

Fort Valley State University  
Department of School Counselor Education

**Program Objectives Evaluation Plan  
2019-2020 Annual Report**

The School Counselor Education (SCE) department in the College of Education and Professional Studies meets its Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 accreditation standards by publishing an annual report designed to update program stakeholders (i.e., students, faculty, alumni, site supervisors, and campus administrators) on the overall health and vitality of its program. Data presented in this report is specific to the 2019-2020 academic year.

### **Departmental Mission Statement**

**Mission Statement of the SCE Program.** The principle mission of the SCE program is to prepare quality school counselors for various P-12 school settings throughout the state of Georgia. In cooperation with local school districts, we strive to provide proficient school counselors who adhere to the American School Counselor Association's (ASCA) National School Counselor Model and the American Counseling Association (ACA) and Georgia Professional Standards Commission (GaPSC) code of ethics.

**Philosophy Statement of the SCE Program.** We believe that school counselors serve multiple roles within their schools as counselors, educators, and leaders. For this reason, we educate, teach, and train our graduates to understand the school climate, develop awareness for diversity, become stakeholders in the school they serve, and collaborate with administrators, teachers, parents, and community members. To prepare candidates for the future, we encourage life-long learning and a willingness to serve and educate others in their communities. In addition, we believe that counseling is a powerful change mechanism in the lives of individuals when counselors assist in examination and exploration of cognitive, affective, and behavioral aspects of the candidates they serve. All graduates shall maintain the integrity of the school counseling profession, treat all candidates and school personnel with dignity and respect, and adhere to the standards of the governing professional bodies.

The faculty of the SCE program believes we are to:

- Instill a strong sense of professional school counselor identity in our graduates;
- Assist all candidates to gain an appreciation for the knowledge and foundation of the school counseling profession;
- Develop candidate expertise in the skills and theories of counseling, specifically those which are most beneficial to pre-K through grade 12 educational settings;
- Prepare candidates to become certified and/or licensed;
- Equip candidates/graduates in their initial job search and placement;
- Teach and perform research applicable to the practice of counseling and school counseling; and
- Equip candidates in understanding the diversity of views and cultures within our profession and the various environments in which counselors practice.

## **Overview of the Department**

CACREP has fully accredited the Fort Valley State University M.S.Ed. degree in SCE leading to certification in Georgia as a S-5 School Counselor. The program has three full-time faculty and is supplemented by one faculty member from another department and several adjunct professors.

The specialist program in SCE is accredited by the Georgia Professional Standards Association (GaPSC) and leads to an Ed.S. degree and S-6 School Counseling certification in the state of Georgia. Applicants must have S-5 School Counseling certification in order to be considered for this program.

### **Program Faculty**

**Dr. Jerry Mobley**  
Professor and Chair

**Dr. Kimberly Nelson**  
Assistant Professor and Clinical Coordinator

**Dr. Amanda Faucher**  
Assistant Professor

**Dr. Jerry Brenner**  
Associate Professor

**Dr. Pamela Davis**  
Adjunct Professor

**Dr. Michael Davis**  
Adjunct Professor

**Prof. Jessica Whatley Evans**  
Adjunct Professor

### **Summary of Program Evaluation Results**

#### **Enrollment**

SCE enrolls students at the masters and specialist levels. At the master's level, students can earn a M.S.Ed. degree in SCE and at the specialist level they can earn an Ed.S. degree. The master's program is also approved by GaPSC to accept students with master's degrees in other counseling-related fields for a certification track that accepts many of the courses from their previous graduate training (e.g., mental health counseling, social work, rehabilitation counseling). The goal is to have certification completers look like one of the program's degree graduates.

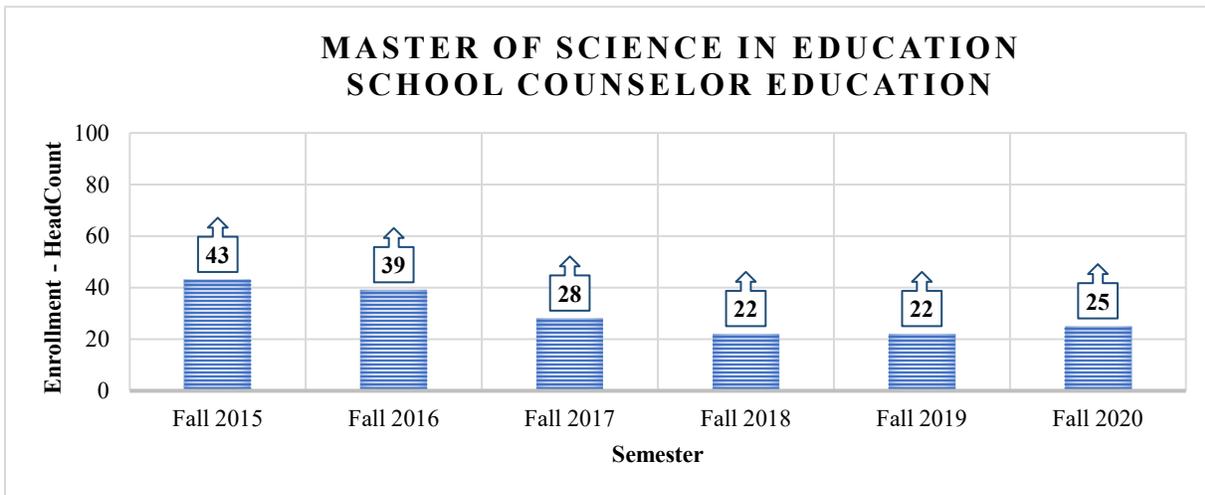
The specialist program in SCE requires that students have a master’s degree in counseling and be certified as an S-5 in school counseling prior to admission. Anyone with a master’s degree in counseling who does not have school counseling certification can take the certification master’s track and become certified in school counseling making them eligible for the Ed.S. program. Table 1 provides the 2019-2020 enrollment for each of the programs offered in the College of Education and Professional Studies.

**Table 1.** 2019-2020 Enrollment Statistics

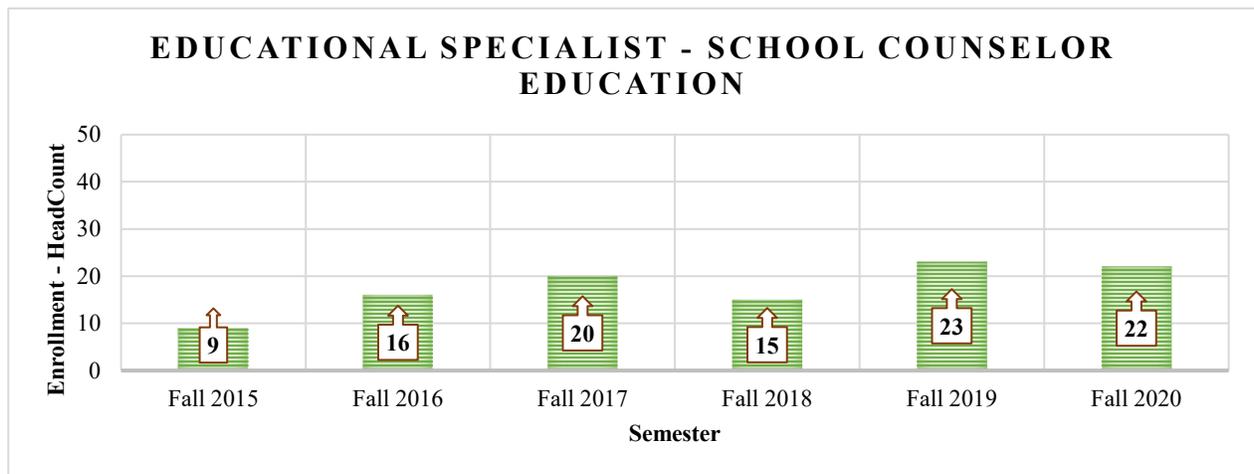
| Program                              | 2019-2020 |               |       |
|--------------------------------------|-----------|---------------|-------|
|                                      | Degree    | Certification | Total |
| School Counselor Education (M.S.Ed.) | 22        | 5*            | 27    |
| School Counselor Education (Ed.S.)   | 23        | --            | 23    |
| <b>Grand Total</b>                   | 47        | 5             | 50    |

\*Note: these certification students are not included in the overall count below.

