



2023

COUNSELOR
EDUCATION ANNUAL
PROGRAM REPORT

USF



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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 & 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> |
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| 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 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"> • 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 will demonstrate knowledge and skills to effectively implement and develop comprehensive school counseling program within K-12 |

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| | <p>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</p> <ul style="list-style-type: none"> • Students will demonstrate dispositions and skills to serve as advocates and school leaders, who demonstrate ability to navigate complex school culture and 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 Fall 2023 to assess the extent to which the USF Counselor Education Program, with a specialty area in school counseling, met its program goals for the 2021- 2022 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 Principles 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. 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 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 |
|--|---|---|--|--|--|---|---|
| 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 6800 Ethics Audiotape <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 6400 Case Study <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> | | |

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|---------------------------------|--|--|--|--|--|-------------------------------------|-------------------------------------|
| Group Counseling and Group Work | MHS 6509 Group Manual <i>Interim</i> | CPCE Section 4 group work <i>Summative</i> | Site Supervisor Survey <i>Summative</i> | Graduate Survey <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> | |

EXECUTIVE SUMMARY OF PROGRAM EVALUATION RESULTS

PROGRAM STRENGTHS

Our 2023 program evaluation 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 provided confirmatory evidence that the counselor education program is meeting its program objectives, and qualitative feedback from survey data indicates that constituents believe program objectives are appropriate, meaningful, and well operationalized in curriculum and fieldwork experience. We met program goals across all 8 core and school specialty areas, with only four unmet data points out of 55 for a 93% success rate.

In terms of the progression of our minority students through the program, our BIPOC students were equally successful in all 8 areas of the CPCE and were not overly represented in the second round of CPCE test takers or the alternative format option. Furthermore, disaggregated data from the graduate survey indicates minimum variation between minority and majority students on their ratings of the program in the 8 core and the school specialty CACREP areas. Similarly, when we disaggregated the graduate surveys by grade level, all scores across the 9 areas of elementary, middle, and high school respondents were above 4.0

While program goals provide an opportunity to monitor student progress in discrete counseling domains, a content analysis of the open-ended questions of the supervisor, graduate, and employers' surveys speak to USF's school counseling students as well-rounded emerging professionals who effectively transition into the role of professional school counselors. Site supervisors praised interns for their counseling, cultural sensitivity, theoretical knowledge, and ability to meet social and emotional needs. As summarized by one supervisor:

“The Counselor Education program at USF does an exceptional job of aligning program objectives for measuring student learning outcomes. Interns are well-versed in CACREP standards. The program emphasizes CACREP competencies. Students have a strong sense of providing direct and indirect services to promote academic, career, and personal/social development. They are well prepared to serve as Professional School Counselors and advocates!”

Similarly, employers noted how well-prepared students were for their professional roles, a theme echoed by graduates who consistently spoke to the high level of preparedness they felt upon entry into their field. “I found the USF program to be excellent. Since I have been working in the field, I feel much more prepared than my peers who graduated from other programs.

AREAS OF IMPROVEMENT

Through the process of program evaluation, a few areas in need of improvement emerged. We did not meet expectations on four data points across goals 1, 5, 7, & 9. For goal 1, Professional Orientation & Ethical Practice, only 65.52% of students passed CPCE section 1 on the first iteration. The additional three unmet data points were from the site supervisor survey, with 3 scores below 4.0 on a five-point scale. Notably, for program goal 5, Career Development, out of 14 respondents, the mean score on this item related to was 3.86 with a standard deviation of 0.74. For program goal 7, Assessment, out of 14 respondents, the mean score on this item related to assessment was 3.86 with a standard deviation of 0.91. Finally, for program goal 9, the Professional School Counselor Competency, out of 14 respondents, the mean score on this item related to assessment was 3.86 with a standard deviation of 0.91. For goals 5 & 7, lower scores were not corroborated by the results of the graduate or employer survey, with both alumni and employer ratings above 4.0. However, for goal 9, a technical error on the graduate survey resulted in alum not being asked about their level of preparation to implement a comprehensive school counseling program and represents a limitation of this program evaluation. Nonetheless, the unmet data points are only one of several for each goal and thus should not be taken as evidence that we did not meet related program goals. Indeed, the overall success rate for each goal with unmet data points was 84% (goal 1), 80 % (goal 5), 80% (goal 7), & 84 % (goal 9). Lower scores reflect those goals with fewer overall data points. Additional areas for improvement that emerged from the open-ended questions on the survey were a need for more training in 504 and school-based data management systems prior to graduation.

