

Stakeholders' Annual Report,
Counselor Education Program, School Counseling Track
Department of Human Services
College of Education and Human Services
Valdosta State University



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Program Summary Data

Introduction

The School Counseling program at Valdosta State University engages in continuous program improvement which involves the collection of quantitative and qualitative data that is used to determine how to improve the program. The CACREP 2016 standards indicate broad categories of information that should be evaluated annually resulting in an annual report to stakeholders. The report serves to provide stakeholders with an overview of the program's results from the program review, program statistics, and program modifications that result from the annual review. In addition, stakeholders are provided with program accomplishments and goals for the next year.

Counseling Program Enrollment

In 2019-2020, there were 36 school counseling students enrolled in the master's program at Valdosta State University. Of those 36 students, 87% were female and 13% male. The majority of the students were Caucasian (59%) followed by African American (40%), and Asian (1%).

Graduates/Job Placement Rate

There were 15 students that graduated from the program in 2020. 100% of those students who were employed gained employment as a school counselor. The job placement rate was 93% with many students gaining employment in Atlanta and the surrounding suburbs. The one student who did not gain employment as a school counselor was not able to move out of this area. The student is currently employed as a school counselor.

Completion Rate

For the past three years, there has been a completion rate of 100%. All students completed the program in the expected timeframe.

Licensure/Certification Examination Pass Rate

There was a 100% pass rate on the certification exam required to become certified school counselors. All 15 graduates passed the state certification examination and are fully certified school counselors. Three students completed the National Counseling Examination (NCE). There was a pass rate of 68% on the NCE.

Professional Dispositions

Students and faculty evaluate student dispositions at the beginning of the program, after practicum, and after Internship II. The results of the evaluation indicate that students think that they grow professionally as they move through the program. This concurs with faculty evaluation of student dispositions. The experiences that students are gaining are helping them to gain the dispositions that are needed to be effective professionals.

Follow-up Survey

A follow-up survey of graduates, site supervisors, and employers will be sent out fall 2021. The survey was delayed due to COVID-19. Our hope is that we will have a better response rate by waiting until fall 2021.

Key Performance Indicators, Assessments, and Summary of Evaluation Results

Program faculty use a variety of measures to assess student success as part of the annual program evaluation. The program evaluation results are then used to determine program modifications. In 2019-2020 Key Performance Indicators (KPI) were evaluated in the areas of Human Growth and Development, Social and Cultural Foundations, and Career Counseling.

CACREP standards for core and specialty classes are used as Key Performance Indicators. KPIs are assessed to determine student success and whether learning outcomes are met. Seven Key Performance Indicators were evaluated in the 2019-2020 academic year and are listed below.

Key Performance Indicators Evaluated 2019-2020

Key Performance Indicator (1) 2F.2.b.: Students will apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

Key Performance Indicator (2) 2.F.2.d.: Students will describe the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual.

Key Performance Indicator (1) 2.F.3.c.: Students will apply theories of normal and abnormal personality development.

Key Performance Indicator (2) 2.F.3.e.: Students will describe systemic and environmental factors that affect human development, functioning, and behavior.

Key Performance Indicator (1) 2.F.4.a. Students will apply theories and models of career development, counseling, and decision making.

Key Performance Indicator (2) 2.F.4.g. Students will describe strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

Key Performance Indicator 5.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.

Summary of Program Evaluation Results

KPIs are assessed at two points in the program with two different assessment instruments. The KPI abbreviation, point of assessment, assessment instrument, and course assessed in are listed below in Table 1. Table 2 includes the program objective that is linked to the listed KPI, the assignments that are assessed, and a summary of the faculty evaluation for each assessment point.

