

2022

COUNSELOR
EDUCATION ANNUAL
PROGRAM REPORT

USF

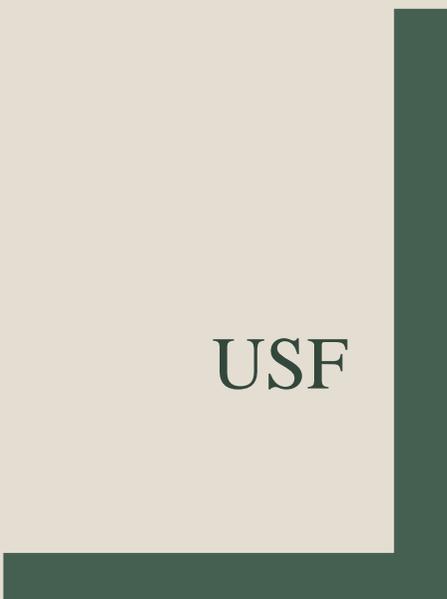


TABLE OF CONTENTS

MISSION STATEMENT	2
SCHOOL COUNSELING PROGRAM OBJECTIVES	2
PROGRAM OBJECTIVES AND KEY PERFORMANCE INDICATORS	3
EVALUATION OVERVIEW	4
KEY PERFORMANCE INDICATOR ASSESSMENT MATRIX.....	5
PROGRAM DEMOGRAPHICS & VITAL STATS	7
SUMMARY OF PROGRAM EVALUATION RESULTS	8
PROGRAM STRENGTHS.....	8
AREAS OF IMPROVEMENT	9
PROGRAM CHANGES FOR THE 2022-23 ACADEMIC YEAR	10
SUMMARY OF ASSESSMENT SOURCES	11
PROGRAM OBJECTIVE (PO) 1: PROFESSIONAL IDENTITY SUMMARY OF FINDINGS	14
RECOMMENDED CHANGES TO PROGRAM GOAL 1.....	15
PROGRAM OBJECTIVE 2: SOCIAL & CULTURAL DIVERSITY SUMMARY OF FINDINGS	16
RECOMMENDED CHANGES TO PROGRAM GOAL 2.....	17
PROGRAM OBJECTIVE (PO) 3: HUMAN GROWTH AND DEVELOPMENT SUMMARY OF FINDINGS	18
RECOMMENDED CHANGES TO PROGRAM GOAL 3.....	19
PROGRAM OBJECTIVE 4: COUNSELING AND HELPING RELATIONSHIPS SUMMARY OF FINDINGS	20
RECOMMENDED CHANGES TO PROGRAM GOAL 4.....	21
PROGRAM OBJECTIVE 5: CAREER DEVELOPMENT SUMMARY OF FINDINGS	22
RECOMMENDED CHANGES TO PROGRAM GOAL 5.....	23
PROGRAM OBJECTIVE 6: GROUP COUNSELING AND GROUP WORK SUMMARY OF FINDINGS	24
RECOMMENDED CHANGES TO PROGRAM GOAL 6.....	25
PROGRAM OBJECTIVE 7: ASSESSMENT AND TESTING SUMMARY OF FINDINGS	26
RECOMMENDED CHANGES TO PROGRAM GOAL 7.....	27
PROGRAM OBJECTIVE 8: RESEARCH PROGRAM EVALUATION SUMMARY OF FINDINGS	28
RECOMMENDED CHANGES TO PROGRAM GOAL 8.....	29
PROGRAM OBJECTIVE 9: SCHOOL COUNSELOR COMPETENCY SUMMARY OF FINDINGS	30
RECOMMENDED CHANGES TO PROGRAM GOAL 9.....	31
PROGRAM OBJECTIVE 10: SCHOOL COUNSELOR DISPOSITIONS SUMMARY OF FINDINGS	32
RECOMMENDED CHANGES TO PROGRAM GOAL 10.....	33

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
 - Counseling and Helping Relationships
 - Career Development
 - Group Counseling and Group Work
 - Assessment
 - Research and Program Evaluation
- To prepare students with the knowledge and skills to effectively implement and develop a 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

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.
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.
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.
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

	<p>personal/social development of students and integrate strategies to close the achievement gap among marginalized populations</p> <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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EVALUATION OVERVIEW

