

Program Statistics

Enrollment & Graduation		Student Demographics		
		M	F	UNK
<i>Credit Hours</i>	60			
<i>Applications Received</i>	739		5	---
<i>Applications Accepted</i>	645		9	1
<i>Acceptance Rate</i>	87.28%			
<i>Current Enrollment</i>	1503	38	222	---
<i>No. of Graduates</i>	345	1	5	---
<i>Completion Rate</i>	46%	19	89	---
<i>Job Placement Rate</i>	100%	3	28	---
<i>Credentialing Pass Rate</i>	59.66%	44	222	5
		White	690	3
		International Student	---	---
		Active-Duty Military	10	22
		Veteran	28	49
		With a Disability	2	1

For AY 2024-2025 SC Degree Completion Plan (DCP), please [click here](#).

Program Summary

Current Student Survey

Results of the current student survey indicate that 87.65% of respondents report a good or excellent overall rating of the M.Ed. in School Counseling (SC) program. Further, 88.39% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the SC program, 92% indicate they would recommend the SC program to others, and 92% indicate the SC program is meeting their expectations.

Student Review of SC Program

<i>Program was academically rigorous and challenging.</i>	93.5%
<i>Program provides a balance of theoretical and practical skills.</i>	91.58%
<i>Program is helping me develop expertise in school counseling.</i>	91.82%
<i>Program objectives are consistent with my professional goals.</i>	91.36%
<i>Program is helping me refine my critical thinking skills.</i>	92.77%
<i>Program is helping me develop a better understanding of diversity issues.</i>	89.13%
<i>Faculty assesses student performance per published rubrics.</i>	90.38%

<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	84.37%
<i>Faculty Advising Mentor is accessible and helpful.</i>	78.60%
<i>Program faculty are accessible and helpful outside of class.</i>	81.29%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	79.8%
<i>Orientation was a helpful introduction to the school counseling program.</i>	70.43%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	75.72%

* Percentages reflect student reports of 'strongly agree' or 'agree' to the survey items.

Professional Dispositions & Behaviors

Student dispositions and behaviors are regularly assessed in each course. Results for the 2022-2023 academic year are provided below.

S.C.R.I.P.		C.O.R.E.	
<i>Social Responsibility</i>	97.33%	<i>Cooperativeness</i>	97.27%
<i>Commitment</i>	94.12%	<i>Openness to Feedback</i>	96.74%
<i>Reflection</i>	95.79%	<i>Personal Responsibility</i>	92.73%
<i>Integrity</i>	97.27%	<i>Emotional Regulation</i>	96.69%
<i>Professionalism</i>	96.14%		

* Percentages reflect faculty and supervisor ratings of 'advanced' or 'proficient' to the survey items.

Alumni & Employment Information

For the SC program, 376 students graduated during the 2023-2024 academic year. Of the responses to the Fall 2024 alumni survey, 100% reported job placement at the time of the survey. Job placement includes alumni who reported the following: full-time or part-time employment, military, employed and continuing their education, or placement in mission or volunteer services versus those who are unemployed-seeking employment. It excludes those who indicated they are not currently seeking employment.

Program Learning Objective (PLO) Assessment

Program learning objectives are evaluated on a 4-point scale (1 = Beginner; 2 = Developing; 3 = Competent; 4 = Advanced) over three criteria (e.g., Develop, Discuss, Summarize), or as applicable to the assessment measure and program. The target for each criterion is that 80% of SC students will score 3.00 or greater, thereby reflecting ratings of 'Competent' or 'Advanced'. PLO assessment is conducted according to research questions developed by core faculty to determine if the program is meeting acceptable standards. Three program learning objectives (PLOs) were evaluated during the 2024-2025 academic year.

- **Program Learning Objective 1:** *Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.*

RQ for PLO 1: Is the student able to Apply a decision-making model, based on professional values and codes of ethics, to the process of ethical decision making?

Assessment Measure: Benchmark Ethical Dilemma Presentation

Data Collected: Fall 2024 semester.

Assessment Results: Evaluation results indicate that students scored at 100 (Identify), 87% (Examine), and 77% (Demonstrate). Based upon these results, assessment targets were met for Identify and Examine; however, the target was not met for Demonstrate.

Action Plan: The COUC 504 Benchmark Cultural Immersion Project: Research, Events, and Interview Assignment was revised. The COUC 504 SME will meet with the faculty teaching the fall 2025 B subterm course during 0 week. The SME will remind the faculty to make sure they communicate to the students in week 6 announcement to review the instructions carefully and include all needed information for the final paper.

- **Program Learning Objective 2:** *The student will be able to Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.*

RQ for PLO 4: Is the student able to demonstrate cultural awareness by examining a cultural group different from their own?

