SCHOOL COUNSELING PROGRAM OUTCOMES

The School Counseling Program had an enrollment of 54 MS degree students and five CAGS students in the fall of 2011 and 51 MS degree students and 11 CAGS students in the spring, 2012, semester. Currently, the program has two faculty members with school counseling expertise. All adjunct faculty members that teach school counseling courses are certified school counselors. The current grade point average of the students in the program is 3.81. Students enrolled in the School Counseling Program come from a variety of life experiences, career and professional training, and educational backgrounds.

A summary of key areas from the 2011-2012 academic year student evaluation process indicated the following: 100% of SC students expectations are met or exceeded in all areas. In general, quantitative results indicate that the students are satisfied with the program. The highest rating was in response to the item “expertise of full time faculty”. Additionally, other highly rated items included “quality of full-time faculty teaching” and “overall program rating”.

For the 2010-2011 academic year, a total of twenty students graduated from the program. All students passed the clinical requirements in practicum and internship. Eleven of the twenty students responded to the Post-Graduation Activities Survey. Of the 11 respondents, 10 graduates were employed full time as school counselors. One student was unemployed in the school counseling field. The outcomes of 10 graduates are unknown.

CURRENT SCHOOL COUNSELING PROGRAM OUTCOMES

Number of Students Enrolled in the Program

| 2012 – 2013 Academic Year | 51 |

Number of Graduates from Program

| 2012 – 2013 Academic Year | 19 |

Student Retention within Program

The University of Scranton allots six years for the completion of a master’s degree. Of the 23 students who enrolled in 2007, 18 (78%) had successfully completed within the six year’s allotted.

Average time to complete the program:

Students who graduated during the 2012 – 2013 academic year took an average of 3.3 years to complete the program. Because our program provides scheduling flexibility that
allows for both part-time and full-time students, the time to complete the program can be as low as 2 years.

Employment Rates:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Average Salary</th>
<th>In-field Employment Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>$36,750.00</td>
<td>75%</td>
</tr>
</tbody>
</table>

Results of Alumni Survey

Alumni who graduated during the 2007 – 2008 and 2010 – 2011 academic years were surveyed to assess how well they believed the program prepared them for professional practice in both knowledge and skill. Respondents used a Likert Scale (1 = not at all prepared, 2 = poorly prepared, 3 = adequately prepared, 4 = well prepared, 5 = thoroughly prepared) to respond to 23 questions. The survey captured perceptions from alumni who graduated before and after 2009, when significant program changes went into effect. This approach allowed us to disaggregate alumni responses by graduation year to evaluate the impacts of our program enhancements.

Strengths

On average, respondents indicated that they were more than adequately prepared on all 23 items and that they were well prepared on 16 of the 23 items. A few examples of areas in which respondents believed they were well prepared were: Ability to treat each client with respect as a unique individual (4.9); Awareness of societal trends, cultural diversity, and changing roles and lifestyle patterns of individuals and the impact of these changes on students (4.7); Comprehensive knowledge and professional identity as a school counselor and current trends of relevant professional organizations (4.6); Knowledge and application of legal and ethical principles (4.45); and Knowledge and skills in applying helping processes, theoretical frameworks, and facilitative skills to enhance the helping relationship (4.53).

Areas for Improvement

Although respondents reported that they were adequately prepared in all program objectives, we have identified a few areas in which we aim to strengthen student learning. These areas are: How to work with students with special needs (IEP meeting, counseling, etc.) (3.15); Knowledge of crisis counseling techniques: ability to respond appropriately to students and their families facing emergency situations (3.85); and How to
successfully conduct classroom guidance lessons (3.8). Curricular improvements in all of these areas were targeted in our 2009 program revisions. 2007-2008 graduates who completed the program before the revisions rated these areas lower than our 2010-2011 graduates who completed the program after the revisions. The means for working with students with special needs improved from 3.5 to 4.2. The means for knowledge of crisis improved from 3.75 to 3.98. Finally, the means for how to successfully conduct classroom guidance lessons improved from 3.5 to 4.2.

Results of Employer Survey

Employers of alumni who graduated during the 2007 – 2008 and 2010 – 2011 academic years were surveyed to assess how well prepared graduates of our program were for professional practice in both knowledge and skill. Respondents used a Likert Scale (1 = not at all prepared, 2 = poorly prepared, 3 = adequately prepared, 4 = well prepared, 5 = thoroughly prepared) to respond to 25 questions.

Strengths

On average, respondents indicated that graduates were more than adequately prepared on all 25 items and that they were well prepared on 22 of the 25 items. A few examples of areas in which respondents believed our graduates were well prepared were: Collaboration and consultation with teachers and other school professionals (4.5); Understanding of the developmental needs of students and the manner in which these needs may be expressed and addressed in the school setting (4.38); Ability to work with students with special needs (IEP meeting, counseling, etc.) (4.11); Ability to conduct school counseling program needs assessments and evaluations (4.43); and Knowledge and skills in applying helping processes, theoretical frameworks, and facilitative skills to enhance the helping relationship (4.22).

Areas for Improvement

Although respondents reported that employees who graduated from our program were adequately prepared in all program objectives, we have identified a few areas in which we aim to strengthen student learning. These areas are: Collaboration and consultation with outside agencies (e.g. how to make appropriate referrals to outside resources) (3.88); Knowledge and application of legal and ethical principles (3.78); and Evaluation and integration of counseling research into professional practice (4). Our 2009 curriculum revisions include school counselor-specific courses that address collaboration and consultation (COUN 539 Coordination and Collaboration) as well as evaluation and integration of counseling research (COUN 535 School Counseling Research and Accountability). Legal and ethical principles are addressed throughout the curriculum. We will continue to monitor employer feedback in each of these important areas.
National Counselor Examination (NCE) Pass Rate for Both CACREP-accredited Programs

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Test Takers</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>17</td>
<td>94%</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>87%</td>
</tr>
<tr>
<td>2012</td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>2013</td>
<td>18</td>
<td>72%</td>
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