This program evaluation was conducted in Spring 2022 to assess the extent to which the USF Counselor Education Program with a specialty area in school counseling met its program goals for the 2020- 2021 academic year. We used data from a variety of formative, interim, and summative sources to assess students, knowledge, skills, and dispositional outcomes. In terms of formative assessment admission procedures screen students for their academic and professional fit for the program. Students are then evaluated upon completion of their first-semester class “Trends and Principals of Counseling” utilizing the Student Progress evaluation tool as outlined in our student handbook. As students advance in their journey through the program, their academic outcomes across the 8 core CACREP areas and specialty school areas are measured by rubrics that assess their knowledge via signature assignments, referred to as critical tasks. Upon completion of core coursework, students take the Counselor Preparation Comprehensive Examination (CPCE), which serves as a summative measure of their knowledge-based learning outcomes across our program goals. Applied or skills-based learning outcomes are then assessed during students' practicum and internship. For this component of the evaluation, we utilized data from the state evaluation tool for teachers and school-based behavioral health professionals in training, completed by site supervisors. In terms of long-term outcomes, we included the results of survey data from graduates, employers, and site supervisors. Finally, to assess our program's success in meeting the needs of a diverse student body, we disaggregated student survey data by student demographics and school site variables. The latter data point provided insight into the extent to which the program was successful in preparing students for work at different school levels (elementary, middle, and high school). All data points are described in detail below, as well as linked to specific program goals. Faculty review data each year at the Spring data retreat each year and based upon this review identify programmatic and curricula modifications.

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>				
Counseling and Helping Relationships	MHS 6006 Video Demonstrations <i>Formative</i>	MHS 6400 Student counseling theory recorded 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>
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>			
Group Counseling	MHS 6509 Group Manual	Practicum student-led group	CPCE Section 4 group work	Site Supervisor Survey	Graduate Survey			

and Group Work	<i>Interim</i>	<i>Interim</i>	<i>Summative</i>	<i>Summative</i>	<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 Annual School Counseling 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>		

PROGRAM DEMOGRAPHICS & VITAL STATS

**Note data reflects previous year rates, as current year rates have not yet been established*

COUNSELOR EDUCATION PROGRAM CURRENT STUDENT DEMOGRAPHICS 2022

- 39 Student Headcount/ 36 FTE
- 33 FTE
- 6 Part-Time/ 2 = 3FTE
- 23% Hispanic, 13% Black/African American, 56% Caucasian/White, 5% Asian, 2% Native American, 2% other
- 8% Male, 92% Female

VITAL STATS REPORT: 2021 SCHOOL COUNSELING SPECIALTY

- 16 Graduates
- 100% Passing rate on Florida School Counseling Specialty
- 93.75% employed in the state of Florida
- Full-time average annual earnings = \$54,576
- Three-year program completion rate: Full-time students: 100%, Part-time students 43%

VITAL STATS REPORT: 2020 SCHOOL COUNSELING SPECIALTY

- 14 Graduates
- 100% Passing rate on Florida School Counseling Specialty
- 79% employed (in the state of Florida)
- Full-time average annual earnings = \$54,576
- Three-year program completion rate: Full-time students: 78%, Part-time students 100%

SUMMARY OF PROGRAM EVALUATION RESULTS

PROGRAM STRENGTHS

Our 2021 program evaluation conducted in the Spring of 2022 indicates that the USF Counselor Education Program with a specialty in School Counseling is meeting its program goal to prepare interpersonally skilled and culturally competent professional counselors who facilitate the personal-social, academic, and career growth and development of their student clientele. Quantitative data sources, as described, provided confirmatory evidence that the counselor education program delivers a strong curriculum foundation, matched by robust field experiences. Qualitative data from surveys corroborate quantifiable sources, as students repeatedly highlighted that the curriculum and course work provided excellent coverage of all content areas, and fieldwork assignments provided for meaningful integration of learning as well as networking opportunities. Site supervisors and employers echo graduates' perspectives as they repeatedly mention USF counselor education students' being exceptionally well prepared, especially in comparison to field-based students and graduates from other institutions. Five areas of program strength relate to students' application of counseling skills and school counselor programming, aligned with program goals 1, 2, 4, 6, & 9: Professional identity and ethical practice, social and cultural diversity, counseling and helping relationships, group work, and comprehensive school counseling.

In terms of program goals that address student dispositions (goals 1, 2, and 10) 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, with effective counselor dispositions. We have also been successful in recruiting, retaining, and graduating minority students. Our incoming class in 2021 was 47% minority, and our minority students graduate on time when compared to our overall student body. Further minority student graduates rated the program higher than majority students in all aspects of professional preparation, which may speak to the program's strength in creating a culturally inclusive environment and supporting the professional growth of minority students. As noted by one international student, "I had a very fruitful learning experience at USF. The professors in the program are very professional and supportive. As an international student away from home, I really appreciate all the support."

Other programmatic strengths speak to students' strength in counseling. Professional Identity Helping Relations, and Group work were all rated highly. 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, helping relations, and group work are programmatic strengths. 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. As noted by one student "The faculty at USF worked hard to build relationships with students. They helped us to find our counseling identities and navigate our way into the workplace."

In addition to our strength in preparing effective counseling practitioners, based on all evaluation sources the counselor education program appears to be effective in preparing students to implement comprehensive school counseling programs. We endeavor to engage students, from the outset of the program, through applied learning experiences beyond the traditional classroom (shadowing, guest speakers, engagement in professional organization opportunities). These active learning strategies may be instrumental to students' developing a strong professional identity. Additionally, students do well on signature assignments, have demonstrated very high passing rates on the Florida School Guidance examination, and are rated highly by site supervisors and employees. Positive feedback is reflected in our high post-graduation employment rate and that many of our graduates receive employment offers before graduation.

