

M.S. in Professional Counseling, School Counseling Concentration
Annual Assessment, prepared March 2024
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School Counseling Program

The school counseling program at Mount Mary University prepares culturally competent and skilled Professional School Counselors who are dedicated to working for social justice and capable of identifying and removing barriers that impede equal access to educational and career opportunities for all students. Through advocacy, collaboration, teamwork, leadership, individual and group counseling interventions, and the use of data and technology, the competency-based School Counseling program prepares Professional School Counselors to deliver comprehensive programs that promote success for all students (pre K-12) in the areas of academic, career, and social-emotional development.

The professional school counselor believes that all children have a capacity to learn, they all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program that will be consistent with expected developmental stages of learning and differences in learning styles to ensure student success. The following principles are the foundation for the school counseling program:

- All students' ethnic, cultural, racial, sexual orientation, and special needs are considered when planning and implementing the school counseling program.
- The school counseling program is planned and coordinated by state-certified school counselors in consultation with administration and teachers to coordinate with parents and the community.
- Data is used in assessing the needs and effectiveness of the school counseling program, will drive future program development and evaluation, and to actively monitor student results.
- The school counseling program provides academic, career, personal and social development for every student.
- Counselors abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Counselors participate in professional development to maintain a high-quality school counseling program.

c) Assessment System (What are you learning from data collected from the assessments identified in PI 34.021?)

Our assessment system is showing us that our students are developing in their knowledge, skills and dispositions related to the counseling profession, specifically school counseling and are prepared to enter the profession. Currently, we are using the following data to assess school counseling students: Site Supervisor Evaluations; Program Completer Employment & Employer Survey; Praxis II scores; PI34 Portfolio; Exit Survey; and, Professor Evaluation of Students.

Summary of assessment results: Students and alum are overwhelmingly rated as proficient in demonstrating the PI 34 Pupil Services Standards on all assessments, which measure knowledge

and skill competencies. Professor Evaluation of Students and Site Supervisor Evaluations reflect room for growth in group and classroom experience for academic, career and social-emotional areas of development at all grade levels. Student feedback shared in the Exit Survey identified areas needing continued growth to be in crisis counseling, assessments specific to PK-12, and classroom management.

The remainder of this section includes an overview and finding of each assessment method and links to assessment data in the comprehensive Assessment Report.

Site Supervisor Evaluation

Site supervisor evaluations reflect growth over time and show that our students are developing the knowledge, skills and dispositions required to work independently as a school counselor. Upon examination of any specific student's evaluations, each student has demonstrated growth from beginning to end of their practicum-internship experiences in the schools. However, for all tasks at the completion of internship, every student has been rated as being **Proficient** (Supervisee has mastered the main concepts and principles for the critical task, shows the ability to consistently use this knowledge or skills in a school counseling capacity, and makes appropriate adjustments based on the needs of students. The supervisee is also functioning at the level of a new school counseling professional and demonstrates the ability to perform this critical task independent of a supervising school counselor) or **Emerging** (Supervisee understands the main concepts and principles of the critical task but shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the supervisee needs time and experience practicing the task and should continue to perform this critical task while monitored by a supervising school counselor). Students with ratings at the level of **Beginning** (Supervisee does not fully understand the main concepts and principles of the critical task, and as such, s/he is unable to use this knowledge appropriately in a school counseling capacity. The supervisee needs additional classroom instruction to understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor) are placed on a Student Improvement Plan and successfully meets the goals of that plan or do not pass the practical component of the program.

The return rate for final supervisor evaluation is 100%. Specifically, for the 2022 academic year, 8 of 8 supervisors completed the final evaluation of the intern they supervised in either the fall or spring terms. **A review of final site supervisor evaluations for all students completing the program in 2022 show that 85% of students were rated as proficient in critical tasks, while 15% were rated as demonstrating Emerging knowledge and skills. This is consistent with site supervisor rating in 2020 and 2021, which also showed that 85% of students were rated as proficient in critical tasks, while 15% were rated as demonstrating Emerging knowledge and skills. Areas that show the most need for growth was in group and classroom experience for academic, career and social-emotional areas of development at all grade levels.** Some school settings do very little classroom work with students (e.g., high schools), whereas others do much less academic or career work with students (e.g. elementary). There were more documented opportunities for classroom experience for students who completed their internships in 2022, compared to 2020 and 2021 when Covid-19 protocols were active in schools.

The Site Supervisor Evaluation was updated to correspond with PI 34 Pupil Service Standards in November 2022. Summary data using the new version of the form will be available for the 2024 annual program review.