Table 1: Key Performance Indicator, Assessments, and Course Assessed In

KPI Assessment Assignment	Course
KPI 2.F.2.b. Point 1 Assessment: Quiz	COUN 7400: Theories of Counseling
KPI 2.F.2.b. Point 2 Assessment: Research Presentation	COUN 7470: Counseling Culturally Diverse Populations
KPI 2.F.2.d. Point 1 Assessment: Personal Paper	COUN 7470: Counseling Culturally Diverse Populations
KPI 2.F.2.d. Point 2 Assessment: Milestone Paper	PSYC 8250: Developmental Psychology
KPI 2.F.3.c. Point 1 Assessment: Developmental Issues Paper	PSYC 8250: Developmental Psychology
KPI 2.F.3.c. Point 2 Assessment: Case Study Final Examination	PSYC 7200: Psychopathology
KPI 2.F.3.e. Point 1 Assessment: Theory Paper	COUN 7400: Theories of Counseling
KPI 2.F.3.e. Point 2 Assessment: Etiology Paper	PSYC 7200: Psychopathology

KPI 2.F.4.a. Point 1 Assessment: Examination	COUN 7820: Career Counseling
KPI 2.F.4.a. Point 2 Assessment: Case Study	COUN 7981: Practicum
KPI 2.F.4.g. Point 1 Assessment: Tape 3	COUN 7900: Counseling Skills and Techniques
KPI 2.F.4.g. Point 2 Assessment: Academic Case Study	COUN 7991: Internship
KPI 5.g.2.g. Point 1 Assessment: Examination	PSYC 8250: Developmental Psychology
KPI 5.g.2.g. Point 2 Assessment: Presentation	COUN 7420: Counseling Children and Adolescents

Table 2: Program Objective, Key Performance Indicator and related assessment, and Summary of Evaluation Results

Program Objective	Key Performance Indicator	Assessments	Summary of Evaluation Results
Program Objective 5: Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, gender, and sexual orientation, and equity issues in a multicultural and pluralistic society.	KPI 2.F.2.b. Students will apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	Reading Response and Cultural Research Presentation	<p>Comments:</p> <p>Point 1: All students in Summer 2019 (COUN 7400 Sections IA and IB) scored above the target level of 80%. The class average for the reading response was 96% (n=18). In Spring 2020, students (n=11) scored above the target of 80 % with scores of 100%.</p> <p>Point 2: All students scored above the target level of 80%. The class average for the presentation was 96% (n=5).</p> <p>No modification required.</p>
Program Objective 5: Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, gender, and sexual orientation, and equity issues in a multicultural and pluralistic society.	KPI 2.F.2.d Students will describe the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual.	Personal Paper and Milestone Paper	<p>Comments:</p> <p>Point 1: 100% of the students scored above the target of 80% indicating the KPI was met. The class average for the personal paper was 97% (n = 5).</p> <p>Point 2: There were two sections of PSYC 8250. All students in each section exceeded the target of 80% . The class average for section 1A (n=13) was 97% and 96% for section IB (n=11).</p> <p>No modifications needed.</p>
Program Objective 6: Develop knowledge and understanding of community, environmental, and	KPI 2.F.3.c. Students will apply theories of normal and abnormal personality development.	Developmental Issues paper and Case Study Final Examination	<p>Comments:</p> <p>Point 1: The average score on the Developmental Issues Paper in Section 1A was 97.75% exceeding the target</p>

<p>institutional opportunities that enhance, and barriers that impede the success of students and clients.</p>			<p>(n=13). The average score in Section IB was 99% also exceeding the target (n=11).</p> <p>Point 2: 89% students in PSYC 7200 during Spring 2020 scored above the target level of 80%. Two of 18 students scored below target. The average score on the case study essay of the final exam was 87% (n=12) exceeding the target.</p> <p>Modification: Discuss additional case examples in class to practice application of theory in case conceptualizations, diagnosis, and treatment planning.</p>
<p>Program Objective 6: Develop knowledge and understanding of community, environmental, and institutional opportunities that enhance, and barriers that impede the success of students and clients.</p>	<p>2.F.3.e. Students will describe systemic and environmental factors that affect human development, functioning, and behavior.</p>	<p>Theory Paper and Etiology Paper</p>	<p>Point 1. All students in COUN 7400 during Summer 2019 (Sections IA and IB) scored above the target level of 80%. The class average for the theory paper was 88% exceeding the target (n=18).</p> <p>Point 2: 89% of students in PSYC 7200 during Spring 2020 scored above the target level of 80%. Two of 18 students scored below target. The class average for the etiology paper (trauma and stress) was 80% (n=18) meeting the target. Students had difficulty identifying other factors that may increase risk and/or promote resiliency.</p> <p>Modification: Before completing the etiology paper students will construct a graphic organizer that illustrates the biological, psychological, social, and environmental/systemic factors that may increase risk of developing trauma and/or stress related disorders</p>

