

January 2022

Dear Stakeholders:

This report provides updates on the MS in School Counseling program at Butler University. Feel free to contact any of the faculty with questions, suggestions, or general program feedback. Thank you for your involvement and ongoing support of our program and the profession of school counseling!

Drs. Abel, Keller, & Oliver (<https://www.butler.edu/school-counseling/faculty-staff>)

VITAL STATISTICS

Completion Rate: 83% (15/18) of Cohort 22 completed on-time by May 2021. One student completed in December 2021. The two non-completers withdrew during or shortly after year one.

Job Placement Rate: 93% (14/15) of May/August 2021 grads were either hired into a SC position or not seeking employment in the field.

EXAMINATION RESULTS

Indiana School Counselor Licensure Examination

All graduates applying for licensure as a school counselor in Indiana are required to pass a content examination. Through August 31, 2021 that examination was the Indiana CORE Assessment in SC administered by Pearson. 15 of our graduates attempted the exam in 2021, and all of them achieved a passing score of 220 or higher on the first attempt with an average score of 255.

National Counselor Examination (NCE)

The National Counselor Examination (NCE) is an optional test administered by the National Board for Certified Counselors (NBCC) for the purposes of obtaining the “National Certified Counselor” (NCC) credential and/or as a requirement for obtaining licensure as a Licensed Mental Health Counselor or equivalent in some states (Indiana among them). Although NBCC prohibits distribution of NCE results, we can share that 100% (10/10) of the BU graduates who chose to take the exam in 2021 passed. While the results of this year’s administration were more difficult to interpret than in prior years given that score reports were generated for each testing window rather than in aggregate for the year, we did note that the overall mean score of BU grads typically exceeded the national average and the relatively small standard deviation values for BU students in each content area indicates a fairly consistent level of knowledge. On the whole, the 2021 results continue a longstanding trend of strong performance by our graduates on the NCE.

KEY PERFORMANCE INDICATORS

Program faculty have identified the following assignments and data points as “Key Performance Indicators” or KPI’s given their tight links to the program objectives and CACREP standards. Student performance on these assignments is both an indicator of their growth and the program’s success in helping students meet the objectives. These data points are reviewed annually, and the faculty take action to modify the program as needed. The table below shows the program KPI’s, student performance on each, and faculty impressions for the 2020 - 2021 academic year.

<u>Data Point</u>	<u>Overview of Data</u>	<u>Takeaways</u>	<u>Response/Modifications</u>
KPI: 577 Group Project	100% passed without remediation in Fall 100% passed without remediation in Spring	Due to the inability to gain access to schools, in lieu of group counseling at School #55 - students held mock student groups with each other to practice group counseling at various developmental levels.	Will return to typical group practice in the schools when COVID restrictions are eased.
KPI: 553 Case Studies	100% passed without remediation	Students again made strong ethical arguments and applied the STEPS	None

		model appropriately. Will continue devoting class time to case study practice.	
KPI: 575 Theory Paper	100% passed without remediation	Students continue to demonstrate good research skills on library databases. Learning APA is easier for some, but providing multiple resources helps, along with referrals to the writer's studio.	None
KPI: 630 Cultural Immersion Project	100% passed without remediation	Students demonstrated growth in personal and professional multicultural competence. Both in-class and experiences from their project helped increase cultural counseling knowledge, awareness, and skills.	None
KPI: 672 Counseling Perspective Project	100% passed without remediation	Project has provided students an opportunity to reflect and synthesize the theories covered to help them better define and articulate their personal counseling theory.	None
KPI: 571 Career Unit	100% passed without remediation	Amount of online resources and counselor sharing websites has helped students develop their units. Most students use their unit or a specific lesson during internship. Course was offered online and using Zoom worked very well and allowed multiple guest speakers.	None
KPI: 673 Research Paper	100% passed without remediation	Research teams were used again and were strategically chosen based	None

		<p>primarily on research interest/topic. Approach was very successful. First time being in year 3 and students expressed added heavy load.</p> <p>However, all being in intern sites allowed for easier data collection.</p>	
KPI: 547 Assessment Project	100% passed without remediation	<p>Reimplemented in-person tests practiced in class (WJ, WASI) as options but allowed for surveys, checklists, etc. assessments of behavior and mental health to facilitate reduced interactions and/or remote administration if needed.</p>	<p>Will keep this format moving forward as projects remained strong and demonstrated solid student understanding and opportunities for interpretation of data/test scores.</p>
KPI: 503 Professional Development Training	100% passed without remediation	<p>The assignment broadened both knowledge and skill in culturally - trauma responsive approaches and increased confidence in students' ability to provide future training for educators. It also helped develop numerous resources that students shared with each other.</p>	None
KPI: 671 Group Projects	100% passed without remediation	<p>This was the first year the class has been taken by year 3 students. Projects were again strong and based on the 4th ed of ASCA Model. Perhaps the fact every student was in internship helped with understanding, access to data, and applicability.</p>	None