Program Completer Employment and Employer Survey

We have had 127 students graduate from the program through December 2023. One student did not complete or pass the portfolio evaluation that was required at the time they graduated. Approximately 80% of our program completers (101 of 127) have or are working in a K-12 school as a school counselor.

School Level	Number Employed
Elementary Only	21
Intermediate or Middle Only	15
K-8	20
High School	46

Those who haven't worked in K-12 schools have various employment that is consistent with counselor training including the following position titles:

Ph.D. student	Counselor at College Counseling Center
Lutheran Social Services	Social worker
Independence First	Family & adoption counselor
MMU Grace Scholars Program Advisor	Academic Counselor IHE
High School Dean of Students	LPC
Academic Counselor for Upward Bound	Director of Academic Advising in IHE
Teacher	Educator in Nigeria

Program completers in 2022 & 2023 were hired in the following school counseling positions:

- 2023 Cedarburg Middle School (graduated in Dec '23; hired to start in 2024)
- 2023 St Joan Antida High School
- 2023 Blessed Sacrament School
- 2023 Cristo Rey High School
- 2023 Wisconsin Virtual Academy/Destinations Career Academy, McFarland
- 2022 St. Eugene's, Whitefish Bay
- 2022 Campbellsport High School
- 2022 Ettrick Elementary Holman, WI
- 2022 Kewaskum Middle School

Employer survey results: Employers of school counseling alum who completed the program one- and two-years prior are surveyed in Spring every other year to assess the preparedness of program completers to work in school counselor positions. For the years 2022 and 2023, eight of 8 schools/districts surveyed provided responses, resulting in a 100% response rate. Responding schools included Kewaskum Middle School, St Joan Antida High School, Ettrick Elementary, Campbellsport High School St Eugene's School, WI Virtual Academy,

Blessed Sacrament School, Cristo Rey High School. **Data indicates that these schools/districts find that all alumnae employees meet or are as or more prepared reflected in knowledge, skills and disposition than expected.** Two students who completed the program but are not working as a school counselor took a position as a School-based Mental Health Provider and one is Head of School at the primary level in Nigeria.

Praxis 2 Professional School Counselor exam

The Praxis II Professional School Counselor exam is taken in the last 12 credits of the program and serves as the comprehensive exam for degree-seeking school counseling students. The program has a 95% first-time pass rate with five students ever repeating the exam. Our passing Praxis Scores range from 159-187. The mean, median and mode Praxis 2 scores are 173, 175 and 177, respectively.

Exit Survey

All graduates earning their Master's in Counseling degree are asked to complete an exit survey at the time of graduation (post-master's certificate students do not complete this survey as they only complete selected courses). Responses are then compiled and published for program evaluation. Over the past decade, the Exit Survey has an annual 90% or higher return rate. This year the return rate was 100%.

In reviewing the exit surveys, the students clearly value their education at Mount Mary University. Caring and accessible faculty and high-quality supervision experiences were identified as important elements of the program. At the end of the program, all students reported that their greatest gain in competency was in individual counseling with real students. Strengths are identified in core counseling skills and related tasks. Students identified areas needing continued growth to be in crisis counseling, assessments specific to PK-12, and classroom management.

Professor Evaluation of Students (PES)

At the end of each course, the instructor evaluates students using key performance indicators (KPIs) of knowledge and skill development, as well as qualities of disposition via the Professor Evaluation of Students. Faculty use the resulting data to assess 3-year trends, evaluate how program objectives are being met, as well as to identify any necessary curriculum changes or academic supports that need to be put into place in order to better meet program objectives. Students not meeting developmental expectations are placed on a Student Improvement Plan to outline what needs to occur for the student to demonstrate competency in all areas. Students not meeting developmental expectations are placed on a Student Improvement Plan to outline what needs to occur for the student to demonstrate competency in all areas. This summary includes the evaluation of all counseling students in core courses. **During this three-year timeframe, all school counseling students were given a rating of 3= developmentally appropriate or 4= advanced range of knowledge, skills or dispositions in specialty courses (CON 711 Academic/Career Planning & Development; CON 712 Counseling Children/Adolescents; and CON 730 Counseling in Schools). Growth from the first semester of internship (CON 796) to the second semester of internship (CON 797) is evidenced. Two areas of growth for school counseling students are 1) knowledge of school counselor roles as leaders, advocates, and systems change agents in P-12 schools, and 2) knowledge of core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.**