PROGRAM CHANGES FOR THE 2023-24 ACADEMIC YEAR

- Although we met all expectations on all CPCE data points minus one area (Professional & Ethical Practice), we would like to see more students pass the CPCE the first time they sit for the examination.
 - With that in mind, in 2022, we have integrated CPCE practice questions into each of the core content area classes.
 - Specifically for Goal 1, the instructors in MHS 6000 (Trends and Principals of Counseling) and MHS 6200 (Legal and & Ethics) provided students with opportunities to study and practice CPCE questions relevant to this goal. The impact of this modification will be assessed in the 2024 evaluation year.
 - The MS program coordinator is planning on conducting test preparation workshops prior to the first sitting of the examination in the Fall
 - Internship students who have already passed the CPCE will share study and test-taking tips with students preparing for the exam; these mentoring visits will take

place in the MS program coordinator's summer class, which takes place before students sit for the CPCE.

- For goals 5 (career), 7 (assessment), & 9 (comprehensive school counseling), we did not meet the criteria on 3 data points, all on the Site Supervisor Survey. Prior to implementing changes, we plan to gather more information,
 - First, do site supervisors need more information about response options? We suspect that we need to address interrater agreement to improve the reliability of results.
 - Second, we are not sure that students are provided with structured opportunities at each site related to the content areas of Career and Assessment. Thus, supervisors may have simply rated the student as 3 on a 5-point scale or lower as they did not have an opportunity to observe their supervisees' skill set in these areas.
 - For program goal 9, Professional School Counselor Competency, site supervisors also rated students below a 4.0. Like the other content areas where supervisors rated supervisees lower, we are unclear if this appraisal is related to variation in rater perception of the scoring criteria, a lack of opportunity to observe students actually implement a comprehensive school counseling program or an actual deficit in this area
 - To better understand the data, we will be conducting a focus group with supervisors to ascertain if lower scores in these areas are an observed deficit, rater reliability issues, or an absence of opportunity to assess the supervisee in this area
- In the graduate survey, respondents expressed a need for more training related to school-based data management systems
 - Commencing in the upcoming academic year, we are reopening our Ph.D. program in counselor education and supervision. The preponderance of our admitted doctoral students are practicing school counselors. In the spring, they will be providing individual and triadic supervision to MS practicum students. We believe this will augment learning opportunities for MS students to learn first-hand about the nuts and bolts of school-based systems from practitioners in the field embedded who utilize these programs specifically for school counseling purposes.
- Additionally, in the graduate survey, respondents expressed a need for more training on Section 504 of the American Rehabilitation Act, particularly as graduates are often assigned to the role of 504 coordinators, particularly if they are hired in an elementary school.

- We plan to address this concern by gathering more data through a focus group with our graduates; for instance, we could add a special education class to our MS program of study however, we do not want to assume that adding credit hours to their already lengthy program of study would be an effective solution. Although students do have to complete a 504 training in their internship, perhaps this could be paired with structured real-world learning opportunities at their school site. Once again, before implementing changes, we plan to solicit graduate feedback.

SUMMARY OF ASSESSMENT SOURCES

Sample

For this evaluation cycle, we utilized evaluation data from 29 students who were evaluated by their site supervisor during their internship experience and completed the CPCE. The sample consisted of 4 males, 14 females, 5 Latinx, 2 Black, 1 Asian, and 10 white students.