**Figure 1.** 6-Year Trend Analysis of M.S.Ed. Headcount



**Figure 2.** Six-Year Trend Analysis of Ed.S. Headcount



### Admissions

The department continues to attract a strong applicant pool for both the M.S.Ed. degree programs and the Ed.S. programs. The 2019-2020 academic year saw 28 students admitted into one of the department's two programs. Thirteen degree students were admitted to the master's program along with another two certification students. Two of the 15 were transfer students from other counselor education programs. The master's program requires students to be enrolled for at least two years to complete the requirements.

The specialist program had 11 new admission during the same time period. Three students, who had previously started the program and left for a variety of personal reasons, returned during the fall semester of 2019. This school year was the last class to have the 27-hour degree requirement that most students completed in four semesters.

Transitions occurred in graduate admissions at FVSU, and these classes were the first to take place under the new processes. It is anticipated that admissions will become an entirely automated activity with automatic responses to student inquires.

### Graduation

Students who meet all degree requirements are eligible to participate in one of two commencement ceremonies. During the 2019-2020 academic year, the SCE program graduated 19 students. Table 2 shows the breakdown of graduates by degree and semester.

All of the graduates from the Ed.S. program are employed as school counselors in the state of Georgia, and three (28%) of the new graduates have been hired as school counselors. A total of 14 of SCE's graduates are working in the profession of their training.

**Table 2. 2019-2020 SCE Graduates**

|                           | <b>2019-2020<br/>Graduates</b> | <b>2019-2020<br/>Passed GACE<br/>103/104</b> | <b>2019-2020<br/>Employment as<br/>School Counselor</b> |
|---------------------------|--------------------------------|--|---|
| M.S.Ed. Program Graduates | 8                              | 100  | 3 (27%)   |
| Ed.S. Program Graduates   | 11                             | NA   | 11 (100%)   |
| <b>Department Total:</b>  | 19                             |  | 14  |

## **Student and Program Performance**

### **Key Performance Indicators**

SCE faculty have established a series of Key Performance Indicators (KPIs) to track student learning throughout the program. KPIs were created that included each of the eight CACREP core areas and one specific school counseling area. For each KPI, two separate types of data were collected across the curriculum and serve as evidence of student learning: knowledge data and skills (performance) data. Students' grades on tests and signature assignments are identified as the benchmarks by which students' depth of knowledge is assessed. Counseling is more than just a fund of knowledge, although it requires recall of information; it is also a skill. In addition to assessing students' knowledge, they are progressively tracked in the development of their counseling skills.

**Knowledge.** At this level, students are expected to demonstrate familiarity, awareness, and understanding of the basic terminology, facts, and theories foundational to the counseling profession. Factual knowledge assignments typically are found in the introductory courses taken early in the program and is reflected by students' grade point averages (GPA). A summative assessment of knowledge occurs on the comprehensive examination, GACE 103/104 for School Counseling for master's-level students and a constructed response examination for specialist students.

**Skills.** At the graduate level, students are expected to demonstrate the ability to translate their understanding of specific techniques, processes, and methodologies into the practice of counseling. Procedural knowledge assignments are typically found throughout the program and evaluated at the end of students' programs where theory-to-application occurs (e.g., practicum and internship).

The KPI process began in 2007 with the development of performance rubrics (for skills assessment) to complement knowledge evaluation and implemented in the current format during the 2018-2019 school year. The same process was also employed in the 2019-2020. Courses with KPIs and rubric assessments evaluated students' skills development throughout the courses. Failure to meet a performance standard delayed a students' advancement through the program pending demonstration of the requisite skill(s). These performance and knowledge evaluations are compiled to determine if the student is prepared to enter into field placements and then into the profession.

At the same time, these assessments determine the effectiveness of the program in producing proficient educators, as our goal indicates. Their success is the program's success.

### **Grade Point Averages**

On a knowledge basis, student performance is most often measured by performance in course work as indicated by maintaining 3.0 GPA or better. Following Graduate Council guidelines, students are allowed only one semester to correct a GPA that falls below 3.0. During the year being discussed, no students were on probation for this reason.

The average GPA at graduation for the graduates in 2019-2020 for the two programs was as follows:

**Table 3. M.S.Ed. and Ed.S. GPAs**

| <b>2019-2020</b>                        |  |
|---|--|
| <b>Program</b>                          | <b>GPA<br/>Average for<br/>Graduates</b> |
| School Counselor Education<br>(M.S.Ed.) | 3.88                                     |
| School Counselor Education<br>(Ed.S.)   | 3.59                                     |

One student in each program achieved a 4.0, and all were able to maintain the necessary 3.0 standard.

### **Comprehensive Examinations**

Students in both programs must pass a comprehensive examination as part of their degree requirements as a summative knowledge assessment. SCE has elected to use GACE 103/104 as its comprehensive examination. It is the required state exam for certification in school counseling; therefore, successful completion of this requirement adds to students' potential for certification. The Ed.S. offers a written constructed-response process that requires students to demonstrate their application of advanced knowledge and techniques across three required areas and two elective areas.

In 2011, it was decided that the GACE School Counseling Examination should be adopted as the exit exam for the master's program. At that point, every graduate of the program had passed the exam to become certified in the state of Georgia as a school counselor. GACE 103/104 has since become the comprehensive examination for the program and also prepares students for certification in their field. The FVSU program has a near 100% pass rate and is consistently above the state average in student grades on the exam.

**Table 4. SCE Master's and Specialist's Comprehensive Exam Pass Rates**

|              | <b>M.S.Ed. Students<br/>2019-2020<br/>Passing<br/>GACE 103/104</b> | <b>Ed.S. Students<br/>2019-2020<br/>Passing Comp Exams</b> |
|--------------|--|--|
| SCE average: | 100%   | 100%   |

At the specialist level, students take the comprehensive examination during their second year in the program. The comprehensive examination consists of written responses on each of the three required areas and two elective areas. This year, 100% of specialist students successfully completed their comprehensive examinations and became eligible for S-6 certification in school counseling in the state of Georgia.

