

UMassAmherst

College of Education /
Student Development

School Counselor Education First Annual Program Report – Graduating Cohorts 2016-2019

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School Counselor Education Program Mission

School counselors promote the academic, career, and personal/social development of all PreK-12 students through data-informed school counseling programs. We believe that all school counselors must be multiculturally competent and committed to social justice and equity in education, ensuring that all students have equal access to resources and opportunities. We also believe that school counselors are most effective when they work collaboratively across the multiple contexts that shape children's development—at the individual level and the classroom, school, family, and community levels.

We teach an innovative model of school counseling that understands schools as complex institutions that require classroom-based, small group, and individual school counseling interventions and programs. A key aspect of school counseling is our role as school leaders and advocates for students, working to create safe and supportive learning environments. At UMass Amherst, our students develop an appreciation for the broad issues impacting the practice of school counseling, knowledge of current models and evidence-based interventions, and an understanding of the research base that supports practice. We also ensure that our graduates have thorough training in both mental health and the American School Counselor Association's National Model for School Counseling. Finally, our students have the opportunity to work with faculty in the UMass Amherst-based National Center for School Counseling Outcome Research & Evaluation (CSCORE), a widely respected source for school counseling resources. CSCORE works with professionals across the country to disseminate relevant research and put knowledge into practice. CSCORE hosts an annual [national conference](#) for school counselors.

School Counselor Education Program Objectives

1. To prepare counselors with the knowledge of school counseling history, ethics, theories, and current counseling models.
2. To train counselors in multicultural competencies and prepare them to be advocates for social justice and equity in education.
3. To train counselors who understand the foundation of human growth and development.
4. To prepare counselors to work collaboratively across the multiple contexts that shape a child's development at the individual level and the classroom, school, family and community levels.
5. To prepare counselors with the knowledge and skills to help students with career and life decisions.
6. To prepare counselors with the knowledge and skills to engage in the counseling and helping process across multi-tiered systems of support, providing individual, group, school, family, and community-based services and related referrals.
7. To prepare counselors to engage in and practice self-care throughout their professional and personal experiences.
8. To prepare counselors with the knowledge and skills to facilitate group counseling.
9. To prepare counselors with the knowledge and skills to assess, interpret, and present student and school-level data.
10. To educate counselors to identify, implement, and evaluate evidence-based practices in their settings.
11. To prepare counselors to be knowledgeable and skilled in reading and conducting research and program evaluation.
12. To train counselors to enter supervised practicum and internship experiences prepared to put theoretical knowledge into practice and immerse themselves in the professional role.

Annual Report Executive Summary

Assessment Plan Process

The School Counselor Education Program has recently started a systematic assessment process to obtain student and site supervisor feedback and data to assess our program objectives and make subsequent program modifications. Specifically, the program will begin collecting data using surveys of recent graduates, site supervisors, and graduate employers. In this first annual program report, only recent graduates from years 2016-2019 were surveyed.

The analysis of this aggregated data suggests the following:

Program Strengths

- Working in diverse/multicultural settings
- Understanding the role of the School Counselor
- Individual Counseling
- Understanding basic statistics & data

Areas of Improvement

- Special Education – 504s & IEP
- Crisis intervention (assessment, reporting)
- Exposure to different technologies used at school sites

Program Modifications

The School Counselor Education solicits feedback from student and supervisor stakeholders to identify areas of improvement to guide our program. The quantitative and qualitative data collected from our graduates and site partners has been used to inform the following program modifications:

Area of Improvement	Program Modifications
Special Education – 504s & IEPs	EDUC 685 <ul style="list-style-type: none"> • School Counselor Program Coordinator consulted with Professor of EDUC 685: Development Psychopathology to ensure content and scope of 504/IEP content in K-12 settings is relevant to and meets the needs of school counseling students EDUC 606 <ul style="list-style-type: none"> • Addition of guest lecture on 504 meetings • Addition of content on consultation in student support team meetings
Crisis Intervention	EDUC 698W <ul style="list-style-type: none"> • Addition of guest lectures on crisis intervention in K-12 settings and suicide assessment and reporting
Exposure to Different Technologies	EDUC 807 <ul style="list-style-type: none"> • Students given demo Naviance accounts and receive guest lecture by Naviance director • Addition of the computer lab assignment – Naviance and For-Profit Online Programs • Addition of College Search Tools and evaluation assignment EDUC 698W & 701 <ul style="list-style-type: none"> • Emphasis placed on student engagement with site-specific technologies for scheduling and student management (PowerSchool, Naviance, etc.)

Portfolio Assessment Outcome Data

Portfolio Assessments 2017-2019

Program Standards	N	Avg. Score	Not Met	Partial	Met	Exceeds	%NM	%P	%M	E%	% Meeting Standard
Special Education Artifact (560)	34	3.41	0	0	20	14	0%	0%	58%	42%	100%
Development Project (594M)	34	3.41	0	0	20	14	0%	0%	58%	42%	100%
Consultation Analysis Project (606)	34	3.44	0	0	19	15	0%	0%	56%	44%	100%
Final Paper (685)	35	3.37	0	0	22	13	0%	0%	63%	37%	100%
Multicultural Artifact (688)	35	3.4	0	0	21	14	0%	0%	60%	40%	100%
College Assessment Artifact (807)	35	3.51	0	0	17	18	0%	0%	49%	51%	100%
Quality of Case Study or Reflection Paper	35	3.37	0	0	22	13	0%	0%	63%	37%	100%

***Not Met = 1, Partial = 2, Met = 3, Exceeds = 4**

Recent Graduate Outcome Data

Graduate Outcome Data

Graduation Year	# Graduates
2016	14
2017	13
2018	12
2019	11

Response Rate: 26/47=55%

Ratings Regarding Role of School Counselor

“Please rate how well the UMass Amherst SCE prepared you to:”

3=Exceeded Expectations 2=Met Expectations 1=Did not meet expectations

	Recent Graduate Mean
To work effectively in diverse and multicultural settings	2.54
To be flexible regarding my role and function as a school counselor	2.6
To use differentiated approaches to address individual student needs	2.45
To provide students with opportunities to assess their abilities, interests, values, or other career-related factors	2.31
To provide individual counseling to students	2.5
To provide group counseling to students	2.5
To understand and use basic concepts of statistics when interpreting data as it is used in your school	2.41
To use data to inform your work with your students	2.5
To use evidence-based research to inform your work with your students	2.36

Open-Ended Survey Responses

Suggestions for Program Improvement – Qualitative Themes

- Increased focus on 504s/IEPs/SST/Special Education
- More preparation for resume building, applying and interviewing for positions
- More discussion on limitations of the role in the school setting
- Curriculum development
- Classroom management
- Increased focus on crisis intervention & suicide/abuse assessment/reporting