AREAS OF IMPROVEMENT

Although we met our program goals, we do have some concerns, particularly in Assessment, & Program Evaluation, both of which were assessed slightly lower, with higher standard deviations, by site supervisors, employers, and alumni. While the mean scores in these areas are still in the "competent" range, lower ratings gave us cause for pause. In terms of assessment, qualitative data indicate that students believe the curriculum could explore threat, suicide, and mental health assessments in more depth and specific to the practice of the school. Similarly, in research and program evaluation, employers suggested students need more "Knowledge of implementing the components of a comprehensive counseling program centered around data." The research class is the one core content class taught out of the program. This finding will be followed up by meetings with faculty who teach this class, to outline an articulation agreement specifying that non-core must integrate CACREP standards into the curriculum, as evidenced by textbook coverage, applied learning activities, and assessments. The data did reveal some inconsistent trends, as while survey data revealed lower mean scores in assessment and research, CPCE data, indicate students were above the national mean in these areas. Conversely, site supervisors, graduates, and employers rated the program very highly in the areas of professional counseling orientation, social and cultural diversity, and counseling and helping relationships, yet students' scores on the CPCE were slightly lower than the national mean.

Similarly, the program met its program goal in professional identity (goal 1) and school specialty area (Goals 9 &10), with data points consistently attesting to the high caliber of USF counselor education graduates. However, a few site supervisors and employees noted that graduates need to develop a stronger voice for professional advocacy. This concern is perhaps underscored by a graduate who stated that “sadly USF prepares us to be solid mental health counselors while schools use counselors as test administrators.”

Another area of concern that we wanted to address in this program evaluation cycle is the problem of our students having to stop out for a semester after their practicum semester, in the event they do not pass all sections of the CPCE by the second administration. This problem arises due to students taking the CPCE towards the end of practicum and being unable to remediate, via a written and or oral defense, prior to the internship application deadline. The College of Education policy does not permit master's students to graduate without passing a comprehensive exam. Thus, we require students to have completed their comps before entering their last semester (internship), to mitigate a stall in their graduation. However, this policy has caused a secondary problem of students stopping out after practicum. To resolve the problem, we are moving the CPCE to the semester before practicum. To ensure students have completed their core course we will be switching Group Counseling, MHS 6509, with Substance Use Counseling, MHS 6450, on students' program of study. This change will expose students to all relevant CPCE content before the end of the beginning of practicum. By making this change, students can now take the CPCE earlier in their program of study and preclude a semester stop-out should they not pass, as they will have time to remediate before internship.

PROGRAM CHANGES FOR THE 2022-23 ACADEMIC YEAR

*Includes program modifications and other substantial program changes.

1. Faculty will infuse a variety of pretests and multiple-choice questions similar to the CPCE into each course that covers CPCE material (*program goals 1 through 8*).
2. Faculty will conduct a CPCE test preparation session to share study tips and test-taking strategies (*program goals 1 through 8*).
3. The assessment class MHS 6200 curriculum will be modified to include more assessments applicable to school counseling (*program goal 7*).
4. MHS 6509 Group counseling will be switched with MHS 6450 to enable students to take the CPCE at an earlier juncture in their program of study strategies (*program goals 1 through 8*).
5. Faculty will formalize a teaching articulation agreement with faculty from the Educational & Psychology Studies program who teach the Educational Research course, to ensure students are provided a curriculum that exposes them to counselor research and program evaluation content (*program goal 8*).

6. Faculty will strengthen areas of the curriculum that cover professional advocacy, specifically in Legal & Ethical Issues, MHS 6700, and Trends and Principles of Counseling, MHS 6006, to ensure students are not only developing the knowledge of professional advocacy but opportunities for simulated and applied practice (*program goal, 1, 9, &10*).

SUMMARY OF ASSESSMENT SOURCES

Program Admission Procedures (*Program 1 & 2*)

Prospective students are screened for academic ability and fit for the counseling profession, professional behaviors, and the ability to self-reflect during the admissions process. Students participate in an in-person interview where they are screened for counseling potential and multicultural sensitivity. Following the interview, students complete a timed essay where they are required to reflect on ethical and multicultural practice. Faculty rate students based on their verbal and written responses and either support or deny their application. The Student Handbook provides information on the process of admissions and profession dispositions screening tool.

Student Progress Evaluation (*Program goals 1 & 10*)

A formal meeting is held at the end of every semester to review the progress of students at a formative and summative juncture in their program of studies: MHS 6006 Principles of Counseling and MHS 6800 Practicum. Outside of these classes, if there is a concern about a student, faculty members will also review the progress of this student during this meeting and complete an evaluation. Students are evaluated using a rubric that assesses multiple aspects of their academic and professional development, including professional relationships with faculty and peers, oral and written communication skills, professional involvement, and overall progress in the program. To meet our program goal, we set a target of 90% of students meeting “target” on the student progress evaluation tool where 3= target, 2= fair, and 1= below.