### **Key Performance Indicators**

Throughout the programs, KPIs guide the course work and provide evidence to students and the program of the effectiveness of their efforts. The M.S.Ed. meets the CACREP standards requirement with these KPIs. When a knowledge (K) issue is addressed, a course may utilize a test, paper, or activity that is graded and becomes part of the course grade, which is reflected in students' GPA. When skills (S) are being assessed, rubrics are applied to determine whether students' performance was 0=unacceptable, 1=developmental, 2=satisfactory, or 3=target. The comprehensive exam provides a summative statement of their mastery of the information in the program.

Below are the KPIs with an indication of where and when they are assessed in the program, the CACREP Standards that are included in the assessments, an identification of whether knowledge or skills are being assessed, and the type of assessments that are included in the KPI.

### **KPI 1: Graduates will be able to understand the history, philosophy, and multiple roles in the counseling profession.**

| <b>Course/Point of Assessment</b> | <b>Typical Point in Program</b> | <b>CACREP Standard</b>                                | <b>Knowledge or Skill</b> | <b>Assessment</b> |
|-----------------------------------|---------------------------------|---|---------------------------|-------------------|
| EDSC Intro to School Counseling   | Phase I                         | <b>F.1.a,b,f,g,m;<br/>G.1.a;<br/>G.2.k,l,m; G.3.a</b> | K                         | Paper(s)          |
| Internship II: SC                 | Phase III                       | All   | S                         | GACE Comp         |

**KPI 2: Graduates will be able to understand the legal and ethical standards of the profession and practice in a legal, ethical, and professional manner.**

| Course / Point of Assessment | Typical Point in Program | CACREP Standard  | Knowledge or Skill | Assessment |
|------------------------------|--------------------------|------------------|--------------------|------------|
| EDSC 5133 Ethics & Law       | Phase II                 | F.1.i, l; F.5.e. | K                  | Paper(s)   |
| Internship II: SC            | Phase III                | All              | K                  | GACE Comp  |

**KPI 3: Graduates will be able to understand theories and models of multicultural counseling and practice.**

| Course / Point of Assessment       | Typical Point in Program | CACREP Standard | Knowledge or Skill | Assessment       |
|------------------------------------|--------------------------|-----------------|--------------------|------------------|
| EDSC 5203 Coun Diverse Populations | Phase II                 | F.1.e; F.2.a-h  | K                  | Project/Paper(s) |
| Internship II: SC                  | Phase III                | All             | K                  | GACE Comp        |

**KPI 4: Graduates will be able to understand and apply theories of career counseling.**

| Course / Point of Assessment | Typical Point in Program | CACREP Standard   | Knowledge or Skill | Assessment |
|------------------------------|--------------------------|---|--------------------|------------|
| EDSC 5033 Career Counseling  | Phase I                  | F.1.h,j;<br>F.4.a-j;<br>F.7.k;<br>G.1.c;<br>G.2.c;<br>G.3.e,g,j,k | K                  | Projects   |
| Internship II: SC            | Phase III                | All   | K                  | GACE Comp  |

**KPI 5: Graduates will be able to understand and apply theories and techniques of counseling including treatment planning.**

| Course / Point of Assessment  | Typical Point in Program | CACREP Standard                                    | Knowledge or Skill | Assessment       |
|-------------------------------|--------------------------|--|--------------------|------------------|
| EDSC 5143 Counseling Theories | Phase II                 | F.1.k; F.3.c;<br>F.5.a,d,f,g,h,i,n;<br>F8.b; G.3.f | K&S                | Exam/Rubric 4    |
| EDSC 5373 Group Counseling    | Phase II                 | F.6.a-h  | K&S                | Project/Rubric 4 |

|                                   |           |   |     |                  |
|-----------------------------------|-----------|---|-----|------------------|
|                                   |           |   |     |                  |
| EDSC 5303 School & Family Consult | Phase II  | <b>F.5.b,c; G.1.d;<br/>G.2.b,h,I;<br/>G.3.h,l</b> | K&S | Exam/Rubric<br>4 |
| Internship II: SC                 | Phase III | All   | K   | GACE Comp        |

**KPI 6: Graduates will be able to understand and apply group process and how therapeutic factors contribute to group effectiveness.**

| <b>Course / Point of Assessment</b> | <b>Typical Point in Program</b> | <b>CACREP Standard</b>                                | <b>Knowledge or Skill</b> | <b>Assessment</b>   |
|-------------------------------------|---------------------------------|---|---------------------------|---------------------|
| EDSC 5373 Group Counseling          | Phase II                        | <b>F.6.a-h</b>  | K&S                       | Project/Rubric<br>4 |
| EDSC 5303 School & Family Consult   | Phase II                        | <b>F.5.b,c;<br/>G.1.d;<br/>G.2.b,h,I;<br/>G.3.h,l</b> | K&S                       | Exam/Rubric<br>4    |
| Internship II: SC                   | Phase III                       | All   | K                         | GACE Comp           |

**KPI 7: Graduates will be able to understand multiple factors that affect human development and behavior.**

| <b>Course / Point of Assessment</b> | <b>Typical Point in Program</b> | <b>CACREP Standard</b>                                      | <b>Knowledge or Skill</b> | <b>Assessment</b> |
|-------------------------------------|---------------------------------|---|---------------------------|-------------------|
| EDSC 5103 Human Grow & Devel        | Phase I or II                   | <b>F.3.a,b,e,f,g,i</b>                                      | K                         | Papers/GACE       |
| EDC5143 Counseling Theories         | Phase II                        | <b>F.1.k; F.3.c;<br/>F.5.a,d,f,g,h,i,n;<br/>F8.b; G.3.f</b> | K                         | Exam              |
| Internship II: SC                   | Phase III                       | All   | K                         | GACE Comp         |

**KPI 8: Graduates will be able to understand the importance of research in advancing the counseling profession including how to perform research to inform counseling practice.**

| <b>Course / Point of Assessment</b> | <b>Typical Point in Program</b> | <b>CACREP Standard</b>                                       | <b>Knowledge or Skill</b> | <b>Assessment</b> |
|-------------------------------------|---------------------------------|--|---------------------------|-------------------|
| EDUC 5503 Fund. of Research Design  | Phase II                        | <b>F.8.a,f,g;<br/>G.3.d</b>                                  | K&S                       | Rubric            |
| EDSC 5013 Eval & Testing            | Phase II                        | <b>F.3.h;<br/>F.7.a,b,e-j,l;<br/>F.7.l; F.8.j;<br/>G.1.e</b> | K                         | Exam              |
| EDUC 5793 App Resch Pract           | Phase III                       | <b>F.8.h</b>   | K&S                       | Rubric            |

|                   |           |     |   |              |
|-------------------|-----------|-----|---|--------------|
| Internship II: SC | Phase III | All | K | GACE<br>Comp |
|-------------------|-----------|-----|---|--------------|

**KPI 9: Graduates will be able to offer prevention strategies and work with crisis, trauma, suicide, and at-risk clients/students.**

| Course / Point of Assessment              | Typical Point in Program | CACREP Standard                                       | Knowledge or Skill | Assessment       |
|---|--------------------------|---|--------------------|------------------|
| EDSC 5233 Coun Interventions & Prevention | Phase II                 | F.3.d;<br>F.5.j,l,m;<br>F.7.c,d;<br>G.2.e,g;<br>G.3.m | K                  | Project/Paper(s) |
| Internship II: SC                         | Phase III                | All   | K                  | GACE Comp        |

