

SCHOOL COUNSELING PROGRAM OUTCOMES

Number of Students Enrolled in the Program

2013-2014 Academic Year	32
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Number of Graduates from Program

2013-2014 Academic Year	27
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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 2008, 18 (78%) had successfully completed within the six year's allotted.

Average time to complete the program:

Students who graduated during the 2013 – 2014 academic year took an average of 2.3 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:

Academic Year	Average Salary	In-field employment rates
2013-14	\$44,400	89%

Results of Alumni Survey

[Our most recent survey was conducted in the Spring of 2013.](#) 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

Academic Year	Number of Test Takers	Pass Rate
2010	17	94%
2011	15	87%
2012	Unavailable	Unavailable
2013	18	72%
2014	Unavailable	90%