



**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF EDUCATION
SCHOOL COUNSELING, M.ED.
2018-19 EVALUATION REPORT**

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This report summarizes statistics related to (1) August 2019 program graduates; (2) program evaluation data collected during the 2018-2019 academic year; and (3) a description of implemented revisions/modifications to the program based on stakeholder feedback.

Program Completion Rates, Praxis Exam Passage, and Employment Statistics

In 2019 there were 14 graduates of the School Counseling Program. All fulfilled requirements enabling them to be recommended for school counseling licensure at the Advanced Graduate Level through the North Carolina Department of Public Instruction. Program completion rate was 87.5%, with two students from our original cohort of 16 not completing the program.

All of our graduating students passed the Professional School Counselor Praxis exam, which is required for school counseling licensure in North Carolina, on their first attempt. Our students' performance compares favorably to other national and state test takers, as indicated in the tables below.

Table 1
Praxis Exam Performance: UNC-CH, NC, and National Test Takers

	2019 UNC-CH Grads	2019 NC	2019 National
Median	186	173.5	169
Average performance range	184-188	167-181	162 - 177

ETS also provides information regarding UNC-CH School Counseling students' performance on the four categories of the Professional School Counselor Praxis exam, which correspond to the four components of the American School Counselor Association (ASCA) National Model:

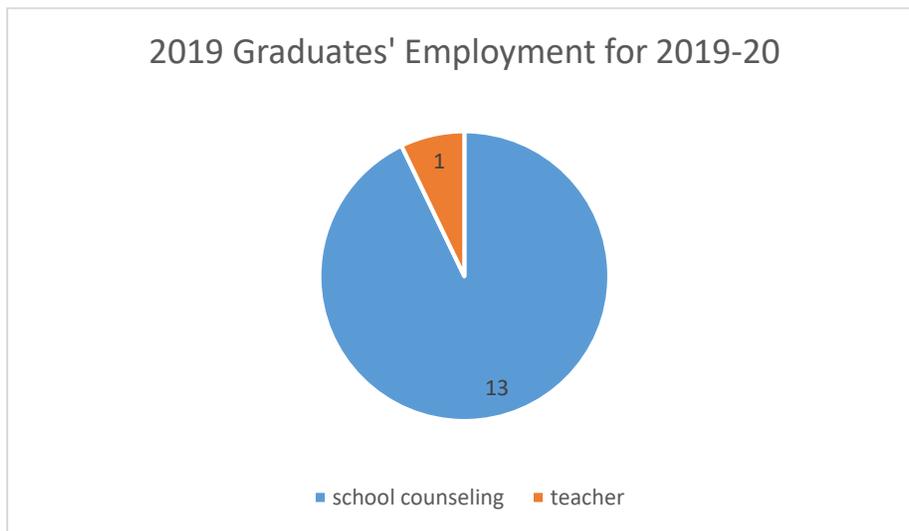
Table 2

UNC-CH, NC, and National Test Takers, percentage of items correct in each category of ASCA National Model

	2019 UNC-CH	2019 North Carolina	2019 National
Foundations	90%	83%	79%
Delivery	90%	81%	78%
Management	86%	76%	74%
Accountability	92%	72%	75%

In addition to the Praxis exam, nine of our 14 students voluntarily elected to take the National Counselor Examination (NCE) in preparation for their planned applications for the Licensed Professional Counselor Associate (LPCA) credential following graduation. The NCE tests candidates on all eight of the content areas outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All nine UNC-CH students passed this exam on their first attempt. Our students' 100% pass rate compares favorably to the national pass rate of 90.6%. The mean score of UNC-CH students on the NCE exam was 116.9, which was higher than the mean score of test takers nationally ($N = 4382$, $M = 104.9$).

Graduates of the UNC School Counseling program continue to meet the academic, career, and social/emotional needs of K-12 students. Of the 14 students who graduated in August 2019, 100% have already committed to a specific position in school counseling or a related professional area. Of the 14 graduates, 13 indicated as of August 2019 that they will be employed during the 2019-2020 school year as school counselors, and one will be employed as an elementary school teacher in South Carolina. Of the 13 graduates working as school counselors, 9 will be employed in North Carolina, one in Colorado, two in Georgia, and one in Illinois. Across the K-12 levels, there are seven graduates employed in high schools; one in a middle school; and five in elementary schools.



