOR
EDUCATION ANNUAL
PROGRAM
EVALUATION

USF



TABLE OF CONTENTS

MISSION AND VALUES OF THE COUNSELOR EDUCATION PROGRAM..... 4

MISSION STATEMENT..... 4

SCHOOL COUNSELING PROGRAM OBJECTIVES 4

VALUES OF THE PROGRAM..... 4

PROGRAM OBJECTIVES AND KEY PERFORMANCE INDICATORS 5

KEY PERFORMANCE INDICATOR ASSESSMENT MATRIX 7

EXECUTIVE SUMMARY 10

PROGRAM OBJECTIVE 8: RESEARCH PROGRAM EVALUATION SUMMARY OF FINDINGS..... 53

DETAILED DESCRIPTION OF RESULTS FOR PROGRAM OBJECTIVE 8: RESEARCH

PROGRAM EVALUATION..... 54

Data Point 1: SDS accountability project 54

Data point 2 CPCE section 7 research and program evaluation..... 54

Data Point 4: SupervisorSDsorSDsorSDsorSDsorSDsor-6767ETy7.13 647.45 Tm0 g0 Gf.....

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:

- o < 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:
 - o Professional Counseling Orientation and Ethical Practice
 - o Social and Cultural Diversity
 - o Human Growth and Development
 - o Career Development
 - o Counseling and Helping Relationships
 - o Group Counseling and Group Work
 - o Assessment
 - o Research and Program Evaluation
- o < To prepare students to with the knowledge and skills to effectively implement and develop comprehensive school counseling program within k-ND

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.

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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>		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>		

School
Counselor
Dispositions

Student
Progress
evaluation
MHS 6006

Formative

Student Progress
evaluation MHS
6800

*Formative &
Interim*

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-

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****Result**

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
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Data Point 7:
Employer survey

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

Attention to Ethical and Legal Professionalism	100%	0%	0%	78%	11%	11%
	93%	7%	0%			

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.

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 relem61.275 reW*
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- ◁ 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.



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

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

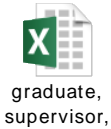
BRIEF DESCRIPTION OF METHOD

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 on the CPCE Section 1 Human Growth and Development was 11.94, with a standard deviation of 2.6. The mean score of USF students was 14.09, which is above the national mean score of 11.94. The mean score of USF students was 14.09, which is above the national mean score of 11.94.

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

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



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 progra.13 Tm0 gm0 gm0 gm0 gmcablnni.13 Tmbln[)JTJ-34(N)-48(D)-48(E5fi)7(e)

SUPPORTIVE DOCUMENTS

EMAIL FROM COE ASSESSMENT OFFICE



Counselor
Education

RECOMMENDED CHANGES BASED ON RESULTS

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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

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

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

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

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	

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.

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.

BRIEF DESCRIPTION OF METHOD

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**

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 paper 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 paper 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

Th

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

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

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.





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 originBT/F1 12 2950r 5(W)

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

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