Student Performance on Critical Task Assignments (*Program goals 1 through 10*)

Because our school counseling program is an initial preparation program for Florida Educators, students are evaluated during the course of the program on the 12 accomplished practices outlined by the Florida Department of Education. These critical tasks have been aligned with CACREP standards in the eight-core subject areas as well as the specialty area. Students are rated on a 5-point scale on signature assignments across their program of study that assesses our key performance indicators as well as Florida educator critical tasks. Students receiving a 3 or less will be required to meet with the faculty member of that class to determine an appropriate remediation project or assignment, the successful accomplishment of which, will result in an increase in the student’s rating to an acceptable level (i.e., 4 or 5).

Counselor Preparation Comprehensive Examination (CPCE) (*Program goals 1 through 8*)

The CPCE is utilized as our comprehensive examination. The comprehensive exam is a college of education policy (COE), and students are not allowed to graduate until they have passed. Thus, students must pass the comprehensive exam before they can proceed to internship,

their final semester class. To pass the CPCE, students are required to score above or within one standard deviation of the national mean, on all 8-areas of the CPCE exam to qualify for graduation with a master's degree. In this evaluation student performance is disaggregated by program goals, 1-8: (1) Professional Counseling Orientation and Ethical Practice and Development, (2) Social and Cultural Diversity, (3) Human Growth, (4) Career Development, (5) Helping Relationships (6) Group Work, (7) Appraisal, (8) Research and Program Evaluation.

To meet program goals, we have set a threshold of 80% of students scoring within 1 standard deviation or national mean the first time they sit for the examination. Students who do not meet this criterion are given an opportunity to re-take the CPCE to remediate deficient areas. Upon a retake, if students do not meet passing criteria, they are remediated per the comprehensive exam policy outlined in the student handbook.

Surveys (Program goals 1 through 10)

Surveys were sent to program graduates, current site supervisors, and district supervisors/employers. Each constituent was asked to rate the program in the areas of the 10 program goals. Both the graduate and site supervisor survey were scored on a 5-point scale, with 5 representing the highest level of appraisal and 2 representing the lowest. To meet program goals on survey data we set a benchmark means of "4" across all raters and all areas. Graduate survey data was further disaggregated by student demographic and school variables, to discern if there are differences in graduate student perspectives of the effectiveness of the program in meeting its program goals.

The employer survey differs in that respondent's rate graduate employees on professionalism, leadership, and other items related to employer priorities. Further, the survey items are scored on a 3-point scale, with 3 being the highest and 1 being the lowest. To meet program goals on the employer survey data we set a benchmark mean of "2" across all raters and in all areas.

In the current evaluation cycle, 10 site supervisors completed the survey, with the following demographic characteristics: 8 White, 2 Black, 8 female, and 2 males with an average of 8 + semesters serving as a site supervisor. 4 district supervisors/ employers completed the survey each of whom represented, an employer, from the four surrounding school districts. Due to the public nature of their role, no demographic information will be shared. 17 recent graduates completed the survey with the following demographic characteristics: 11 white, 5 Latinx, 1 African American/Black; 13 females, and 4 males.

Counseling & Guidance K-12 test (Program goals 9 & 10)

All students are required to take the Florida Counseling & Guidance K-12 test in their penultimate semester before graduation, which typically falls during students' practicum experience. To meet program goals, we set a threshold of 100% of students achieving a passing score on each section of the state examination for School Guidance and Counseling. Currently the state is not releasing individual scores, only a statement of pass/fail for each section, which precludes us from setting a numerical benchmark for our program goal. For this evaluation cycle, we utilized evaluation data from 11 students who completed the state guidance test in 2021.

Documented Internship Evaluations (Program goals 4, 9, & 10)

During students' practicum and internship site supervisors evaluate students utilizing the Florida Department of Education rubric for educators and school-based behavioral health professionals in training. The rubric assesses students in five key domains: Data-based decision making; Instruction/intervention planning and design; Instruction/ intervention delivery and facilitation; Learning environment; Professional learning responsibility and ethical practice. Students are rated across domains on a 4-point scale from 4 (highly effective), 3 (effective), 2 (emerging) to 1 (ineffective). Scores are calculated out of 40 for each domain and then totaled for an overall score out of 200. Scores below 75 are ineffective, 75-124 emerging, 125-174 effective, and 175 to 200 highly effective. To meet program goals on documented internship experiences, we set a benchmark of all students scoring above 125.