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 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 practices. 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 retake 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 on a 5-point scale, with 5 representing the highest level of appraisal and 1 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.

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.

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

During students' practicum and internship, site supervisors evaluate students utilizing the

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.

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: All prospective students were holistically evaluated for dispositions appropriate to the counseling profession prior to admission |
| Data Point 2: 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 | Met: 18 students were reviewed in MHS 6006 and 16 were reviewed in MHS 6800. Across both classes, the progress of 32 out of 34 students were assessed as on target, and 2 students were assessed as making fair progress. |
| Data Point 3: MHS 6800 Ethics Audiotape | Students must score a 3 or higher on a 5-point on the Ethics Audiotape. | Met: The mean score of students from the 2022 cohort was 4.27 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. | Did not meet: 65.52% of students passed section one. 36.84% of these students were students of color (BIPOC). The aggregated national mean score in professional practice was 11.49 with an aggregated standard deviation of 2.18. The mean score of USF counselor education students who passed the section was 11.79 with a standard deviation of 1.78. Five students (17.24%) passed on a second attempt. Thus, 82.76% of students passed section one between the first and second time they sat for examination. |
| 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 identity | Met: Out of 14 respondents, the mean score on this item related to professional identity was 4.36 with a standard deviation of 0.61. |

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| Data Point 6: Alumni Survey | Alumni will rate the counselor education program at least a 4 on a 5-point scale in professional practice. | Met: Out of 14 respondents, the mean score on this item related to professional identity and ethics was 4.79 with a standard deviation of 0.41. Minority students rated the program 4.67 with a standard deviation of 0.47. When analyzed by grade level results ranged from 4.67, 4.67, 5, across high school, middle school and elementary school counselors' respectively. |
| Data Point 7: Employer survey | Employers will rate the counselor education program at least a 4 on 5-point scale | Met: Employers rated graduates a 4.67 with a standard deviation of 0.47 in the area counseling programs |

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 holistically evaluated for dispositions appropriate to the counseling profession prior to admission. |
| 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 investigation/paper presentation was 4.65 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 assessed for multicultural competence based upon their multicultural audio tape was 4.47 on a 5-point scale where 3 represents the minimum and 5 represents the maximum passing criteria. |
| 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: 89.66% of students passed in the section of social and cultural diversity on the first test administration. 42.31% of these students were students of color (BIPOC). The national mean score in the section of social-cultural diversity was 9.37, with a standard deviation of 2.44. The mean score of USF counselor education students was 10.38 with a standard deviation of 2.19. Two (6.9%) students passed in a 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 social and cultural diversity. | Met: Out of 14 respondents, the mean score on this item related to social and cultural diversity was 4.29 with a standard deviation of 0.70. |

Data Point 6: Alumni Survey

Alumni will rate the counselor education program at least a 4 on a 5-point scale in diversity.

Met: Out of 14 respondents, the mean score on items related to social and cultural diversity was 4.79 with a standard deviation of 0.41. Minority students rated the program 4.67 with a standard deviation of 0.47. When analyzed by grade level results ranged from 5.0, 4.33, 5, across high school, middle school and elementary school counselors' respectively.

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 4.8 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: 86.21% of students passed section one in human growth and development on the first test administration. 32% of these students were students of color (BIPOC). The aggregated national mean score in professional practice was 10.61 with an aggregated standard deviation of 2.47. The mean score of USF counselor education students who passed the section was 11.24 with a standard deviation of 1.81. Three students (10.34%) passed on a second attempt. |
| 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 14 respondents, the mean score on this item related to Human Growth and Development was 4.14 with a standard deviation of 0.64. |
| 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. | Met: Out of 14 respondents, the mean score on this item related to human growth and development was 4.64 with a standard deviation of 0.48. Minority students rated the program 4.67 with a standard deviation of 0.47. When analyzed by grade level, results ranged from 4.60, 4.67, and 4.67, as reported by high school, middle school, and elementary school counselors' respectively. |

