School Counseling Program Evaluation – 2015-16 Annual Report

What follows is a summary of School Counseling program and student data that were reviewed along with recommendations and/or specific modifications to be implemented.

1. Admissions Data:

Characteristics of Applicants for 2016-17 Admission
Total Applicants = 38
# Offered Admission = 22
% Offered Admission = 56%
New Students Starting = 13
% admitted who Came = 64%

Total Applicant Demographics:
87% female, 13% male
99% White, .03 African American, .03% International

New Student Demographics:
100% female
100% White

New Student Academic Profile
Undergraduate GPA = 3.61
GRE-Verbal = 152
GRE-Quantitative = 148
GRE-Writing = 3.9

Feedback from students who accepted offers of admission:
• Good experience with faculty, staff, and older students in the program.
• I thought that the feedback was great. You all got back to me when you said you would, which is much appreciated. The interview process was great because I really enjoyed being in a group setting. I also liked hearing from the 2nd year students about their experience so far.
• The interview was helpful in that it involved current students who offered advice and were open to answering any and all questions. Dr. Milsom was very prompt in emailing out decisions and was always available via email before and after the interviews.
• The interview process was extremely comfortable compared to other interviews I had attended. I felt more welcomed and comfortable at Clemson. The admissions process was smooth and quick, and I think the timing of the process was great.
• Everything was great! Although I was nervous, I enjoyed getting to know the program/instructors better through interviewing in person.
• The admissions process was very thorough. I enjoyed my interview day and learned a lot about the program. Although on interview day the program seemed very rigid and intimidating, interactions with Clemson personnel since then have been very helpful and welcoming.
• The admissions process was very straightforward. I enjoyed the interview process because it was more focused on finding a good fit for both the student and program, not just if the student fit the program.
• I have enjoyed my experience thus far due to the welcoming spirit shown by Dr. Milsom and current students.
• The positive atmosphere of the interview was a major factor in my decision-making. The current staff and students were extremely warm and welcoming, and they seemed to be very passionate about the program.
• Admissions process was flexible and welcoming. Interview was laid back and personable. My interactions with Clemson students prior to arrival was also positive.

Feedback from students who declined offers of admission:
• Of the students who provided us feedback, all indicated they were attending other institutions, often for financial reasons (e.g., received funding elsewhere) or to be closer to family.

Admissions Summary and Recommendations –
Our application pool was a little smaller and less diverse this year. Our recruitment efforts did not change, so we were disappointed that we did not have more diversity and more applicants. We need to continue to proactively work to attract diverse students, including males and individuals from underrepresented groups.

Applicants continue to appreciate the admissions process, specifically in relation to the timeliness of decisions, the opportunity to interact with peers, and the clarity of information provided. We will be maintaining our current admissions and interview process.

2. Student Enrollment and Course Enrollment Data:

Student enrollment - The school counseling program currently has 35 students enrolled in classes – 13 new this 2016-17 academic year.

Course enrollment – Course sequences are in place and being enforced to ensure course availability as well as sufficient course enrollment so that courses do not need to be cancelled. This year we implemented a summer start in order to alleviate the student course load during the second fall semester when they are enrolled in internship.
Course Enrollment Summary – A majority of our students are full-time, allowing them to develop a supportive cohort. The program continues to be successful at graduating students in a timely manner. The faculty incorporated a summer start this year in order to decrease the student workload during internship. Students appreciated the opportunity to develop connections with their cohort over the summer prior to fall classes.

3. Perceptions of the Program

Based on Student Exit Surveys (N=18)

Strengths noted:
- Graduating students indicated they had gained knowledge about the importance of understanding the school, family, and community context (89% strongly agree) and being aware of their own strengths and weaknesses (84% strongly agree).
- Graduating students strongly agreed that they gained skills to provide individual counseling (95%), collaborate effectively with others (89%), collect and use outcome data to inform their work (89%), and advocate for school counseling (89%).

Areas for improvement:
- In relation to gaining skills to design interventions that are grounded in theory, although no students disagreed, only 47% strongly agreed that they gained skills in this area.
- In relation to gaining skills to design culturally relevant interventions, although no students disagreed, only 52% strongly agreed that they gained skills in this area.
- Students wanted more info related to using technology relevant to school counseling (63% strongly agree, 32% agree, 5% disagree).
- Students expressed a desire for more practical course content and experiences related to classroom management and IEPs.

Moving forward – what should we keep doing and what revisions do we need to consider?

Based on Student Exit Surveys:

We should continue to do more of what we are doing, as it seems overall that students feel prepared when they leave the school counseling program at Clemson.

We would like to continue to help students feel more confident in their skills to implement interventions that are grounded in theory and that are culturally relevant. Evidence from classes shows that the students actually demonstrate good skills, but their comments suggest they do not appear as confident in their skills in these areas.
The concerns about technology arise each year. We take advantage of opportunities in class to demonstrate and discuss various technologies available to school counselors and how those might be used, but many of the technologies they will use are not available on campus. We must rely on site supervisors to provide access and exposure – we will share this feedback with our site supervisors and encourage students to take advantage of these opportunities during their internships.

A new course is being developed in which the program will be able to incorporate content in some of the areas (classroom management and IEPs) that students expressed a desire for more content.

4. Program Graduates and Employment Data:
   • 18 total 2015-16 graduates: Fall 2015 = 1 and Spring 2016 =17
   • 100% have found employment: 8 elementary school counseling, 5 middle school counselors, and 5 high school counselors.

Program Graduates and Employment Data Summary -
Our graduates are successful in finding employment in the school counseling field. This year everyone found a job before the end of June. We would like to maintain similar enrollment over the next few years since job opportunities exist and our students have been successful, but given program faculty shortages, we will need to decrease our enrollment until sufficient numbers of faculty are in place.

5. Broad Student Outcomes – PRAXIS Results:
   • 18 test takers, 100% pass rate (passing score = 156)
   • Clemson overall Median score = 180

PRAXIS Results Summary – Our students continue to be successful in passing the PRAXIS and scoring above the average scores from other CACREP-accredited institutions. Our plan is to continue to support our students.
6. Student Learning Outcomes:

**Strengths**

- Demonstrating legal and ethical practice (94% exceptional)
- Knowing how to evaluate a comprehensive school counseling program (77% exceptional)
- Identifying strengths and barriers that affect students (72% exceptional)

**Student Learning Outcome - Strengths Summary**

School counseling students score average or exceptional in most areas, suggesting that the instructional approach we use is fairly effective in helping them develop knowledge and skills. We will maintain the strategies we use, which include collaborative and experiential opportunities to engage with the content.

**Growth Areas**

- During the internship, students received exceptional (50%) and average (50%) in their skills related to consulting, in making referrals to community resources, and in conducting workshops for parents and teachers.
- 5% of students scored progressing in relation to working with families (all others scored average or exceptional).

**Student Learning Outcomes - Areas for Growth and Recommendations**

Students find it more challenging to gain opportunities to interact with parents, but they also note feeling more nervous about those interactions. We talk a lot in class about these kinds of situations and have added requirements to internship that involve contact with parents and teachers, so we expect to see increased experiences in this area. We will continue to work closely with site supervisors to encourage them to provide opportunities for our students to engage with parents and teachers, with the understanding that sometimes opportunities are limited due to what interns can and cannot do given their role.