For this evaluation cycle, we utilized evaluation data from 14 students who were evaluated by their site supervisor during their internship experience. The sample consisted of 3 males, 11 females, 4 Latinx, and 7 white students

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 2021 we received 41 completed applications of those applicants who met minimum eligibility criteria as outlined in the graduate handbook, we interviewed 38, admitted 24, denied 14, and ultimately 18 students registered for classes. Minority students represented 35% of total program applicants and 47% of the incoming class.
Data Point 2: Student Progress Evaluation	90% of students will meet target on the student progress evaluation tool. when assessed on a 3-point scale ranging from target, fair, and below	Met: In Fall 2021, 18 students were enrolled in the entry class, MHS 6006 Trends and Principles of Counseling, and 5 were enrolled in Practicum. 2 of the 18 students in MHS 6006, Trends and Principles of Counseling scored "fair", and all students in practicum were on "target", Faculty will monitor the two students who scored "fair" in the academics. No further action was taken.
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 2021 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	80% of students taking the CPCE will score within 1 standard deviation or above the national mean on Section 1 Professional Counseling Orientation and Ethical Practice, the first time they sit for the examination.	Met: 86% of students passed section one. The national mean score in professional practice was 13.1 with a standard deviation of 2.5. The mean score of USF counselor education students who passed the section was 12.6 with a standard deviation of 2. The two students who failed this section passed on their second attempt.

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 professional practice	Met: Out of 10 respondents, the mean score on this item related to professional identity was 5 with a standard deviation of 0.
Data Point 6: Alumni Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in professional practice. Results will be examined by graduate demographic and school variables.	Met: Out of 17 respondents, the mean score on this item related to professional identity and ethics was 4.8 with a standard deviation of 0.3. Minority students rated the program 5.0 with a standard deviation of 0.0. When analyzed by grade level results ranged from 5.0, 5.0, 4.77, across high school, middle school and elementary school counselors' respectively.
Data Point 7: Employer survey	School counseling directors rate USF graduates employed in their district at least a 2 on a 3-point scale where 1 indicates basic, 2 indicates competent, and 3 indicates emerging	Met: The mean score on all items related to professional practice and ethics was 2.5 with a standard deviation of 0.6.

RECOMMENDED CHANGES TO PROGRAM GOAL 1

The formative, interim, and summative data indicate the program is meeting its program objective in the area of professional practice. For formative measures, the admission screening procedures appear to be an effective gatekeeping tool as evidenced by the majority of students who meet the target criteria for academics when evaluated at the end of their first semester. This data corroborates with data from chalk and wire assessment of students' ethics paper where students scored a mean of 5 on a 5-point scale. The one point of concern based on interim assessment data students who took the CPCE in Spring 2021 scored slightly below the national mean on section 1 (professionalism). While we still met criteria we met criteria, moving forward we will incorporate CPCE test questions into the Ethics class and host a CPCE test-taking workshop several weeks before cohorts are scheduled to take the CPCE. Data from all three surveys indicate that we are meeting program goals in the areas of professionalism. In terms of our graduates, no differences were detected when data were disaggregated by demographic and school variables.

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 audiotape 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	80% of students taking the CPCE will score within 1 standard deviation or above the national mean on Section 2, social and cultural diversity, the first time they sit for the examination.	Met: 81% of students passed in the area of social and cultural diversity on the first test administration. The national mean score in the area of social-cultural diversity was 9.3, with a standard deviation of 2.6. The mean score of USF counselor education students was 9.2 with a standard deviation of 1.6. Of the two students who did not meet passing criteria, one student remediated this area in a CPCE retest opportunity and the other student passed on an oral defense.

Data Point 5: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in social and cultural diversity	Met: Out of 10 respondents, the mean score on this item related to professional identity was 4.4 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 diversity. Results will be examined by graduate demographic and school variables.	Met: Out of 17 respondents, the mean score on items related to social and cultural diversity was 5.0 with a standard deviation of 5.0. Minority students rated the program 5.0 with a standard deviation of 0.0. No differences were detected when data were analyzed for differences by student demographics or school variables.

RECOMMENDED CHANGES TO PROGRAM GOAL 2

The preponderance of data suggests that the domain of social and cultural diversity is 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 culturally competent counselors. From the outset of our interactions with prospective students, we articulate the value of diversity in our program. Of note, our screening procedures 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 students' 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. Survey data corroborates formative and interim data indicators, that the program produces interpersonally skilled counselors. When analyzed by student demographics, minority students rated the program higher in this area than majority students. The one point of concern based on interim assessment data students who took the CPCE in Spring 2021 scored slightly below the national mean in section 2 (social and cultural diversity). While we still met criteria we met criteria, moving forward we will incorporate CPCE test questions into the multicultural class and host a CPCE test-taking workshop several weeks before cohorts are scheduled to take the CPCE

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

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	80% of students taking the CPCE will score within 1 standard deviation or above the national mean on Section 3 Human Growth and Development, the first time they sit for the examination.	Met: 81% of students passed in human growth and development on the first test administration. The national mean score in the area of Human Growth and Development was 9, with a standard deviation of 2.4. The mean score of USF counselor education students was 10.5, with a standard deviation of 1.9. Two students did not meet the passing criteria after two administrations. One student passed after a written defense, and the other passed on an oral defense.
Data Point 3: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in Human Growth and Development.	Met: Out of 10 respondents, the mean score on this item related to human growth and development was 4.4 with a standard deviation of 0.52
Data Point 4: Alumni Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in Human Growth and Development. Results will be examined by graduate demographic and school variables.	Met: Out of 17 respondents, the mean score on this item related to professional identity was 4.94 with a standard deviation of 0.24. Minority students rated the program 5.0 in the areas of Human Growth and Development. When analyzed by grade level, results ranged from 5.0, 5.0, and 4.8, as reported by high school, middle school, and elementary school counselors' respectively.