**KPI 10: Graduates will be able to express themselves appropriately using technology, grammar, and APA7.**

| Course / Point of Assessment | Typical Point in Program | CACREP Standard | Knowledge or Skill | Assessment      |
|------------------------------|--------------------------|-----------------|--------------------|-----------------|
| Human Growth & Development   | Phase II                 | F.1.g           | K                  | Paper(s)/Rubric |
| EDUC 5793 App Resch Pract    | Phase III                | F.1.g           | K                  | Project/Rubric  |

**KPI SC 1: Graduates will be able to design and evaluate school counseling programming.**

| Course / Point of Assessment       | Typical Point in Program | CACREP Standard  | Knowledge or Skill | Assessment     |
|------------------------------------|--------------------------|--|--------------------|----------------|
| EDSC 5123 Intro to Sch Counseling  | Phase II                 | F.1.a,b,f,g,m;<br>G.1.a;<br>G.2.k,l,m;<br>G.3.a  | K                  | Paper(s)       |
| EDSC 5233 Compreh Sch Counseling   | Phase II                 | F.1.c,d;<br>F.5.k;<br>F.8.c,d,e;<br>F.8.i; G.1.b;<br>G.2.a,d;<br>G.2.f,j;<br>G.3.b,c,i,n,o | K&S                | Project/Rubric |
| EDUC 5503 Fund. of Research Design | Phase II                 | F.8.a,f,g;<br>G.3.d  | K&S                | Project/Rubric |
| EDUC 5793 App Resch Pract          | Phase III                | F.8.h  | K&S                | Project/Rubric |
| Internship II: SC                  | Phase III                | SC 3.b.  | S                  | Rubric         |

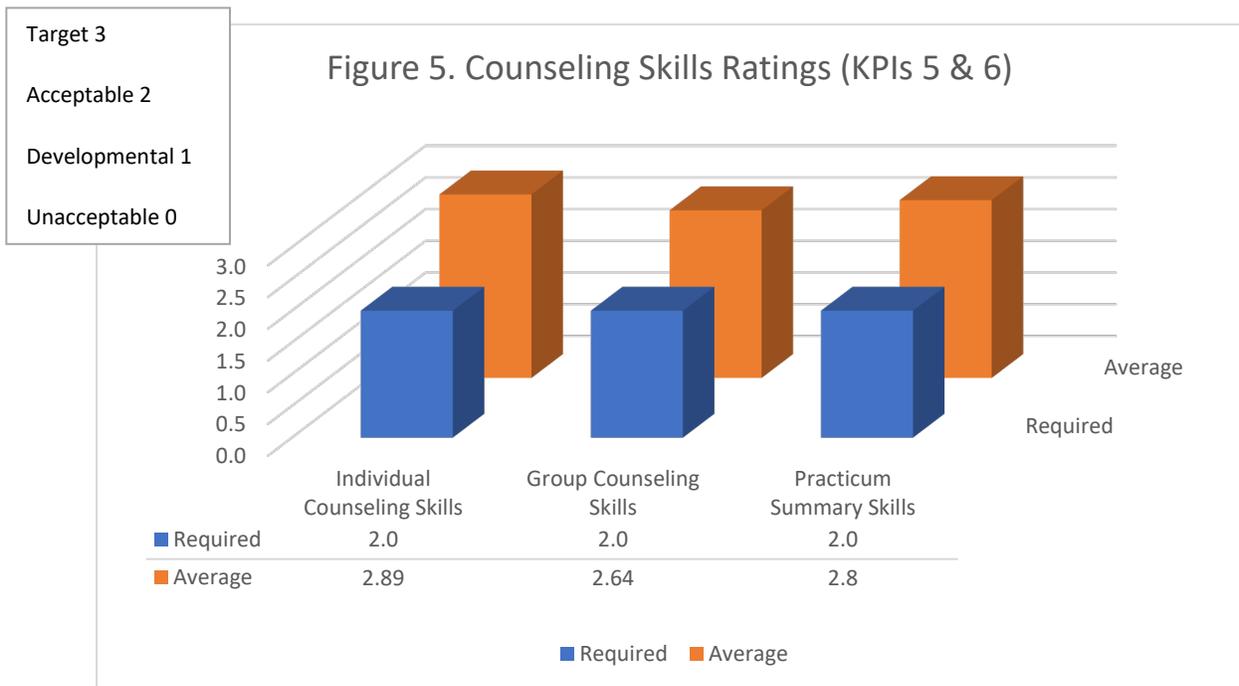
## Performance Skills

School counselors-in-training in the College of Education and Professional Studies not only have a fund of knowledge about counseling, but are also measured in terms of their performance of several defined counseling attitudes and skills during their progression through the program. In order to effectively evaluate that their activities and support programming are effective (and eliminate things that are not working), counseling students must have an attitude that favors collecting and using data and skills related to those activities.

Below is a discussion of the skills and a summary of students' aggregate performance on these critical items. Failure to meet the standard initiates efforts to redirect students' performance until the standard is met or students find their success elsewhere.

**Counseling Skills.** They are assessed for individual counseling skills (KPI 5: Graduates will be able to understand and apply theories and techniques of counseling including treatment planning). and group counseling (KPI 6: Graduates will be able to understand and apply group process and how therapeutic factors contribute to group effectiveness) in these respective courses and then re-evaluated in Practicum prior to extensive exposure to students in their internship sites for 600 hours of experience. They are reassessed as they complete the program (discussed in the practicum and internship section).