<p>Program Objective 7: Develop knowledge and application of current career programming including program development, career assessment interventions and issues, college and career readiness, and life-work planning and management.</p>	<p>2.F.4.a. Students will apply theories and models of career development, counseling, and decision making.</p>	<p>Examination and Case Study</p>	<p>Comments: Point 1: Exam 1 addressed the components of this standard. The overall average on the multiple-choice questions for Exam 1 in section IC was 86.5 indicating that the students exceeded the target of 80% (n= 14). However, the average score on Essay 1 was 55%. The average score on Essay 2 was 90%. In Essay 1, students are asked to write an overview of the career theories and models addressed in the textbook including basic tenets and interventions/strategies. In reviewing student responses, it was evident that students did not have time to complete the question. Over 50% (53.8%) of the students did not answer or did not complete their answer before time ran out.</p> <p>Point 2: All students exceeded the target of 80% on the case study. 100% of the students writing the case study exceeded 90%.</p> <p>Modification: Point 1 The time allowed for the exam will be increased and students will create a table that addresses each factor for each theory and model.</p>
<p>Program Objective 7: Develop knowledge and application of current career programming including program development, career assessment interventions and issues, college and career readiness, and life-work planning and management.</p>	<p>2.F.4.g. Students will describe strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.</p>	<p>Tape 3 Evaluation Rubric and Academic Case Study</p>	<p>Comments: Point 1: All students in COUN 7900 during Fall 2019 scored above the 80% target. The average score on Video 3 was 94% (n=12). The average score on Video 3 for Cohort 3 was 94% which exceeds the 80% target. Areas that students struggled in were focusing the session and helping the client to use their strengths to solve problems.</p>

			<p>Point 2: All students but one during Fall 2019 in COUN 7991 scored above the 80 % target on the Academic Case Study. The student scoring under 80% did so due to leaving out part of the assignment. The average score was 96 % (n=15). More emphasis should be placed on including career components in this assignment.</p> <p>Modification: More practice is needed to help students focus the counseling session and help the client to use their strengths which includes reframing negative statements. The assignment in COUN 7991 will be revised to include career aspects of the student’s development in addition to educational.</p>
<p>Program Objective 3 Develop counseling skills needed to be an effective professional school counselor with the ability to address the concerns of students and implement evidence based individual and group counseling interventions in the K-12 environment.</p>	<p>5.G.2.g. Students will describe the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.</p>	<p>Examination and DSM Presentation</p>	<p>Comments: Point 1: Exam I was the assessment instrument for this KPI. Students in both sections exceeded the target score of 80% . Section IA had an average score on Exam I of 90.73 and Section IB had an average score of 96.</p> <p>Point 2: All students in COUN 7420 during Fall 2019 exceeded the target score of 80% . The class average for the DSM-5 presentation was 97% (n=14) exceeding the target. Students were successful in presenting on the etiology, diagnosis, and treatment of selected DSM-5 disorders. Presentations included implications for school and mental health counselors.</p> <p>No modification needed.</p>

Program Modifications

In this section, four program modifications related specifically to course assignments are described that are a result of the program evaluation. All program modifications have been implemented, but not evaluated. Three other program modifications are described that resulted from the program review of data and the discussion around these data.