RECOMMENDED CHANGES TO PROGRAM GOAL 3

Based on aggregated data, students demonstrate knowledge and skill in the area of human growth and development. Results of a previous program evaluation had indicated students scored lower in this, consequently, the counselor education faculty decided to teach this course in-house under a special designation status. Thus, the high results across multiple data sources suggest the program has made positive changes in this area. The Human Growth course has recently been submitted for approval as a permanent offering within the counselor education program and is awaiting full COE faculty vote, anticipated in Fall 2022.

PROGRAM OBJECTIVE 4: 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 recorded 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 0.5.
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 0.4
Data point 4 CPCE Section 3 Helping Relationships	80% of students taking the CPCE will score within 1 standard deviation or above the national mean on Section 3, Counseling & Helping Relationships, the first time they sit for the examination	Met:100% of students passed in the area of counseling and helping relationships on the first test administration. The national mean score in the area of Helping Relations was 9.9 with a standard deviation of 2.7. The mean score of USF counselor education students was 9.8, with a standard deviation of 1.9.

Data point 2: SDS 6820 Documented Internship Experiences	Students will receive a final semester evaluation of at least 125, assessed by their site supervisor, where 175-200= highly effective, 125- 174 = effective, 75-124= emergent, and below 75 = ineffective.	Met: The average score of 11 students who completed internship was 195.5 with a standard deviation of 9.4, equivalent to highly effective
Data Point 6: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in Helping Relationships	Met: Out of 10 respondents, the mean score on this item related to counseling and helping relationships was 4.9 with a standard deviation of 0.32
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. Results will be examined by graduate demographic and school variables.	Met: Out of 17 respondents, the mean score on the item related to counseling and helping relationships was 4.94 with a standard deviation of 0.24. Minority students rated the program 5.0 in this area. When analyzed by grade level, results ranged from 5.0, 5.0, and 4.83 as reported by high school, middle school, and elementary school counselors' respectively.
Data Point 8: Employer Survey	Employers will rate the counselor education program at least a 2 on 3-point scale on items related to counseling and helping	Met: the mean score was 2.5, with a standard deviation of 0.57, where 1 represents emerging, and 3 represents exceptional.

RECOMMENDED CHANGES TO PROGRAM GOAL 4

The majority of indicators of student learning outcomes in the area of counseling and helping relationships were strong. Site supervisors' ratings of USF school counselor students in the area of counseling and helping relationships were 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. The one point of concern based on interim assessment data students who took the CPCE in Spring 2021 scored slightly below the national mean on section 4. While we still met criteria we met criteria, moving forward we will incorporate CPCE test questions into the Counseling Theories and Trends and Principals classes,

in addition to hosting a CPCE test-taking workshop several weeks before cohorts are scheduled to take the CPCE.

PROGRAM OBJECTIVE 5: 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	80% of students taking the CPCE will score within 1 standard deviation or above the national mean on Section 3 Career Development, the first time they sit for the examination.	Met: 100% of students passed in career development on the first test administration The national mean score in the area of Career Development was 10.8, with a standard deviation of 2.7. The mean score of USF counselor education students was 11.5 with a standard deviation of 2.8
Data Point 4: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in Career Development.	Met: Out of 10 respondents, the mean score on this item related to career development was 4.1, with a standard deviation of 0.57.

Data Point 5:
Graduate Survey

Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area of career development. Results will be examined by graduate demographic and school variables.

Met: Out of 17 respondents, the mean score on this item related to career development was 4.88 with a standard deviation of 0.49. Minority students rated the program 5.0 in the areas of career development. When analyzed by grade level, results ranged from 5.0, 5.0, and 4.6 as reported by high school, middle school, and elementary school counselors' respectively.

RECOMMENDED CHANGES TO PROGRAM GOAL 5

Based on aggregated data, students demonstrate knowledge and skill in the area of career development. No programmatic changes will take place at this time.

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 6 Group Work	80% of students taking the CPCE will score within 1 standard deviation or above the national mean on Section 6 Group Work, the first time they sit for the examination	Met: 100% of students passed the group work section of the CPCE the first time they took the assessment. The national mean score in Group Work was 11.8, with a standard deviation of 2.6. The mean score of USF counselor education students was 12.4, with a standard deviation of 2.2.
Data point 3: Site Supervisor Survey.	Site supervisors will rate the counselor education program at least a 4 on a 5point scale in group counseling	Met: Out of 10 respondents, the mean score on this item related to group work and group counseling was 4.14 with a standard deviation of 0.53
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. Results will be examined by graduate demographic and school variables	Met: Out of 17 respondents, the mean score on the item related to group work and group counseling was 4.82. with a standard deviation of 0.39. Minority students rated the program 5.0 in this area. When analyzed by grade level, results ranged from 4.66, 5.0, and 4.83 as reported by high school, middle school, and elementary school counselors' respectively.