**Figure 5.** *Counseling Skills Ratings (KPIs 5 & 6)*



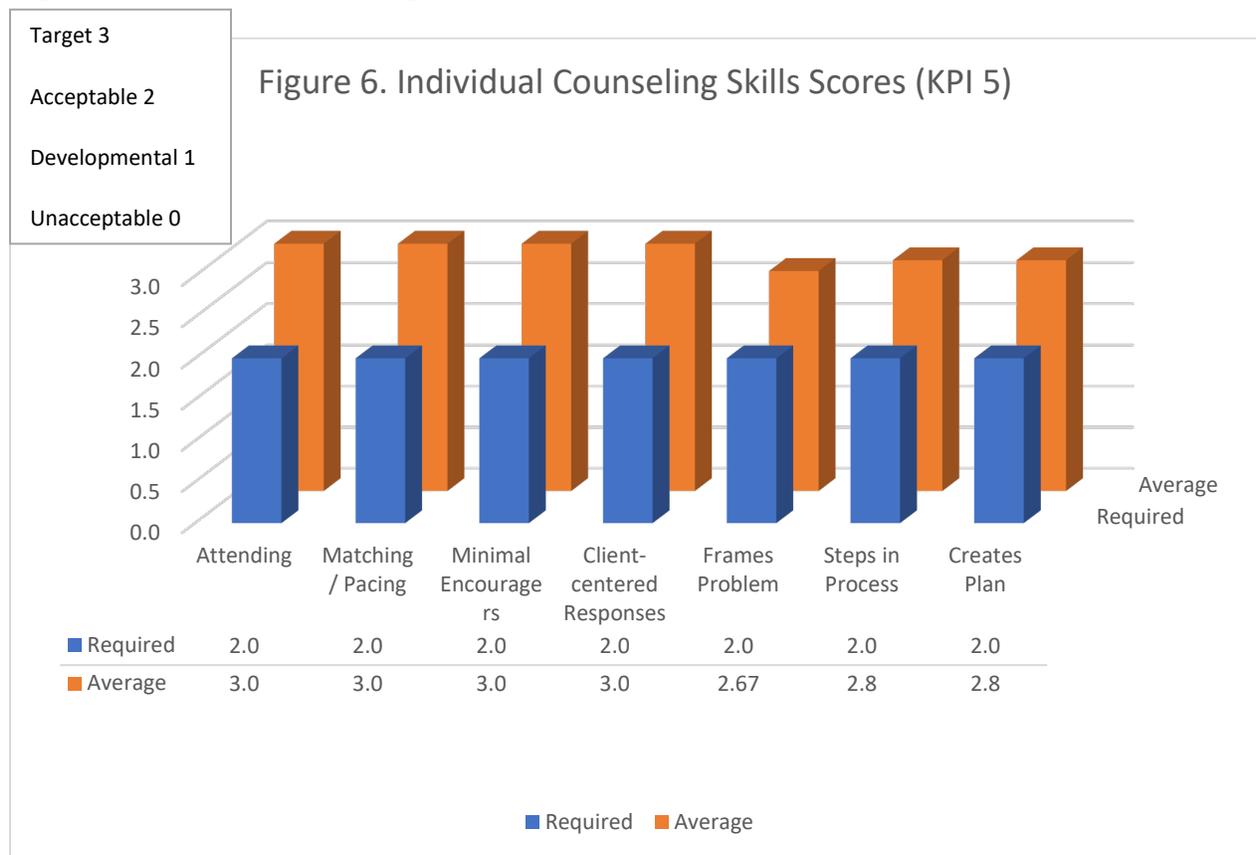
The skill-building process used in the SCE program involves a sequence of training that culminates in students entering the profession. Before they are admitted into a counseling role, they are evaluated numerous times using counseling performance rubrics. Initial skills are assessed in the

theories class, and all students must achieve at least a 2.0 (students averaged 2.45) in order to go into the group course where the individual skills are applied with a group of people (students averaged 2.64) and additional skills are added. In-person or video assessments occur in the practicum, and in this cohort the ratings were quite good (students averaged 2.8).

Counseling skills are divided into and assessed in several parts: non-verbal posture and empathic grunts/comments, summarizing skills, empathy skills, and problem-solving skills utilizing Glasser’s counseling format.

All of the cohort were able to demonstrate these skills; some had to repeat the role-play process until deficits were overcome. In learning new skills, students have different learning curves, and adjustments are necessary. Overall, this class performed quite well and scored at the highest levels on almost all skills. The goal is to have everyone meet the standard. After repeated unsuccessful attempts to perform satisfactorily, a plan is developed to assist them. At this point, a few students have recognized that counseling was not a good fit for them.

**Figure 6. Individual Counseling Skills Scores (KPI 5)**

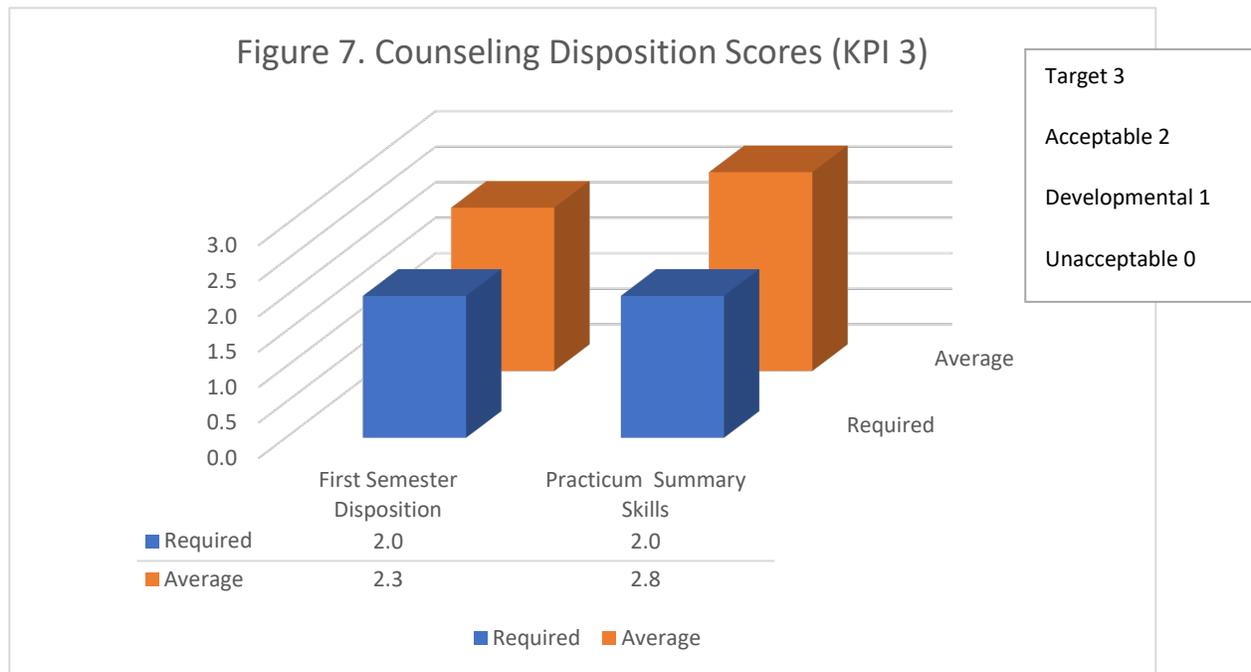


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attempts to perform satisfactorily, a plan is developed to assist them. At this point a few students have recognized that counseling was not a good fit for them.

**Counseling Dispositions.** Counseling skills are not the only skills on which students are assessed. Students’ professional disposition (partially covered in KPI 3: Graduates will be able to understand theories and models of multicultural counseling and practice) are evaluated early and often. Should a problem occur—racial insensitivity, defective work habits, failure to respond to correction—the issue is noted and the student is offered an opportunity to make a correction during the semester. Should the problem persist, a contract will be developed to address the issue or the student will possibly be counseled out of the program.