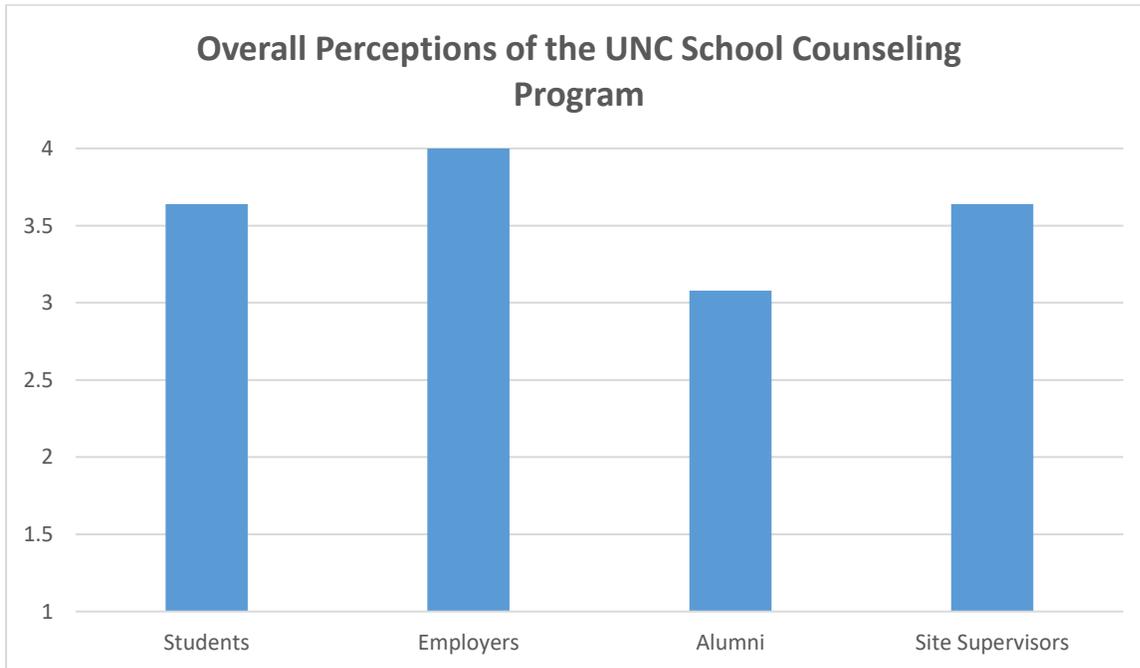
School of Education Program Review

In March 2019, the School Counseling M.Ed. program was one of a sub-set of programs in the UNC-CH School of Education which was reviewed by a team of external reviewers. This team reviewed programs according to seven different dimensions, including: mission, curriculum, faculty, students, leadership and administration, future, and self-study. The UNC School Counseling program garnered no concerns from the site visit team but rather only accolades. Specifically, the team noted, “This seems like a successful program that should be continued and expanded.”

Constituent Surveys

Surveys were sent electronically to the following four stakeholder groups: (1) current students (August 2019 graduates); (2) alumni of the 2018 graduating cohort; (3) employers of 2018 graduates; and (4) internship site supervisors of current students (August 2019 graduates). All survey recipients were asked to rate student and alumni on counseling knowledge and skills related to the 2016 CACREP standards.

Overall, current students, alumni, employers, and site supervisors hold positive perceptions of our program, as demonstrated in the following table (1 = poor; 2 = fair; 3 = good; 4 = excellent):



The following sections provide an analysis of the data collected from each of the four stakeholder groups.

Current Students (August 2019 Graduates) Exit Survey

A questionnaire requesting evaluative data about the school counseling program was sent via email in July 2019 to all 14 of the August 2019 graduates in the program. This questionnaire also solicited information concerning the students' internship experiences, permanent contact information, employment, and elective courses. Fourteen of the 14 students completed the survey, yielding a response rate of 100%. Respondents were asked to rate themselves on 17 skills/characteristics, as they relate to their abilities as school counselors, using a four-point Likert-type scale (1 = poor; 2 = fair; 3 = good; 4 = excellent). The 2019 student mean rating of the overall training received in the program was very positive ($M = 3.64$).

