**McNeese State University School Counseling Program Evaluation Report, Spring, 2019**

McNeese State University’s School Counseling Program is evaluated using a series of surveys administered to program stake holders. The survey questions are answered using a one to four point scale of responses. The resulting data are aggregated into mean scores, and then, disaggregated into high and low mean scores. These scores are then evaluated to determine program strengths and areas needing attention. An appropriate response is given for low mean scores in the form of corrective measures implemented in related coursework or through activities or observations during clinical experiences.

The MSU School Counseling Program utilized five different surveys for the purpose of data collection. The five surveys are:

* Supervisee Evaluation of Practicum and Intern Site
* Student Evaluation of Site Supervisor Survey
* Site Supervisor’s Evaluation of McNeese State University School Counseling Program
* School Counselor Follow-Up Survey
* Employer Evaluation of School Counselor Employee

Each of these surveys is designed to capture an overall representation of the strengths and the areas needing improvement in the school counseling program. The following is a succinct synopsis of the disaggregation of data for each survey.

**Supervisee Evaluation of Practicum and Intern Site**

The Supervisee Evaluation of Practicum and Intern Site Survey consisted of 19 questions measuring the student’s overall satisfaction with their school site experience. School counselors rank each question using a Likert scale ranging from one to four.

Rating Scale: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree.

Mean scores were calculated on the Supervisee Evaluation of Practicum and Intern Site Survey and ranged in value from a *high mean score of 3.96* to a *low mean score of 3.50*. The five highest ranking questions for rating the school site and clinical experiences at the site were:

1. Quality and usefulness of on-site supervision, *high mean score of 3.96*
2. Usefulness and helpfulness of site supervisor, *high mean score of 3.96*
3. Relevance of experience to career goals, *high mean score of 3.96*
4. Exposure to and communication of school/agency procedures, *high mean score of 3.96*
5. Overall evaluation of school site experience, *high mean score of 3.96*

School counselor candidates gave a strong, positive endorsement **of** their school site supervisors and their school sites. The most important statement was concerning their overall satisfaction with their supervisors and their learning experience.

The two lowest ranking questions were:

1. Report writing, *low mean score of 3.50*
2. Career counseling, l*ow mean score of 3.50*

Scores given on report writing and elementary career counseling came from students who were serving at small, rural elementary schools sites. Two of the three low scores on career counseling came from students who were participating in their clinical experience during the spring semester, when testing calls for much of the school counselor’s attention. Generally, students work more with career counseling when they serve at the junior high or high school level. This topic will be addressed with supervisees and school counseling students participating in clinical experiences in elementary schools. The University professor will request that the school counseling candidate be given exposure to elementary career counseling activities by observing the site supervisor working in the area of elementary career counseling or by having the supervisee deliver elementary career activities to students at the school site.

**Student Evaluation of Site Supervisor Survey**

The Student Evaluation of Site Supervisor Survey consists of 7 questions concerning the role of the site supervisor and his or her ability to satisfactorily complete their role in a professional and caring manner. Instructions require students to rate their site supervisor on a 4 point scale:

4 = Excellent; 3 = Strong; 2= Average; 1 = Poor; and N/A= Not Applicable. Graduates complete the survey at the end of COUN 687: Practicum class and COUN 697: Internship class.

Mean scores were calculated on the Student Evaluation of Site Supervisor Surveyand ranged in value from a *high mean score of 3.81* to a *low mean score of 3.63*. Overall, students reported a very positive experience with their supervisors.

The two highest ranking questions were:

My supervisor helped me to feel at ease with the supervisory process. *High mean score of 3.81*

My supervisor demonstrated legal and ethical practices by discussing and by modeling appropriate ethical behaviors. *High mean score of 3.81*

The lowest ranking question was:

My supervisor explained his/her role as a supervisor. *Low mean score of 3.63*.

School counseling candidates are familiar with the clinical agreement and the responsibilities of their site supervisors. Likewise, supervisors are knowledgeable about their responsibilities as outlined in the clinical agreement. School counseling candidates have varying expectations concerning the amount of support they should receive from their site supervisor and these expectations influences their overall satisfaction in relation to the clinical experience. To address these expectations, the University professor reviews the clinical agreement at the beginning of each semester. Students are encouraged to practice good communicate skills, problem solving skills and professionalism with their site supervisors. Over the last four years, the vast majority of school counselor candidates have been very satisfied with their site supervisors.

**Site Supervisor’s Evaluation of McNeese State University School Counseling Program**

The Site Supervisor’s Evaluation of McNeese State University School Counseling Program survey consisted of 18 questions measuring the school site supervisor’s estimation of the school counseling supervisee’s level of preparedness to work in a clinical setting during their practicum or internship.School site supervisors complete the survey at the end of the semester.