**Figure 7.** *Counseling Disposition Scores (KPI3)*

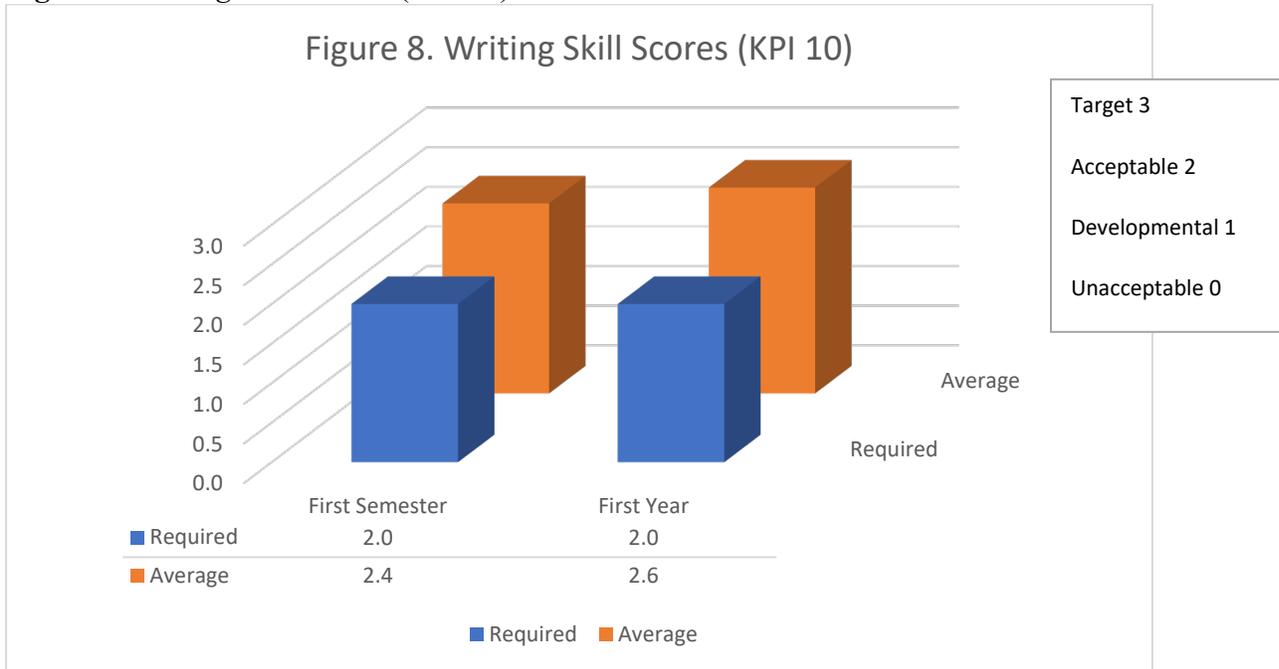


In students’ first semester in the program, they are evaluated on the disposition and professional behaviors rubric. As they prepare to enter an intensive time of interacting with students and applying their counseling skills in 600 hours of internship, they are evaluated again. Scoring 2.0 is required on the items that are observed. All students scored over 2.0 (students averaged 2.3) in their first courses and even better over a year later when they were re-evaluated (students averaged 2.8). Their behavior reflects the attitudes and dispositions that the program wants them to have as school counselors.

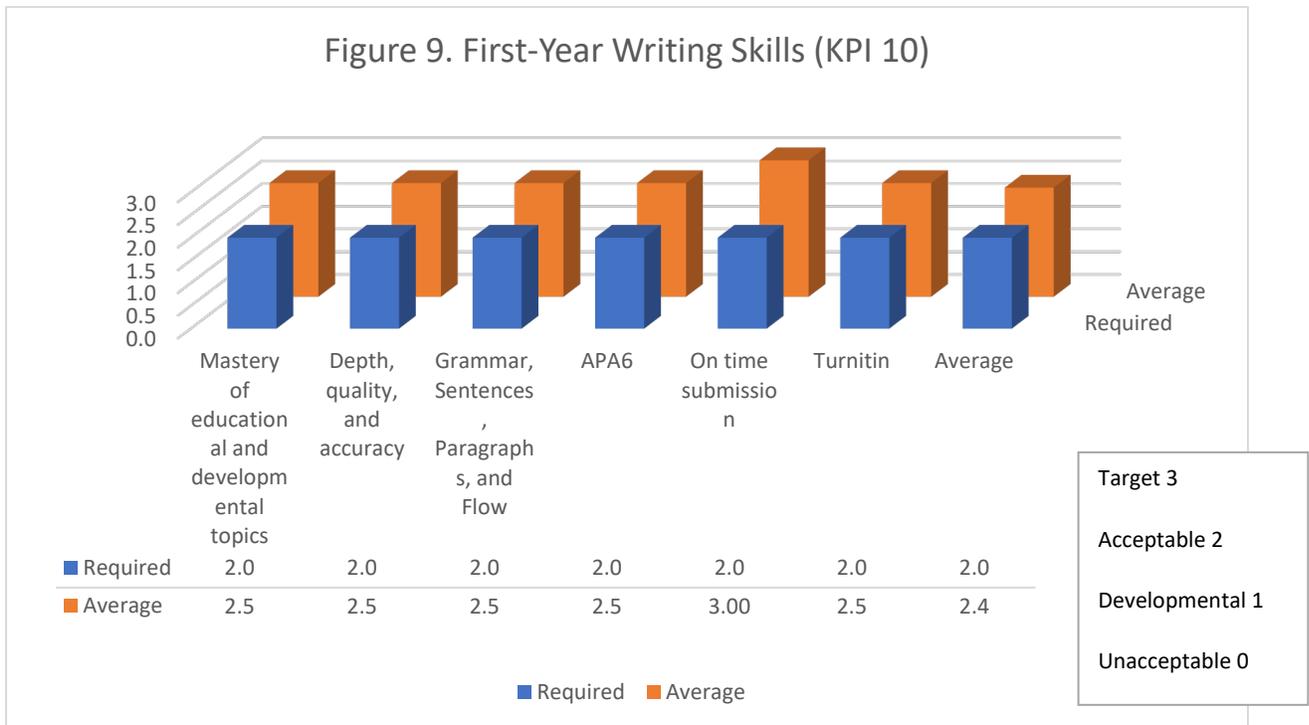
**Writing Skills.** To address the decline in writing skills that is occurring in the culture, the program also assesses students’ ability to effectively utilize grammar and *American Psychological Association Publication Manual (7<sup>th</sup> ed.)* guidelines. The Human Growth and Development course was redesigned into a writing course that is often taken in the first semester of a student’s program. Writing skills (KPI 10: Graduates will be able to express themselves appropriately using technology, grammar, and APA7) are also evaluated in EDSC 5133 Ethics and School Law. Part of the assessment in research is similar to these areas.

This cohort scored better in the first year than previous cohorts. While students initially all averaged over 2.0, grammar/sentences/paragraphs/flow and use of APA6 (APA7 was not introduced until October 2019) were the lowest averages of only 2.25 at the beginning of the program. In order for the average score to improve, these under-functioning items must have changed.