Table 3 depicts student ratings on the quantitative survey items related to counseling skills acquired during the program.

Table 3
Student Survey Item Ratings

Survey Item	Mean	SD
Understanding of the school counseling profession and ethical practice (role, responsibilities, etc.)	3.57	0.49
Ability to implement a strengths-based, ASCA model school counseling program and demonstrate ethical practice	3.50	0.50
Understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society	3.64	0.48
Ability to counsel and advocate for diverse groups in the school context	3.36	0.72
Understanding of the nature and needs of persons of all developmental levels	3.14	0.74
Understanding of and the ability to promote academic development	3.50	0.50
Ability to promote the personal and social development of students and build protective factors in the school environment	3.29	0.59
Understanding of and ability to promote career development and postsecondary access and success	3.36	0.61
Ability to act as a leader in the school and community	3.14	0.74
Understanding of the counseling process	3.57	0.49
Ability to conduct individual and group counseling	3.50	0.63
Understanding of group counseling approaches	3.29	0.59
Ability to collaborate and consult with other stakeholders in the school and community	3.00	0.67
Understanding of assessment, research and program evaluation	3.07	0.70
Ability to conduct and interpret a variety of appropriate assessments	3.14	0.52
Ability to conduct research to improve the school counseling program	2.79	0.67

On average, the highest-rated quantitative items by students were: understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society ($M = 3.64$, $SD = 0.47$); understanding of the school counseling profession and ethical practice ($M = 3.57$, $SD = 0.49$); and understanding of the counseling process ($M = 3.57$, $SD = 0.49$).

On average, the lowest-rated quantitative items by students were: ability to collaborate and consult with other stakeholders in the school and community ($M = 3.00, SD = 0.67$) and ability to conduct research to improve the school counseling program ($M = 2.79, SD = 0.67$).

Program strengths, as indicated by the students, included: the cohort model; the accelerated, 14-month program; the year-long internship in one school and integrated coursework; and knowledgeable and available professors, and the program’s emphasis on the solution-focused approach, strengths, and ASCA National Model. The main areas for improvement for the program as noted by the students included: more focus on additional counseling theories other than Solution-focused; more emphasis on student self-care and wellness; more frequent site visits from UNC supervisors; more transparency and implementation of student feedback and suggestions; and more consistency across practicum and internship sections with regard to professor expectations and requirements.

Alumni Survey

A survey requesting evaluative data about the school counseling program was sent via email to all 2018 graduates of the program ($N = 15$). A total of 12 graduates completed the survey, yielding a response rate of 80%. Using a four-point Likert scale (1 = poor; 2 = fair; 3 = good; 4 = excellent), respondents were asked to rate themselves on 17 skills/characteristics as they relate to their abilities as school counselors. The 2018 graduates’ mean rating of the overall training received in the program was “good” ($M = 3.08, SD = 0.63$).

Table 4 depicts alumni ratings on the quantitative survey items related to counseling skills acquired during the program.

Table 4
Alumni Survey Item Ratings

Survey Item	Mean	SD
Understanding of the school counseling profession and ethical practice (role, responsibilities, etc.)	3.17	0.80
Ability to implement a strengths based, ASCA model school counseling program and demonstrate ethical practice	3.56	0.50
Understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society	3.67	0.62
Ability to counsel and advocate for diverse groups in the school context	3.58	0.49
Understanding of the nature and needs of persons of all developmental levels	3.19	0.90
Understanding of and the ability to promote academic development	3.50	0.65
Ability to promote the personal and social development of students and build protective factors in the school environment	3.42	0.64
Understanding of and ability to promote career development and postsecondary access and success	3.50	0.50
Ability to act as a leader in the school and community	3.42	0.64

Understanding of the counseling process	3.50	0.50
Ability to conduct individual and group counseling	3.58	0.49
Understanding of group counseling approaches	2.89	0.74
Ability to collaborate and consult with other stakeholders in the school and community	3.67	0.62
Understanding of assessment, research and program evaluation	3.00	0.71
Ability to conduct and interpret a variety of appropriate assessments	2.75	0.60
Ability to conduct research to improve the school counseling program	3.17	0.80

On average, the highest-rated quantitative items by 2018 alumni were: understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society ($M = 3.67$, $SD = 0.62$); and ability to collaborate and consult with other stakeholders in the school and community ($M = 3.67$, $SD = 0.62$).