Modifications related to the Program Evaluation Results

1. Additional case examples will be discussed in PSYC 7200, Psychopathology, during class to practice application of theory in case conceptualizations, diagnosis, and treatment planning (KPI 2.F.3.c).
2. Course assignment will be modified to include graphic organizers that will be constructed in PSYC 7200, Psychopathology, prior to taking examinations (KPI 2.F.3.e.).
3. The time for the final examination in COUN 7820, Career Counseling, will be increased to accommodate the complexity of the essay questions. In addition, students will develop study guides that include important factors for each theory and model (KPI 2.F.4.a.).
4. To improve counseling skills, more practice focused on helping students focus the counseling session and help the client to use their strengths which includes reframing. In addition, assignments in COUN 7991, Internship I, to include career aspects of student development in addition to education (KPI 2.F.4.g).

Table 3: Program Modifications

Modification	Implemented	Evaluated	Outcome
Add case examples to PSYC 7200	Spring 2021	Fall 2021 at annual evaluation meeting	The outcome was positive with 100% of the students scoring above the target score on the Final Exam Case Study.
Add graphic organizers to course assignment in PSYC 7200	Spring 2021	Fall 2021 at annual evaluation meeting	The outcome was positive with all students scoring above the target score of 80%. The lowest score was 86% and the highest score was 100%.
Increase time on the final exam in COUN 7820 and add study guides for each theory.	Summer 2021	Fall 2021 at annual evaluation meeting	Students are still struggling with the question on the final exam that asks them to detail career theories and the factors relevant to the theories. The study guide for each theory will become an assignment to ensure that the students are completing the study guides. Evaluate Fall 2022

Increased counseling skills practice in COUN 7900 and modify assignments in 7991	Fall 2021	Evaluate at Fall 2022 annual evaluation meeting	The Internship I assignment was modified to include a career transition plan. All students scored at or above the target score on the assignment. The modification in COUN 7900 will be evaluated in Fall 2022 because the modifications are being made currently.
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Other Program Modifications

1. Revise rubrics in multiple courses. It was noted during the program evaluation that there were rubrics assessing some assignments that needed to be more specific.
2. The new ASCA model, 4th edition, will be implemented program wide.
3. Revise program objectives to be broader to ensure that all CACREP core areas are addressed.

Table 4: Other Program Modifications

Modification	Implemented	Evaluated	Outcome
Revise Rubrics	Spring 2021, Summer 2021, and Fall 2021	Evaluate at final program meeting spring 2022	
Implement ASCA Model	Spring and Fall 2021	Fall 2021 at annual evaluation meeting	The ASCA model was implemented throughout the curriculum. Textbooks and assignments were modified to include the new model. New ASCA templates were added to assignments.
Revise Program Objectives	To be revised in Spring 2021 and Fall 2021	Evaluate at final program meeting spring 2022	

Program Accomplishments and Goals

Program Accomplishments

The School Counseling Program at Valdosta State University accomplished many goals in the 2019-2020 academic year. A few of the goals are listed below.

- Launched the second cohort of 60-hour Master of Education in Counselor Education
- Increased enrollment in the School Counseling program
- Began collaboration with new colleagues in the new Department of Human Services
- Presented at five conferences and contributed six publications
- Streamlined the admission process by utilizing a new application platform
- Modified instruction methods across the entire program in response to COVID-19
- Welcomed two new tenure-track faculty, Dr. Cakmakci and Dr. Montague

Program Goals 2020-2021

As part of the annual program evaluation, the faculty also set goals for the next academic year. These goals are listed below.

- Make program modifications based on program evaluation summary results
- Resume field experiences to include participation in the VSU GAP program
- Continue intentional efforts for increasing the number of minority students
- Submit a successful CACREP mid-cycle report
- Investigate the possibility of modifying the program format to 100% online
- Begin preparation for the CACREP self-study due in 2023