**Figure 8.** *Writing Skill Scores (KPI 10)*



**Figure 9. First-Year Writing Skills (KPI 10)**



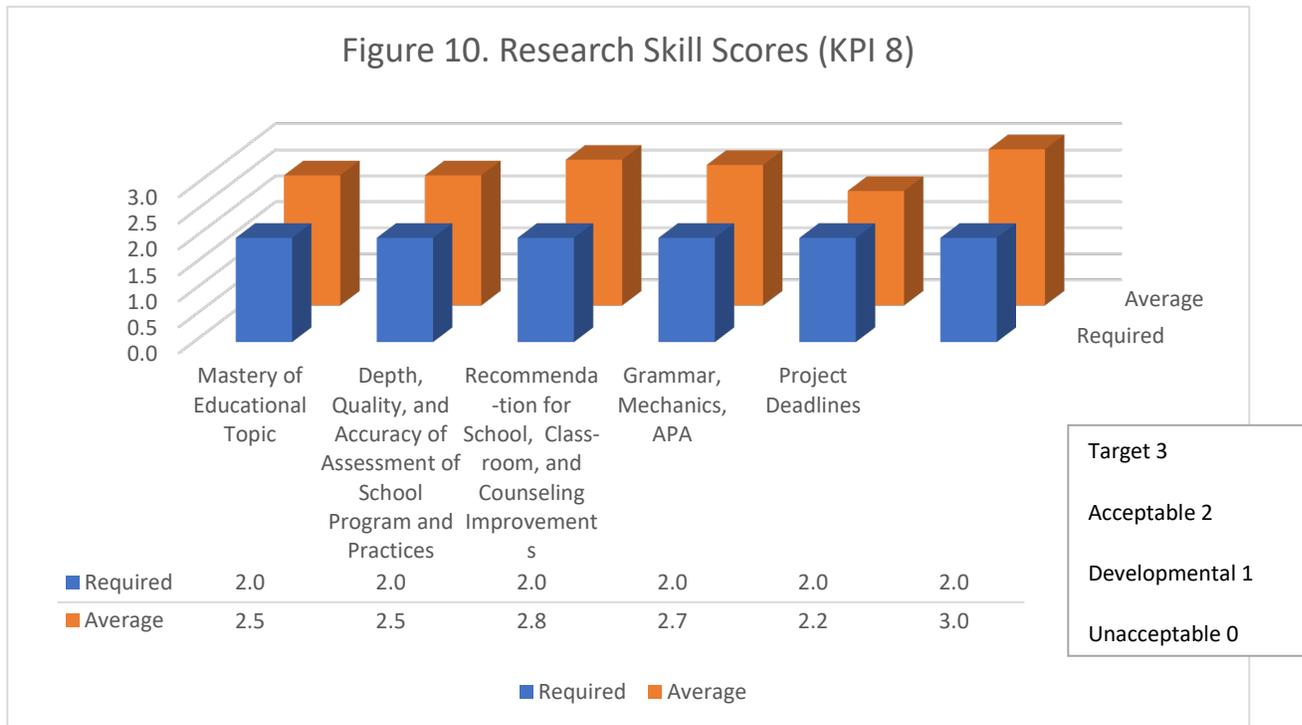
The program seems to be correct in continuing to have a focus on writing and use of APA writing style. Continuing to have this KPI and drill students on the appropriate use of APA writing style will be continued.

In 2019, the program had two individuals (1.8 average scores) who did not perform well on grammar, APA6, and originality. Those students were given remedial activities to address the issues noted by the assessment. They scored over 2.0 on their later assessment and have become quality students.

The program is preparing to make the transition to APA7 and continue to drill SCE students on its use and proper grammar and punctuation.

**Research Skills.** In the 2007 redesigned program, the decision was made that students coming from SCE programs should have greater fluency with data and that fluency would come from performing action research. During their introduction to research (EDUC 5503 Fundamentals of Research Design), they propose research that is completed while they are doing their field placements. The sequence of actual research activities is spread over at least two semesters and includes writing an Institutional Review Board (IRB) proposal, library work, gathering data, analyzing data, writing up those data, and making a proposal to a professional organization for a presentation or an article on the study (KPI 8: Graduates will be able to understand the importance of research in advancing the counseling profession including how to perform research to inform counseling practice).

**Figure 10. Research Skill Scores (KPI 8)**



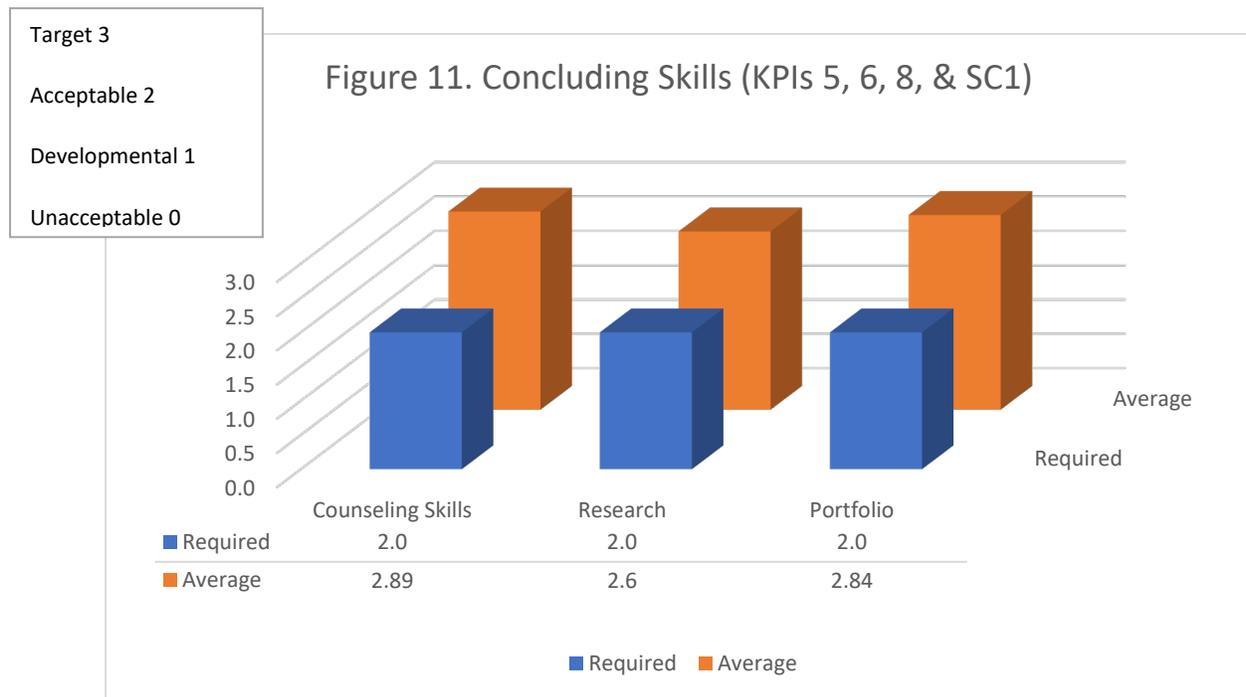
As noted in Figure 10, students scored high across the board, with no section receiving an average score below 2.0. Data suggest students scoring low in project deadlines requires additional support in getting their work done in a timely manner. The course is designed with elements of research sequenced and spread over three semesters with incremental due dates to provide urgency on activities. However, some activities, like gaining approval from other organizations, is not an event that timelines easily. It may be that these scores are a reflection of the challenges that occurred during COVID-19.

**Practicum and Internship Final Evaluations**

The SCE faculty monitor student progress via final evaluations by site supervisors and faculty in EDSC 5793 Practicum, EDSC 5893 Internship I, and EDSC 5993 Internship II. These evaluations include questions about dispositions, basic counseling skills, and advanced counseling skills. The following table presents the results of the final evaluations for the academic year 2019-2020 for all students enrolled in field-based courses.

Several assessments are part of the check-out for students entering the profession: the counseling performance assessment, their research project, and a review of their portfolio.

**Figure 11. Concluding Skills (KPIs 5, 6, 8, & SC1)**



The counseling aspect of this evaluation (KPIs 5 and 6) has been covered in previous information about clinical skills and is recorded here because students are once again reviewed on their skills unless their scores in practicum were at the highest levels.

Everyone completing this program will have done research (KPI 8) as an effort to help them become more familiar with using data to support their activities. Like most measures, students continue to make corrections until they have produced a reasonable result. Their scores are detailed above.