RECOMMENDED CHANGES TO PROGRAM GOAL 6

While we met program evaluation goals in group counseling, commencing in Fall 2022, group counseling will no longer be operated concurrently to practicum. This shift resolved a couple of program issues. First, this change will allow students to learn group skills in a sheltered instructional environment prior to having to apply them in a real-world setting in the context of their practicum. Second, this change ensures that students complete all core CACREP content areas and are CPCE-ready before entering their final semesters. Because passing comprehensive exams is a DOE graduation, previously if students did not pass comps on their second attempt in their practicum semester they would stop out of the program until remediated, which delayed their graduation by one semester. Thus, this shift permits the program to remediate students in their practicum semester, as necessary, and avoid a gap in their program of study. Other than the repositioning of group on students' program of study we are not recommending curriculum or program changes at this time in the area of group counseling.

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 0.6
Data point 2: CPCE Section 7 Assessment	80% of students taking the CPCE will score within 1 standard deviation or above the national mean Section 7, Assessment, the first time they sit for the examination	Met: 81% of students passed the assessment section of the CPCE on the first administration. The national mean score in the area of Assessment was 10.7 with a standard deviation of 2.7. The mean score of USF counselor education students was 11.4, with a standard deviation of 2.8. Two students did not meet the passing criteria; one of these students remediated this section on a CPCE retake, and the other student remediated in an oral defense.
Data point 3: Site Supervisor Survey.	Site supervisors will rate the counselor education program at least a 4 on a 5p- point scale in assessment	Met: Out of 10 respondents, the mean score on this item related to assessment and testing was 3.7 with a standard deviation of 0.78.
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 assessment. Results will be examined by graduate	Met: Out of 17 respondents, the mean score on the item related to assessment and testing was 4.88 with a standard deviation of 0.52. Minority students rated the program 5.0 in this area. When analyzed by grade level, results ranged from 5.0, 5.0, and 4.67 as reported by high

demographic and school variables school, middle school, and elementary school counselors' respectively.

RECOMMENDED CHANGES TO PROGRAM GOAL 7

While we met our goal in assessment, there were some discrepant results. Of note, supervisors rated students lower than graduates. Developmentally, site supervisors work with students at a more emergent level in their development in comparison to that of graduates who have transitioned to their own schools. However qualitative feedback does speak to the need for assessment content specific to school-based practice. One graduate suggested that students learn more about threat, suicide, and mental health assessments specific to what school counselors utilize or are required to interpret in their schools. Based on these findings we are planning to add a panel discussion event to the assessment class, where students can learn about applied assessment practices from real-world school counselors.

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 paper 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	80% of students taking the CPCE will score within 1 standard deviation or above the national mean on Section 8, Research & Program evaluation, the first time they sit for the examination	Met: 91% of students passed the research and program evaluation of the CPCE on the first test administration. The national mean score in Research and Program Evaluation was 10.7, with a standard deviation of 2.7. The mean score of USF counselor education students was 11.4, with a standard deviation of 2.8. The one student who failed this section remedied this area at an oral defense.
Data point 3: Site Supervisor Survey.	Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in research and program evaluation	Met: Out of 10 respondents, the mean score on this item related to research and program evaluation was 3.71 with a standard deviation of 0.82
Data Point 4: Graduate Student Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in research and evaluation. Results will be examined by graduate demographic and school variables	Met: Out of 17 respondents, the mean score on the item related to research and program evaluation was 4.8 with a standard deviation of .052. Minority students rated the program 5.0 in this area. When analyzed by grade level, results ranged from 5.0, 5.0, and 4.5 as reported by high school, middle school, and elementary school counselors' respectively.

Data Point 5: Employer Survey	Employers will rate graduates of USF counselor education program at least a 2 on a 3-point scale, in program evaluation where, 1= basic, 2= competent, and 3= exceptional	Employers rated graduates a 2 with a standard deviation of 1.54 in program evaluation.
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RECOMMENDED CHANGES TO PROGRAM GOAL 8