On average, the lowest-rated quantitative items by 2018 alumni were: Ability to conduct and interpret a variety of appropriate assessments ($M = 2.75$, $SD = 0.60$); and understanding of group counseling approaches ($M = 2.89$; $SD = 0.74$).

Graduates were also asked to provide feedback on program strengths and areas for growth. Program strengths noted by 2018 alumni included:

- The length (14 month) of the program and the year-long internship in one school
- The cohort model
- The strengths-based focus of the program and use of ASCA model
- Relevant content and applied assignments with emphasis on the academic development course
- Integration of internship and academics, providing opportunity for practical application
- Excellent reputation of University

Areas for growth included:

- More support from professors
- More intentionality in the selection and assignment of internship sites/supervisors
- Improved communication between professors and students
- More consistency in terms of university supervision practices

Alumni were also requested to provide suggestions for improving the school counseling program. Suggestions included: more cross-level experiences; improved communication by professors of student expectations; more information on special education and mental health; more information on theories other than SFBC.

Employer Survey

To obtain feedback on the quality of the performance of our 2018 graduates and to improve the training and education of our students, 2018 alumni were sent a link to an electronic survey which they were requested to forward to their employers/supervisors. Of the 15 alumni who received the email with the link, five of their supervisors/principals completed the survey, yielding a response rate of 33%. Using a four-point Likert scale (1 = poor; 2 = fair; 3 = good; 4 =

excellent), employers/supervisors were asked to rate the 2018 graduates on 17 skills as they relate to the graduates’ positions as school counselors. The employer mean rating ($M = 4.00$) of overall competence as a school counselor reflected extremely positively on the program. In addition, employers were asked to rate, on a scale of 1-10 (1 = extremely unlikely, 10 = extremely likely) how likely they were to recommend a colleague to hire a graduate of the program; the employer mean rating was 9.2.

Table 5 depicts employer ratings on the quantitative survey items related to employers’ perception of the counseling knowledge and skills exhibited by program graduates.

Table 5
Employer Survey Item Ratings

Survey Item	Mean	SD
Understanding of the school counseling profession and ethical practice (role, responsibilities, etc.)	4.00	0
Ability to implement a strengths-based, ASCA model school counseling program and demonstrate ethical practice	4.00	0
Understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society	4.00	0
Ability to counsel and advocate for diverse groups in the school context	3.80	0.40
Understanding of the nature and needs of persons of all developmental levels	4.00	0
Understanding of and the ability to promote academic development	3.80	0.40
Ability to promote the personal and social development of students and build protective factors in the school environment	3.80	0.40
Understanding of and ability to promote career development and postsecondary access and success	3.80	0.40
Ability to act as a leader in the school and community	3.80	0.40
Understanding of the counseling process	4.00	0
Ability to conduct individual and group counseling	4.00	0
Understanding of group counseling approaches	4.00	0
Ability to collaborate and consult with other stakeholders in the school and community	4.00	0
Understanding of assessment, research and program evaluation	3.60	0.49
Ability to conduct and interpret a variety of appropriate assessments	3.80	0.40
Ability to conduct research to improve the school counseling program	3.80	0.40
Demonstrates the ability to use evidence-based strategies and practices	3.80	0.40

Employers mean ratings ranged from 4.00 – 3.60, with the lowest item being: understanding of assessment, research and program evaluation ($M = 3.60$, $SD = 0.49$).

As with program graduates, employers were also asked to provide feedback on program strengths and areas for growth. Positive comments provided by employers included: “Our counselor is exactly what we need in our school environment, we love her!”; “We love (The

program graduate)!” Suggestions included: providing more training on conducting effective guidance lessons with more peer interaction, and trying to match students to internship sites that are more like the kinds of schools they would like to eventually work in.