The school site supervisor ranks each question ranging from a low score of one to a high score of four.

Rating Scale: 4=Excellent 3=Very Good 2=Satisfactory 1=Unsatisfactory

Mean scores were calculated on the Site Supervisor’s Evaluation of McNeese State University School Counseling Program and ranged in value from a *high mean score of 4.00* to a *low mean score of 3.89*.

The three questions receiving a rating of 3.89 were:

1. The MSU school counseling candidate was prepared to adequately address the career needs of students.
2. The MSU School Counseling candidate demonstrated knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.
3. The MSU school counseling candidate managed time effectively and provided services on schedule and followed an organized time log for the semester.

The score of three given on each of these three questions came from the same site supervisor for the same school counseling candidate. To address a score of three on these three questions; first, the area of career counseling will continue to be reinforced during elementary clinical settings through classroom observation or career activities provided by the supervisee; second, students in practicum and intern classes must identify the theory and techniques used in their individual counseling session before conducting the session; and, third, points will be deducted for students who do not provide scheduled services or follow the time log posted on Moodle.

Only three questions received a rating of 3.89; all other questions answered by all other site supervisors received a rating of *4.0.* This is a strong vote of confidence for the MSU School Counseling Program and a reflection of overall program excellence.

**School Counselor Follow-Up Survey**

The School Counselor Follow-Up Survey consisted of 15 questions measuring the school counselor’s knowledge, skills and readiness to assume the role of a professional school counselor.Graduates complete the survey once they have secured employment.

School counselors rank each question using a Likert scale ranging from one to four.

Rating Scale: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree.

Questions are worded in a manner that results in a score of 1 being the lowest score given to a question and a score of 4 being the highest score given to a question. Mean scores were calculated on the School Counselor Follow-Up Survey and ranged in value from a *high mean score of 3.95* to a *low mean score of 3.47*. The four highest ranking questions were:

I know how to follow proper, ethical procedures when conducting group counseling in my school.

*Mean Score: 3.95*

I understand the basic legal and ethical guidelines for school counseling situations.

*Mean Score: 3.89*

I am prepared to conduct individual counseling sessions based on appropriate theoretical models and techniques.

*Mean Score: 3.89*

I have the knowledge and skills necessary to advocate for all students.

*Mean Score: 3.89*

These questions show a strong correlation to information taught in COUN 637; COUN 600; COUN 605; COUN 610; COUN 626; COUN 635 and COUN 684.

The two lowest ranking questions were:

I am familiar with ways to construct intervention plans for at-risk students. *Mean Score: 3.47*

This topic is addressed in COUN 615: Assessment in Counseling. However, moving forward, students will look more closely at the intervention plans used in their school site for “at-risk” students. This is also part of the practicum and internship experience and will be a specific task for site supervisors to explain and review during the clinical experiences.

I am prepared to administer and evaluate the standardized test required by the state of Louisiana. *Mean Score: 3.68*

Standardized testing is addressed in COUN 615: Assessment in Counseling. Students are also exposed to standardized testing during their practicum and internship clinical experience. Moving forward, more emphasis will be placed on the administration and evaluation of standardized tests in COUN 615. Dr. White utilizes guest speakers and video presentations to reinforce skills needed in administration and evaluation of Louisiana standardized tests. It is difficult to get broad exposure to testing during the fall semesters. Because practicum and internship cover two semesters, students are more thoroughly exposed to testing during their spring clinical experience. In the case where students complete the internship course during the fall semesters, accommodations will be made to have their site supervisor give them a summation of the testing process during the fall semester.

**Employer Evaluation of School Counselor Employee**

The Employer Evaluation of School Counselor Survey consisted of 25 questions measuring the employer’s overall satisfaction with the school counselor employee. Employers rank school counselor employees using a Likert scale ranging from one to four.

Rating Scale: 4=Outstanding 3=Very Good 2=Satisfactory 1=Unsatisfactory

Questions are worded in a manner that results in a score of one being the lowest score given to a question or statement and a score of four being the highest score given to a question or statement. Mean scores were calculated on the Employer Evaluation of School Counselor Survey and ranged in value from a *high mean score of 3.89* to a *low mean score of 3.00*.

The five questions ranked the highest by the employer for the school counselor employees were:

1. Advocates for all students, *high mean score of 3.67*
2. Assist with coordination of the school’s annual testing program, *high mean score of 3.89*
3. Adheres to ethical standards of the counseling profession; *high mean score of 3.78*
4. Follows the laws, policies, and procedures which govern school programs*; high mean score of 3.89*
5. Takes part in professional development activities to improve knowledge and skills, *high mean score of 3.67*

The employer’s view of the school counselor employee’s ability to advocate for all students and to adhere to ethical standards, coincides with the high mean scores reported by school counseling students in their follow-up survey. Employers gave a solid vote of confidence to school counselor employees by affirming their professionalism and their compliance to ethical standards, and to laws, policies and procedures which govern the school programs. Our graduates also demonstrated a willingness and enthusiasm about taking part in professional development activities. Leadership qualities were evident in school counselor employees who exhibited a readiness to assist with the coordination of the school’s annual testing program. All of these attributes are a testament to our graduates’ outstanding level of leadership and professionalism.