While we met our goal in research and program evaluation, similar to assessment, there were some discrepant results. Of note, supervisors rated students lower than graduates. Developmentally, site supervisors work with students at a more emergent level in their development in comparison to that of graduates who have transitioned to their own schools. Further employers rated graduates a 2, which indicates competency, however the relatively large standard deviation on a sample of 4 raises concern about the consistency of graduates' performance in this area. Qualitative feedback also speaks to the need for more research and program evaluation content specific to school-based practice. Currently, the educational research class is taught out of the program. One graduate suggested that students should learn more about social-emotional learning and mental health-focused research/studies. Following suggestions of this nature, we are currently in the process of formulating an agreement with the educational research program to specify that the non-core faculty include CACREP standards on their syllabus, teach relevant content, and design assignments and assessments around counseling 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 0.6
Data Point 2: SDS 6820 Annual School Counseling 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	100% of students will score a 69 or higher on the state examination for School Guidance and Counseling	Met: In 2021, 100% of students passed the Florida state examination for School Guidance and Counseling. No individual scores were released only a pass/fail indicator for all sections
Data point 2: SDS 6820 Documented Internship Experiences	Students will receive a final semester evaluation of at least 125, assessed by their site supervisor, where 175-200= highly effective, 125- 174 = effective, 75-124= emergent, and below 75 = ineffective.	Met: The average score of 11 students who completed internship was 195.5 with a standard deviation of 9.4, equivalent to highly effective
Data point 4: Site Supervisor Survey	Site supervisors will rate the counselor education program at least a 4 on a	Met: Out of 10 respondents, the mean score on this item related to knowledge and skill of

	5-point scale in comprehensive school counseling	comprehensive school counseling programs was 4.6. with a standard deviation of 0.70
Data Point 5: Alumni Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in comprehensive school counseling. Results will be examined by graduate demographic and school variables	Met: Out of 17 respondents, the mean score on the item related comprehensive school counseling was 4.8 with a standard deviation of 0.52. Minority students rated the program 5.0 in this area. When analyzed by grade level, results ranged from 5.0, 5.0, and 4.5 as reported by high school, middle school, and elementary school counselors' respectively.
Data Point 5: Employer Suey	Employers will rate graduates of USF counselor education program at least a 2 on a 3-point scale, in the area of school counselor programming where, 1= basic, 2= competent, and 3= exceptional	Employers rated graduates a 2.5 with a standard deviation of 0.57 in the area counseling programs.

RECOMMENDED CHANGES TO PROGRAM GOAL 9

Data points consistently speak to the program's success in preparing students to implement comprehensive programs. On average students were rated 193.5 out of 200, with a standard deviation of 9.4. Considering the standard deviation, all students enrolled in internship were assessed at the "highly effective" range. Further, site supervisors and employers consistently rated USF school counselor supervises as "good" and "competent" in regard to their knowledge and skill of comprehensive school counseling programs. Qualitative findings complement quantitative data, as multiple stakeholders spoke to the USF students and graduates performing highly in comparison to students from other programs. As noted by one employer, USF school counseling students possess, "knowledge of implementing the components of a comprehensive counseling program centered around data." No changes are recommended at this time.

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	90% of students will meet target on the student progress evaluation tool. when assessed on a 3-point scale ranging from target, fair, and below Students scoring fair or below will be 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	Students will receive a final semester evaluation of at least 125, assessed by their site supervisor, where 175-200= highly effective, 125- 174 = effective, 75-124= emergent, and below 75 = ineffective.	Met: The average score of 11 students who completed internship was 195.5 with a standard deviation of 9.4, equivalent to highly effective
Data point 3: Site Supervisor Survey.	Site supervisors will rate the counselor education program students at least a 4 on a 5- point in leadership and advocacy	Met: Out of 10 respondents the mean score on items related to school counselor leadership and advocacy skills was 4.16 with a standard deviation of 0.71

Data Point 4: Graduate Survey	Alumni will rate the counselor education program at least a 4 on a 5-point scale in advocacy and leadership. Results will be examined by graduate demographic and school variables	Met: Out of 17 respondents, the mean score on the item related to school counselor leadership and advocacy skills was 4.88 with a standard deviation of 0.3. Minority students rated the program 5.0 in this area. When analyzed by grade level, results ranged from 5.0, 5.0, and 4.67 as reported by high school, middle school, and elementary school counselors' respectively.
Data Point 5: Employer Survey	Employers will rate graduates of USF counselor education program at least a 2 on a 3-point scale, in leadership and advocacy, where 1= basic, 2= competent, and 3= exceptional	Met: Three items measured school counselor graduates' dispositions on the employer survey, the mean results on all these items were 2.5 standard deviation of 0.57 or above.

RECOMMENDED CHANGES TO PROGRAM GOAL 10

While data points consistently spoke to the program's success in developing students and graduates with the counselor dispositions and leadership skills to advocate for their roles and serve as school leaders, one employer noted that sometimes new professionals struggle with the "realities" of real-world school counseling and need to be prepared to advocate for their role. This theme cropped up in qualitative feedback on the graduate survey, with a response suggesting the "counselor education program curriculum does not match the actual position of a school counselor. Sadly, USF prepares us to be solid mental health counselors while schools use counselors as test administrators." This quote speaks to a complex professional issue that affects school counselors across the country. We feel that before we can proceed with making program changes, we should gather more data. To this end, we will elicit feedback from our advisory board about their perception of the issue and suggestions for improvement.