Site Supervisor Survey

A survey was sent via email to the site supervisors of the 14 graduate students who completed our program in 2019. This was done to obtain feedback on how the preparation of school counselors may be improved. Of the 14 surveys distributed to site supervisors, 14 were completed, yielding a response rate of 100%. Site supervisors were asked to rate the students on 17 skills/characteristics as they related to the students’ positions as school counselor interns using a four point Likert-type scale (1 = poor; 2 = fair; 3 = good; 4 = excellent). The mean rating provided by site supervisors with regard the level of training and support they received to act as site supervisors was 3.50 (4.00).

The site supervisor mean rating of their level of satisfaction with the program was very high, as indicated on a rating scale of 1-10, with 10 being the highest ($M = 9.4$). Site supervisors were also asked to rate on a scale of 1 to 10 (1 = not likely at all; 10 = very likely) how likely they would be to recommend a colleague to supervise a graduate of this program; on average, respondents rated themselves very likely to do so ($M = 9.46$).

Table 6 depicts site supervisor ratings on the quantitative survey items related to supervisors’ perceptions of the counseling knowledge and skills exhibited by program graduates.

Table 6
Site Supervisor Survey Item Ratings

Survey Item	Mean	SD
Understanding of the school counseling profession and ethical practice (role, responsibilities, etc.)	3.86	0.35
Ability to implement a strengths-based, ASCA model school counseling program and demonstrate ethical practice	3.71	0.45
Understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society	3.71	0.45
Ability to counsel and advocate for diverse groups in the school context	3.71	0.45
Understanding of the nature and needs of persons of all developmental levels	3.57	0.62
Understanding of and the ability to promote academic development	3.57	0.49
Ability to promote the personal and social development of students and build protective factors in the school environment	3.64	0.48
Understanding of and ability to promote career development and postsecondary access and success	3.43	0.49
Ability to act as a leader in the school and community	3.62	0.49
Understanding of the counseling process	3.71	0.45
Ability to conduct individual and group counseling	3.64	0.48

Understanding of group counseling approaches	3.64	0.48
Ability to collaborate and consult with other stakeholders in the school and community	3.71	0.45
Understanding of assessment, research and program evaluation	3.43	0.49
Ability to conduct and interpret a variety of appropriate assessments	3.43	0.49
Ability to conduct research to improve the school counseling program	3.38	0.62
Demonstrates the ability to use evidence based strategies and practices	3.64	0.48

Site supervisors' responses ranged from 3.86 – 3.38. The highest-rated quantitative item by site supervisors was: understanding of the school counseling profession and ethical practice ($M = 3.75$, $SD = 0.43$); ability to conduct individual and group counseling ($M = 3.86$, $SD = 0.35$). The lowest-rated quantitative item by site supervisors was: ability to conduct research to improve the school counseling program ($M = 3.38$, $SD = 0.62$).

We also asked site supervisors to share the overall strengths of the program as well as areas for growth. Program strengths as stated by site supervisors included:

- Student assignments provide a good variety of experiences for the intern.
- Constructive, consistent feedback to graduate students, communication
- The amount of time in the field it is great!
- The balanced approach of year long internship with ongoing courses.
- Ability to work within a school all year - seeing all the aspects of the calendar and expectations; rubrics for counseling help with a student who may need more help with students/family interactions
- It is very effective for the internship to last through the academic year versus being only one semester. I believe greater learning and growth can take place within this model. Specifically, it allows students to learn skills and increase their knowledge about individual schools, thereby providing opportunities to increase their responsibilities and better support the school, the counseling office and the mission of both.
- Interns are already working through coursework prior to beginning their internship and the yearlong practicum/internship is highly effective.
- ASCA focused
- Year-long placement, research-based strategies, alignment of classwork with school needs
- Having the students apply what they learn in class to the school setting
- Extensive time in schools allows students opportunity to observe, practice and grow in multiple areas.
- I believe UNC-CH does an excellent job in screening candidates for the program

Areas for growth as cited by site supervisors included:

- It was a challenge in the beginning to get so many student recordings in the first week or two of school due to students not returning forms and so much happening with

getting students settled into their schedules, but we made it happen. No negative feedback otherwise. From my experience I feel the program does an excellent job preparing students.