The four lowest ranking questions by the employer for the school counselor employees were:

1. Assists teachers with the integration of guidance activities into the curriculum, *low mean score of 3.00*.
2. Conducts non-standardized educational assessments according to professional practices (e.g., classroom observation), *low mean score of 3.00*.
3. Seeks input from teachers and staff in making decisions about the school counseling program, *low mean score of 3.22*.
4. Interprets achievement and aptitude test data to assist school staff with curriculum planning, *low mean score of 3.22*.

A mean score of 3.00 was given for assisting teachers with the integration of guidance activities into the curriculum and for conducting non-standardized educational assessments. It is the procedure of our school counseling program to have candidates identify a school need and construct their own guidance lesson. However, a new assignment of having students identify ways they can assist teachers in the integration of guidance activities into the curriculum will be included in COUN 684: Principles and Administration of School Counseling Programs. Students will discuss ways of seeking input from teachers and staff in making decisions about the school counseling program in COUN 610: Consulting and Collaboration in School Settings. Interpreting achievement and aptitude test data to assist school staff with curriculum planning and identifying ways to conduct non-standardized educational assessments will be additional discussion in COUN 615: Assessment in School and Guidance Counseling.

**McNeese State University’s School Counseling Master Plan**

The second means of program evaluation is the McNeese State University’s School Counseling Master Plan. In order to insure that the McNeese State University School Counseling Program provides the State of Louisiana’s educational system with outstanding school counselors, the school counseling program faculty monitor and document program outcomes through a yearly academic evaluation. The program faculty collaborate to ensure that appropriate management goals are met; they also design relevant student learning outcomes intended to promote student success and to infuse incremental increases in rigor within the coursework. The school counseling program objectives and student learning outcomes are:

**Program Objective**

**Program Objective 1**

Ensure viable levels of enrollment, retention and completion, appropriate to institutional resources and goals.

**Program Objective 2**

Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demands, and university needs and aspirations.

**Program Objective 3**

Create an environment that effectively provides candidates with emerging technology tools.

**Student Learning Outcomes**

**Student Learning Outcome 1**

Graduates apply critical thinking in academic and professional environments.

**Student Learning Outcome 2**

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

**Student Learning Outcome 3**

Graduates analyze the global community to make sound judgments in academic and professional environments.

**Student Learning Outcome 4**

Graduates demonstrate an understanding of the important role of the school counselor as a system change agent.

**Student Learning Outcome 5**

Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

**Student Learning Outcome 6**

Graduates will demonstrate an understanding of the characteristics, roles, and functions of the professional school counselor with special attention to legal, ethical, and professional issues.

The complete Master Plan document can be found at: <https://www.mcneese.edu/gep/master-of-education-in-school-counseling/program_and_student_outcomes>

**Distribution of Program Report and Next Scheduled Program Evaluation**

Notification of the program report was given to program constituent groups via email and posted for public access on the McNeese State University School Counseling Program web page. The next scheduled program evaluation activity will be in the fall, 2019 and will consist of administration of school counseling program surveys to practicum and intern students, site supervisors, graduates and employers. Program evaluation activities will include the analysis, evaluation and reconstruction of the School Counseling Master Plan for the 2019-2020 academic year and the aggregation and disaggregation of survey data. The data results will be used to guide program progression, improve coursework and student field experience, and direct technology infusion. Survey data will include:

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants, including the analysis, evaluation and reconstruction of **the School Counseling Master Plan.** Characteristics of program applicants are part of the **Admission to MSU School Counseling Program Packet.**
2. Formal follow-up studies with program graduates will assess graduates’ perceptions and evaluations of major aspects of the program. These studies will be done via administration of the **School Counseling Follow-Up Survey and the Supervisee Evaluation of Practicum and Intern Site Survey.**
3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of the major aspects of the program will be done via administration of the **Employer Evaluation of School Counseling Employee Survey and the Site Supervisor’s Evaluation of McNeese State University School Counseling Program Survey.**
4. Assessment of student learning and performance on the attributes of professional identity, professional practice, and program area standards will be done via the **Student Evaluation of Site Supervisor Survey and the Site Supervisor’s Evaluation of McNeese State University School Counseling Program.**
5. Evidence of the use of findings to inform program modifications are found in the **School Counseling Master Plan and in data narratives.**
6. The official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, is distributed to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public, **via email notification and the link to the McNeese State University School Counseling web page**.