<p>KPI: 676 Two-Year Plans</p>	<p>100% passed without remediation</p>	<p>As was the case last year, the requirement was changed to allow for a wide variety of formats (videos, PPTs, papers, etc). Once again, plans demonstrated depth of reflection and appropriate understanding of future professional selves.</p>	<p>None</p>
<p>Disposition Indicators & Expectations Evaluations</p>	<p>98% of students received acceptable ratings in all categories. 1 student did not and required a growth plan. https://docs.google.com/spreadsheets/d/1Cxxbnv8NgLEX84uKTa3iNxHloPyOnSnho-30QOI4oNM/edit#gid=349555991</p>	<p>Vast majority of students earn acceptable ratings. Growth plan was developed for a Practicum student who did not meet expectations in Spring 2021. Issues were unique to this student and related both to mental health and attendance challenges.</p>	<p>Continue responding early to concerns noted by instructors and/or shared by supervisors. Being proactive saves time down the road. Consider adding “care conferences” or similar at the first sign of trouble.</p>
<p>Practicum & Internship Evaluations</p>	<p>All students met expected levels of proficiency.</p>	<p>Evaluation should be updated to align with program objectives, COE Dispositions, and CACREP standards.</p>	<p>Considering changes for next year: 1. Midterm evals 2. Administer electronically via Google Forms 3. Create master table/Google Sheet for tracking evaluation</p>
<p>Portfolios</p>	<p>All students were proficient in each competency. https://docs.google.com/spreadsheets/d/1x17kaOsbzlii7qG</p>	<p>Faculty discussed portfolio requirements at length during the academic year and determined each requirement was still relevant.</p>	<p>Considering making reflection questions more pointed and specific, particularly on competency 1 (identity).</p>

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Alumni Survey	N/A	N/A	N/A
Employer Survey	N/A	N/A	N/A
Department Exams	All students passed all sections. In Cohort 24 (year 1), all but 1 student passed on the attempt #1 (Professional Issues, Diversity, & HG&D). That student passed on attempt #2. In Cohorts 22 & 23 (graduating students), 6 students did not pass attempt #1 on at least one section, all but one student passed on attempt #2, and that student passed on attempt #3.	Students are well-prepared. No distinguishable pattern in performance across content areas.	Each faculty member will review attempts to search for patterns in correct/incorrect responses. Faculty encountered issues with test security and are working on the best ways to secure materials and enroll/unenroll students at the appropriate times. Faculty are also implementing an integrity statement prior to each attempt.
State Licensure Exam	All candidates passed.	Students are well-prepared	None
NCE	100% passed. BU students scored above the mean on many content areas.	Students are well-prepared. Results were more difficult to interpret than in previous years since score reports were provided for each testing window rather than in aggregate.	None
Graduate Job Placement	14/15 were either hired or are not actively seeking employment as a SC https://docs.google.com/spreadsheets/d/123RQqG3BGsoZ	Students are desirable candidates	None

OTHER PROGRAM UPDATES

Program faculty meet regularly to discuss student progress, trends in the field, and other issues related to the program. Below are some notable topics of discussion and/or action:

- The program was granted a temporary extension of CACREP accreditation following submission of a re-accreditation application, self-study, and supporting materials in 2020. Full re-accreditation will require a site visit from CACREP in April 2022, and faculty will likely reach out to select stakeholders to participate by sharing their opinions of the program with the visitors. As you likely know, the program has been accredited since 1998, and the faculty are excited to once again demonstrate to a CACREP site team and the Board of Directors the high quality of our work, including the outstanding accomplishments of students and alumni.
- The new group interview day format for admissions established in 2020 was moved to Zoom due to the pandemic. Faculty added a rotation that included a panel of both current and former students of the program. The event was once again deemed successful by both faculty and participants and will continue being utilized in the future -- with an on-campus event being preferred should COVID restrictions allow for it.
- To accommodate moving the Group Counseling course from summer to the academic year beginning in '19-'20, ED 671 (Administration of Counseling & Guidance Programs) was permanently moved to fall of year 3 after being piloted in that semester in 2019. Dr. Abel noted that having each student in a clinical placement during the course facilitated better access to school data, more realistic goals for the group project on comprehensive school counseling, and more practical applicability of course material on topics such as program design, guidance lesson planning/teaching, and evidence-based programs.
- Similarly, ED 673 (Research) was permanently moved from year 2 to spring semester of year 3. As was the case during the pilot in spring 2020, Dr. Keller again utilized a group format for the culminating research projects and noted that these changes facilitated better research ideas and easier collection of data given that all students had an internship placement.
- ED 571 (Career Counseling) was moved fully online for summer 2021, partially in response to the ongoing pandemic and partially to facilitate the inclusion of more guest speakers via Zoom.
- After a hiatus the past few years, the Appreciated Partner Project (APP) was reinstated in ED 672 (Advanced Skills). This

project matches counseling students with undergraduates completing their elementary education training to facilitate counseling skills practice for our students and the opportunity for reflection and personal support among undergraduates.

- Despite the campus reopening for in-person instruction, the program has continued making use of digital delivery technologies including Zoom for occasional synchronous class meetings. Students seem to appreciate the time saved via the elimination of their commute multiple times per semester, and the faculty has not noticed any decline in student learning. Faculty plan to survey students late in Fall 2021 to gauge their opinions about online learning and digital delivery methods and will use the results to inform planning for future semesters.
- The faculty instituted a policy requiring students to sign an Academic Integrity Statement prior to major exams due to an incident involving students sharing study materials among cohorts, including some questions from department exams.