Assessment Measure: Benchmark Cultural Immersion Project Research and Events Assignment

Data Collected: Fall 2024 semester.

Assessment Results: Evaluation results indicate that students scored at 94% (Demonstrate), 94% (Identify), and 93% (Interpret). Based upon these results, assessment targets were met.

- **Program Learning Objective 5:** *Evaluate research and apply it to their educational setting in accordance with best practices and identify social and cultural implications for interpreting and reporting results.*

RQ for PLO 5: Is the student able to explain therapeutic approaches consistent with cultural factors in counseling?

Assessment Measure: 'Benchmark Cultural Immersion Project Research and Events Paper' assignment in the COUC 504 *Multicultural Counseling* course.

Data Collected: Spring 2025

Assessment Results: Evaluation results indicate that students scored at 93% (Identify), 81% (Explain), and 64% (Analyze). While the assessment targets for Identify and Explain were met, Analyze was not.

Action Plan: The MEd School Counseling program director and the COUC 504 SME reviewed the AP MSCL PLO 5 rubric and revised instructions for the Benchmark Cultural Immersion Project Research and Events Paper. The SME noted that the rubric did align with the assignment: See Part I: Research - 3. Research on Two Treatment Approaches. The Analyze criteria will be reassessed in 2025-2026.

- **Program Learning Objective 6:** *Integrate faith and spirituality into counseling where appropriate in an ethically competent manner.*

RQ for PLO 6: Is the student able to determine an ethical approach to working with clients who use a different spiritual discernment approach from their own?

Assessment Measure: Benchmark: Career Self-Assessment & Exploration Assignment in COUC 522 Career Development and Counseling course.

Data Collected: Fall 2024

Assessment Results: Evaluation results indicate that students scored at 93% (Describe). Based upon these results, the target was met.

Subsequent Program Modifications

Per the feedback received on the Alumni Survey and the Current Student Survey, as well as other assessment measures, the following modifications were made:

1. Students expressed concerns related to the accessibility and helpfulness of their Faculty Advising Mentor (FAM). Concerns related to FAMs are addressed on an individual level, and department-level training is provided to FAMs in topics such as student development, expectations and requirements, and suggestions for increasing student engagement and retention. The SC Program Director and Online Chairs routinely emphasize to FAMs the importance of establishing connections with students and timely response times. School Counseling FAMs are now required to provide two opportunities for face-to-face interaction each semester (one per term).
2. In response to student concerns over the effectiveness of learning counseling skills in a virtual format, COSC 505 Counseling Skills and COSC 512 Group Counseling Skills are now being moved back to campus as an in-person intensive beginning Fall 2026.
3. In response to student concerns about the program providing opportunities for professional development, the SHARE Space in the School Counseling Advising Center (deployed in Canvas) was specifically created for this purpose, as well as to provide a virtual space for students and faculty to interact together outside of coursework. Professional development and research opportunities are routinely posted for students to review, including external opportunities (e.g., advocacy, scholarships, leadership, etc.) available through professional organizations, such as ASCA, NBCC, CACREP, and Chi Sigma Iota.
4. In response to student concerns regarding the use of only secular textbooks, two specific textbooks focusing on Christian integration in the school counseling field were adopted for use in several courses.
5. Students expressed concerns regarding the helpfulness of the student orientation. As noted above, the SC Advising Center is available within the Canvas environment so students can easily connect with their Faculty Advising Mentor (FAM). Within the advising center, students have access to program-related handbooks, documents, announcements, advising information, and information about professional development and certification. Moreover, a zero-credit, eight-week orientation course (COSC 500) is required as a structured approach to providing important program orientation, including synchronous meetings with the SC Program Director. As an additional resource, Faculty Advising Mentors (FAMs) provide additional information through periodic announcements each term and in synchronous advising meetings.
6. In response to student concerns about the student handbook being regularly used to access program requirements and student expectations, the SC Program Director did post a link to the SC Handbook in the SC Advising Center (deployed within Canvas) on a monthly basis and published a monthly informational e-mail containing resources and tips for success in the program; this update took place January 2024. As a result of these changes, most students now find the handbook useful.
7. As noted in the PLO Assessment section above, the assignment instructions and grading rubric for the PLO 5 assessment measure, the 'Benchmark Cultural Immersion Project Research and Events Paper', was revised to better prepare students to identify, explain and analyze therapeutic approaches consistent with cultural factors in counseling. PLO 5 (Analyze) will be reassessed in 2025-2026

Other Substantial Program Changes

In response to 2016 CACREP requirements, the school counseling program moved from a 48-credit hour program to a 60-credit hour program. Four additional school counseling-specific courses were implemented to meet the 60-credit hour requirement, resulting in more advanced training for students enrolled in the school counseling program.