=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 6400 Case Study | Students will score a 3 or higher on a 5-point rubric. | Met: The average student score on the case study was 4.69. |
| Data point 3 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: 82.76% of students passed in the area of counseling and helping relationships on the first test administration. 33.33% of these students were students of color (BIPOC). The national mean score in the area of Helping Relations was 10.59 with a standard deviation of 2.77. The mean score of USF counselor education students was 12.08, with a standard deviation of 1.86. Three (10.34%) students passed the section the second attempt. |
| Data point 4: SDS 6820 Documented Internship Experiences | Students will score above a 125. | Met: 100% of students scored above a 125. |
| Data Point 5: Site Supervisor Survey | Students will score a 4 or higher on a 5-point rubric. | Met: Out of 14 respondents, the mean score on this item related to Helping Relationships was 4.50 with a standard deviation of 0.63 |
| Data Point 6: Graduate Student Survey | Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area Helping Relationships. | Met: Out of 14 respondents, the mean score on the item related to counseling and helping relationships was 4.79 with a standard deviation of 0.41. Minority students rated the program 4.67 with a standard deviation of 0.47. When analyzed by grade level, results ranged from 4.60, 4.60, and 4.83 as reported by high school, middle school, and elementary school counselors' respectively. |
| Data Point 7: Employer Survey | Employers will rate the program at least a 4 on a 5-point scale | Met: Employers rated graduates a 4.67 with a standard deviation of 0.47 in the area helping relations. |

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 4.83. |
| Data Point 2: MHS 6340 Career Counseling Demonstration videos | Students will score a 3 or higher on a 5-point rubric. | Met: The mean score on the Career Counseling Demonstration videos was 5. |
| 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: 93.1% of students passed in career development on the first test administration. 37.04% of these students were students of color (BIPOC). The aggregated national mean score in the section of Career Development was 10.6, with an aggregated standard deviation of 2.44 for the year. The mean score of USF counselor education students was 11.48 with a standard deviation of 1.72. Two (6.90%) students passed the section on the second attempt. |
| 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. | Not Met: Out of 14 respondents, the mean score on this item related to Career Development was 3.86 with a standard deviation of 0.74. |
| Data Point 5: Graduate Survey | Alumni will rate the counselor education program at least a 4 on a 5-point scale in the area career development. | Met: Out of 14 respondents, the mean score on the item related to Career Development was 4.79 with a standard deviation of 0.56. Minority students rated the program 4.67 with a standard deviation of 0.47. When analyzed by grade level, results ranged from 5.0, 4.0, and 5.0 as reported by high school, middle school, and elementary school counselors' respectively. |

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 4.94. |
| Data point 2: CPCE Section 4 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: 96.55% of students passed the group work section of the CPCE the first time they took the assessment. 39.29% of these students were students of color (BIPOC). The aggregated national mean score in Group Work was 11.4, with an aggregated standard deviation of 2.54. The mean score of USF counselor education students was 11.21, with a standard deviation of 1.71. |
| 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 14 respondents, the mean score on this item related to group counseling was 4.26 with a standard deviation of 0.67. |
| 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. | Met: Out of 14 respondents, the mean score on the item related to group counseling was 4.79 with a standard deviation of 0.41. Minority students rated the program 4.67 with a standard deviation of 0.47. When analyzed by grade level, results ranged from 4.63, 5.0, and 4.67 as reported by high school, middle school, and elementary school counselors' respectively. |

PROGRAM OBJECTIVE 7: ASSESSMENT AND TESTING SUMMARY OF FINDINGS

Key Performance Indicator:

- 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 4.23. |
| 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: 93.1% of students passed the assessment section of the CPCE on the first administration. 40.74% of these students were students of color (BIPOC). The aggregated national mean score in the section of Assessment was 9.4 with an aggregated standard deviation of 2.54. The mean score of USF counselor education students was 10.07, with a standard deviation of 1.57. Two (6.9%) students passed this section on a second attempt. |
| Data point 3: Site Supervisor Survey. | Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in assessment. | Not Met: Out of 14 respondents, the mean score on this item related to assessment was 3.57 with a standard deviation of 0.73. |
| 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. | Met: Out of 14 respondents, the mean score on the item related to assessment was 4.50 with a standard deviation of 0.73. Minority students rated the program 4.33 with a standard deviation of 0.94. When analyzed by grade level, results ranged from 4.40, 4.67, and 4.67 as reported by high school, middle school, and elementary school counselors' respectively. |

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 4.56. |
| 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: 86.21% of students passed the research and program evaluation of the CPCE on the first test administration. 36% of these students were students of color (BIPOC). The national mean score in Research and Program Evaluation was 10.86, with a standard deviation of 2.76. The mean score of USF counselor education students was 12.12, with a standard deviation of 1.42. Three students (10.34%) passed the section on a second attempt. |
| 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 14 respondents, the mean score on this item related to assessment was 4.07 with a standard deviation of 0.88. |
| 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. | Met: Out of 14 respondents, the mean score on the item related to assessment was 4.57 with a standard deviation of 0.62. Minority students rated the program 4.67 with a standard deviation of 0.47. When analyzed by grade level, results ranged from 4.60, 4.33, 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 4 on a 5-point scale, in program evaluation. | Met: Employers rated graduates a 4.67 with a standard deviation of 0.47 in the area counseling programs |

PROGRAM OBJECTIVE 9: SCHOOL COUNSELOR COMPETENCY SUMMARY OF FINDINGS

Key Performance Indicator

Students will 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 4.22. |
| Data Point 2: MHS 6601 Consultation Case Study | Students will score a 3 or higher on a 5-point rubric. | Met: The average student score on the Guidance Plan was 4.40. |
| 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: All students assessed during the evaluation achieved a passing score on the FL school Counseling & Guidance K-12 test |
| Data point 2: SDS 6820 Documented Internship Experiences | Students will score above a 125. | Met: 100% of students scored above a 125. |
| Data point 4: Site Supervisor Survey | Site supervisors will rate the counselor education program at least a 4 on a 5-point scale in comprehensive school counseling. | Not Met: Out of 14 respondents, the mean score on this item related to assessment was 3.86 with a standard deviation of 0.91 |
| 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. | No data available |

Data Point 5: Employer Survey

Employers will rate graduates of USF counselor education program at least a 4 on a 5-point scale, in the area of school counselor programming.

Met: Employers rated graduates a 4.33 with a standard deviation of 0.47 in the area counseling programs

PROGRAM OBJECTIVE 10: SCHOOL COUNSELOR DISPOSITIONS SUMMARY OF FINDINGS

Key Performance Indicator

Students will demonstrate disposition and skills to serve as advocates and school leaders, who demonstrate the ability to navigate complex school culture, and 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: 18 students were reviewed in MHS 6006 and 16 were reviewed in MHS 6800. Across both classes, the progress of 32 out of 34 students were assessed as on target, and 2 students were assessed as making fair progress. |
| Data point 2: SDS 6820 Documented Internship Experiences | Students will score above a 125. | Met: 100% of students scored above a 125. |
| 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 14 respondents, the mean score on this item related to leadership and advocacy was 4.17 with a standard deviation of 0.76. |
| 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. | Met: Out of 14 respondents, the mean score on the item related to school counselor leadership and advocacy skills was 4.71 with a standard deviation of 0.59. Minority students rated the program 4.33 in this area, with a standard deviation of 0.94. When analyzed by grade level, results ranged from 4.40, 4.67, and 5.0 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 4 on a 5-point scale, in leadership and advocacy. | Met: Employers rated graduates a 4.67 with a standard deviation of 0.47 in the area counseling programs |