- Less visits by intern's supervisor to the school where they are working. I think it is helpful for all if the supervisor each semester visits a couple of times.
- Not having the full week experience in a calendar year (only a couple of days a week versus the ability to handle the whole week with follow-ups); for students who may need more background in counseling techniques and research prior to experience, this program can be a tough transition (as in sometimes an experience will happen in the field and a student has not learned this situation ethically, culturally, etc. yet)
- I wish there was a way for students to learn about college planning earlier in the process. However, I understand that all topics are important, and it may not be possible.
- More training on kids with different developmental needs, more training earlier in the program on consulting with parents and teachers, more classroom management strategies

Site supervisors were also asked to provide suggestions for improving the school counseling program. The following is a list of the suggestions provided:

- The program does an excellent job preparing students. Possibly providing some informal opportunities for interns to work with students prior the practicum. It was the first opportunity in which my intern had worked with students at this level so there was not a comfort level at all in the beginning. Possibly having informal opportunities to work with students prior to starting right into counseling sessions could help provide more of a comfort level? Just an observation.
- I had the university professor come out to talk with my intern and me, and I appreciated the joint effort and experience in helping and supporting my intern. I was grateful for the support.
- We are very thankful for our partnership with UNC and look forward to continuing that partnership in the years to come.
- None I can think of- thanks for asking!

Planned Modifications to 2018-19 Program

In response to feedback from stakeholder groups in questionnaires distributed as part of the program evaluation process in July 2017 and in July 2018, several important changes were implemented during the 2018-19 academic year.

Table 7 illustrates a variety of suggestions for improvement made by various stakeholders in 2017 and 2018, along with concrete steps our program has taken to address the areas.

Table 7

Improvement Suggestions and Program Modifications

Stakeholder Suggestion for Program Improvement in July 2017 and July 2018	Implementation Status as of August 2019
Give more specific direction to site supervisors on issues related to supervisee evaluation and supervision practice	Using a faculty-created template, university faculty supervisors began conducting a solution-focused debriefing session with the site supervisor present after site observations for modelling purposes (starting Fall 2018). Additionally, we added information on effective supervision to our Fall 2019 site supervisor training.
More emphasis on student diversity in the cohort	For the 2019 application cycle, the program began allowing candidates with UGPA of 3.5 or better and/or with a master's degree to be exempt from GRE requirement. This resulted in an increased number of applications, with a higher number of students in 2019-20 (25 as opposed to 16 during 2018-19), with a higher number of minority and non-traditional students, as well as several students with advanced degrees.
Add more training on MTSS process	A Senior Administrator who provides training on MTSS for Wake County Public Schools delivered MTSS training to our students during Practicum in fall 2018. This will continue in fall 2019.
Add more training on specific counseling theory and techniques, as well as other special topics	Faculty provided several presentations on special topics related to counseling theory and techniques during combined practicum meetings in fall 2018. In Summer 2019, Counseling Theories and Techniques reverted to being two separate courses to allow more designated time to cover additional counseling theories. Additionally, students will now have an additional elective course as part of the program in order to allow for students to explore special topics and areas of interest.
Provide more consistency across practicum and internship sections with regard to professor expectations and requirements	University supervisors will continue to meet with each other on a weekly basis for consultation to ensure maximum consistency with regard to expectations and requirements across practicum and internship sections.
Improve communication between program faculty and students	Beginning in fall 2018, program faculty held bi-weekly brown-bag lunches that students could attend to ask general program questions

	and receive program information. Program continued the practice of disseminating program newsletters at the end of each semester.
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Summary

The UNC-CH School Program continues to be well regarded by all the surveyed stakeholder groups. August 2019 graduates had a 100% pass rate on both the Praxis and National Counselor Examinations, with a 93% employment rate in counseling or related educational professions as of August 2019. Across stakeholder groups, it was noted that graduates are especially strong in their understanding of the school counseling profession and ethical practice. Stakeholders continue to report several outstanding aspects of the program: (1) the 14-month, accelerated nature of the program; (2) the Strengths-Based focus and the focus on the ASCA National Model; and (3) the cohort model. Data from this report will be used to make quality changes and additions in areas such as course content/order and program climate enhancement.