The last piece of work that is analyzed as part of the skills assessments involves the portfolio, which is an accumulation of activities that have been performed during the master’s program. A significant part of the portfolio is the design of a school counseling program and the accumulation of materials to implement and assess it (KPI SC 1: Graduates will be able to design and evaluate a school counseling programming). This summary indicates the quality of work that these students have accomplished and the quality of the program that trained them.

### Follow-up Surveys

Field supervisors rated their supervisees from the SCE master’s program across nine areas. Those topics included the following:

1. I was offered/or provided training to assist me in supervision.
2. I was provided guidelines to assist me in the performance of my supervision duties to the student/program.
3. I received information at the beginning of the semester in preparation for supervision.
4. I was comfortable with the level of access and contact with program faculty.

5. The program seemed to do well in the preparation of the student placed with me.
6. I was clear as to what activities the field student should be involved in and could do.
7. The student seemed educated about the ASCA Model
8. There were some areas wherein the student seemed deficient due to program preparation.
9. I would recommend this program to others.

In the fall, 92% of the ratings were in the highest categories. In the spring, field supervisors had 93% of their scores in the highest ratings. Most of the evaluations of SCE students in the field in spring 2019 and fall 2020 were extremely favorable for the students and the program. When a low score occurred, it tended to be in the area of contact with FVSU faculty. They seem to want more time as the semester started (#3) and during the time they had supervisees (#4). SCE is working on making these changes during the 2020-2021 school year.

In fall 2020, graduates were contacted and asked to complete a survey regarding the training they received at FVSU in the SCE program. The following comments were rated from 1 (strongly disagree) to 5 (strongly agree).

1. The school counseling program prepares candidates to assist students in career awareness and preparation.
2. The school counseling program prepares candidates to assist students with personal/social needs.
3. The school counseling program prepares candidates to assist students with academic needs.
4. The school counseling program prepares candidates to work collaboratively with administrators, teachers, and school personnel in meeting students' needs.
5. The school counseling program prepares candidates to consult effectively with all stakeholders, including parents and the community.
6. The school counseling program prepares candidates to appropriately make outside referrals.
7. The school counseling program prepares candidates to assist in interpretation and explanation of test scores.
8. The school counseling program prepares candidates to provide individual counseling services.
9. The school counseling program prepares candidates to provide small group counseling services.
10. The school counseling program prepares candidates to provide large group counseling services.
11. The school counseling program prepares candidates to maintain proper documentation of services.
12. The school counseling program prepares candidates to apply ethical standards of the profession and adhere to appropriate policies and laws.

Ninety-two percent of the responses were fours and fives, indicating the highest ratings. Numbers six and seven had three or more of the lower scores. The faculty will be reviewing the current efforts in these areas and making adjustments.

Students made numerous comments about the program: "really enjoyed [the program] and felt [it] prepared me to start [my] career as a counselor" or similar comments (six times). One person

called the program “amazing”; another said, “awesome”; another, “so great.” Another person said that “the program is ingrained in me.”

One comment said they did not know they needed awareness of mental health issues until they got in the schools. When the program goes to 60 hours (accreditation mandate for 2023), courses and materials with more mental health information will be added. Another area that could use some attention, which received three lower scores in the survey, concerned making referrals to outside sources. Strengthening this aspect of the consultation course will be beneficial.

The same survey questions were provided to employers of graduates who were working as counselors in the field with similar results. Eighty percent of the responses were not only above the “Neutral” rating, but they were in the highest category. The lowest area that was identified was the same issue identified by the surveyed counselors: “prepares candidates to make outside referrals.” Apparently, this issue needs to be reviewed by the SCE program. The only comment that was made on this collection of surveys said: “We are very pleased to partner with the FVSU [School Counselor] Education Department.”

## **Summary**

Students in this CACREP-accredited track appear to be gaining the knowledge, skills, and dispositions needed to effectively counsel in these settings and report high degrees of confidence in their abilities. The assessments substantiate the effectiveness of the students with their new counseling knowledge and skills and the program’s effectiveness at producing capable school counselors.

## **Substantial Program Changes**

In addition to the previously mentioned program modifications, several substantial program changes were consensually agreed upon in the past year and are in the process of being implemented. Included in the list of substantial program changes are the following:

### **Changes to the Curriculum**

**M.S.Ed. in SCE.** At the master’s level, minor changes were made to the school counseling program. Fundamentals of Research Design (EDUC 5503) was moved from summer to fall to allow students more time to work on the material. At the same time Career Counseling (EDSC 5033), which has numerous experiential elements, was moved into the summer slot to allow students an opportunity to use the material to reevaluate their personal decisions to go into school counseling.

The Foundations of Professional Ethics and School Law (EDLD 5203) course, which was originally retrieved from an adult education doctoral program, was renamed and renumbered to be more appropriate for school counseling (EDSC 5133) since the doctoral program was no longer being offered.

Consideration of courses for a 60-hour program of study, which is required by CACREP in 2023, is being discussed in the department. No decisions have been made about these additions.

Perhaps newer faculty were interested in having the program offered online. The proliferation of the COVID-19 virus and subsequent closing of normal classrooms was the catalyst for advancing these plans and implementing them a year ahead of the original plan. All but three of the 2019-2020 graduates completed the program based on face-to-face delivery. This success was facilitated by having students participate in multi-day workshops to prepare for transition, with one of the workshops occurring before COVID-19 and the other afterward. By summer 2020, the SCE program, working closely with Online Learning Department, had moved from face-to-face courses into an online format and had gotten university and state support for the transition. CACREP is being petitioned to consider FVSU's master's program to be online delivery and the pending accreditation review will be of that delivery process.

**Ed.S. in SCE.** The faculty sought and received permission to transition the specialist program into an online format beginning in fall 2019. Working closely with FVSU's Online Learning Department, all of the courses were redesigned into the virtual environment and most received Quality Matters scores in the 90s. The last courses were completed for fall 2020.

From its beginning, discussions occurred regarding the 27-hour requirement for the Ed.S. degree. In fall 2019, the decision was made to add three hours (one course) and become a 30-hour program. Over the years, many elective courses were created; therefore, no additional courses were needed to be approved.

Two course changes occurred in 2019-2020: an Advanced Seminar in Leadership (EDSC 6262) course and an Alcohol and Other Drugs (AOD; EDSC 6264) course were clearly named. They had been taught in an "empty suit" course EDSC 6263 Advanced Seminar in Student Issues class where topics of current interest could be explored. Autism had been taught in that course one semester. Both the leadership and substance courses seemed to have broad support from the students and were made into their own electives effective fall 2019.

### **Changes in Personnel**

The search for the third fulltime core faculty member continued during 2019-2020 and adjunct faculty graciously kept students and the program smoothly functioning. This vacant position opened when Dr. Thomas Jarvis retired in spring 2018 after leading the department for five years and being the contact person for the CACREP review. A search began months before his departure and offers were made to several candidates. Yet, at the start of the 2019-2020 school year, the position was still vacant. Dr. Mobley returned to chair to the department.

Fortunately, during fall 2019, a suitable candidate was identified who would be available for the next year after she completed her dissertation from Texas A&M, a CACREP-accredited doctoral program. Dr. Amanda Faucher's has international experience her dissertation studied reducing stress and worry with a social-emotional learning approach.