PI 34 Portfolio

Degree-seeking students complete the School Counselor Portfolio ((see Appendix D of the School Counseling Concentration Policy and Procedure Handbook). This skilled-based portfolio is utilized as a method of developing, integrating, and assessing a student’s ability to document competency in the Wisconsin Department of Public Instruction’s Teacher and Pupil Services Standards (PI 34.04), functions as the final evaluative tool in the student’s preparation as a school counselor in conjunction with the necessary course work and internship experiences, and compliments the content-based Praxis exam. It continues to provide evidence that program completers are “school-ready.” As previously demonstrated, our program completers have a high rate of securing a school counseling position or related position in higher education. **We have had 127 students graduate from the program through December 2023. Only one student from 2008 did not successfully earned a “pass” on a submitted portfolio.**

For the years 2021, 2022 and 2023, No program completer was rated as “deficient”. Mount Mary students demonstrate a high level of skill, in concordance with grades, Praxis scores, and other assessment results. Mean ratings for some competencies reflect the challenges seen in 2021 when classrooms were difficult to access and work with many students was virtual.

d) Collaboration (Reference PI 34.013(3)(c) and PI 34.024, as initially required in PI 34.007)

The school counseling program has a long-standing pattern of collaboration with the Wisconsin School Counselor Association, Archdiocese of Milwaukee, and Milwaukee Public Schools. This collaboration looks like offering trainings, contributing to school counseling programming, and experiential learning outside the clinical experience, crisis counseling, leadership team membership, and consultation. Counseling Department at Mt Mary University also has affiliation agreements with the following K-12 schools/districts:

Blakewood Elementary	Nathan Hale High School
Blessed Sacrament Catholic School, Milw	Neenah Joint School District
Brookfield East High School	New Berlin West
Brown Deer Middle School	New London School District
Bruce Guadalupe Community School	Northwest Catholic School
Burlington High School	Notre Dame Middle School
Case High School, Racine	Oak Creek West Middle School
Catholic East Elementary, Milw	Oconomowoc High School
Chilton School District	One City School, Madison
Divine Savior Holy Angels High School	Pilgrim Park Middle School
Dominican High School	Pius XI High School
Franklin High School	Random Lake Middle School
Friess Lake Elementary	Shepard Hills Elementary

Gifford School, Racine	Shorewood High School
Glen Hills Middle School, Glendale	Shorewood Intermediate School
Greendale High School	Silver Lake Intermediate School
Greenfield Middle School	Slinger High School
Hartford Union High School District	South Milwaukee Middle School
Holy Angels School, West Bend	St. Anthony School
Homestead High School	St. Catherine High School - Racine
Indian Trail High School, Kenosha	St. Dominic Catholic School
Institute of Technology & Academics	St. Eugene Parish School, WFB
John Paul II Academy, Racine	St. Joan Antida High School, Milw
Lake Bluff Elementary School, Shorewood	St. John's Lutheran School
Lake Country School, Hartland	St. Joseph School, Wauwatosa
Lake Denoon Middle School	St. Marcus Lutheran School, Milw
Lake Shore Middle School, Mequon	St. Mary's Springs Academy
Lincoln Elementary, Wauwatosa	St. Mary's Visitation School
Longfellow Middle School, Wauwatosa	St. Roman Parish School, Milw
Lumen Christi Catholic School, Mequon	St. Sebastian School, Milw
Madison Elementary School, Wauwatosa	St. Thomas More High School
Martin Luther High School	Thomas Jefferson Middle School
McLane Elementary	Underwood Elementary School
Messmer High School, Milwaukee	Washington-Caldwell School
Messmer St Mary's Catholic School	Waukesha School District
Messmer St. Rose School, Milwaukee	West Bend School District
Milwaukee Public School District	Whitman Middle School, Wauwatosa
Mother of Good Counsel School, Milw	Wisconsin Lutheran High School
Mukwonago High School	Wisconsin Virtual Academy
Muskego High School	Yorkville JT #2, Union Grove

Mount Mary University's School Counseling program is now a partner of The Wisconsin Well Be's Consortium for a five-year period running 2023-2028. The Wisconsin Well Be's Consortium comprising Cambria-Friesland, Pardeeville Area, Randolph, and Rio Community school districts. This consortium was awarded the Mental Health Service Professional Demonstration Grant from the Department of Education. The grant award totals 5.5 million dollars over the course of five years. The funds will be used to recruit, train, and retain highly-qualified school-based mental health professionals in rural schools, as well as create secondary education and human service programs in district high schools to encourage students to pursue school-based mental health careers while reducing barriers. Wisconsin Well Be's Consortium has hired two Mount Mary school counseling students for the 2024-2025 school year as part of this grant.