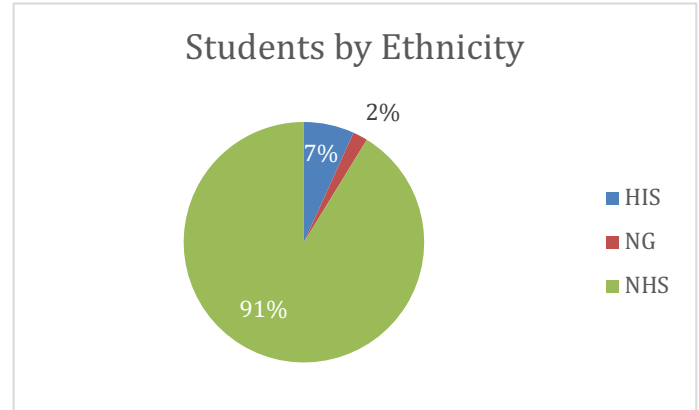
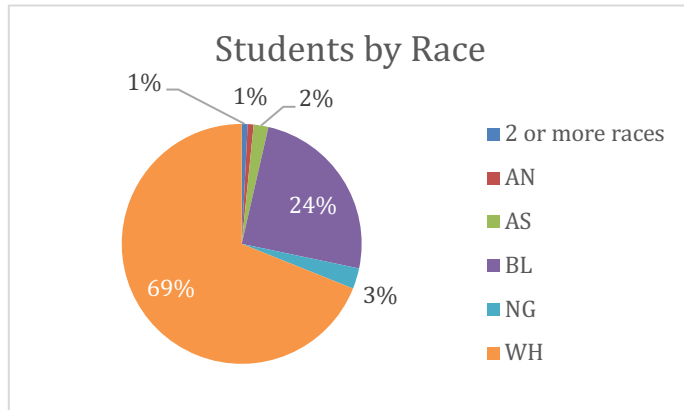


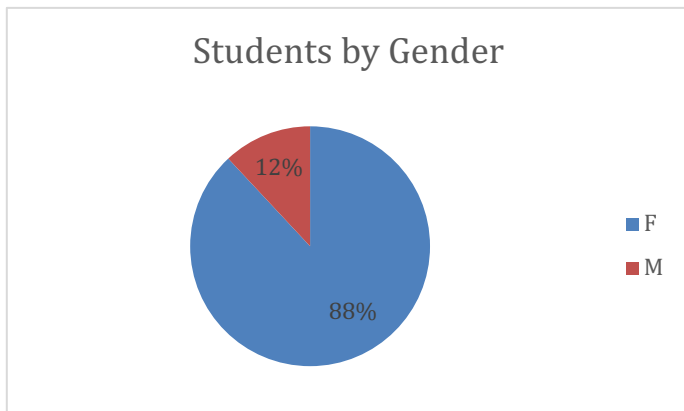
Annual Program Report
Loyola University Maryland
School Counseling Program
2018-2019

I. Demographics

Master Student Population: Race/Ethnicity



Master Student Population: Gender



During the 2018-19 academic year, fifty students graduated from our program, a completion rate of 71%.

Program Completion Rate: 71%
Certification Exam Pass Percentage: 100%
Job Placement Rate: 82%

II. Loyola Difference

In an Exit Survey given by the School of Education, school counseling graduates were asked to comment on knowledge, skills and dispositions that align with The School of Education Conceptual Framework. Forty recent graduates completed the survey. Of the forty graduates, 71.79% self-identified as White, 15% as Black or African American and 7.6% identified as Asian. Eighty-nine percent of the respondents were female. Respondents self-reported stronger agreement to statements specific to how the program prepared them to reflect upon their practice, obtain the content knowledge related to their profession, as well as the knowledge and skills to be an ethical leader and advocate. Less agreement was reported by graduate students in the areas of opportunity they had to collaborate with school stakeholders as well as interact with community members to address issues of inequity.

Requirements for internship positions interns to interact with school stakeholders to implement the direct service of school counselors as well as advocate for students that need additional support.

Internship professors will highlight these initiatives more directly for interns so that they can better identify those activities as collaborating with school stakeholders. Additionally, we have promoted opportunities for our graduate students to engage in community initiatives through Chi Sigma Iota and The Esperanza Center. In Summer 2019, four school counseling students were funded by the Kolvenbach Grant to work with immigrant youth in Baltimore at the Esperanza Center Summer Youth Program.

Results of the survey are found in the table below:

Question My program of study . .	Strongly Agree to Somewhat Agree
1. Provided me with the necessary content knowledge related to my professional field	96%
2. Provided me with the skills needed to be an effective practitioner in my professional field	96%
3. Provided opportunities for me to reflect upon my practice	98%
4. Provided me with the knowledge to reflect upon my practice	100%
5. Provided me with the skills necessary to reflect upon my practice	100%
6. Provided me with the dispositions needed to reflect upon my practice	95%
7. Provided me with opportunities to demonstrate leadership in actions and roles	92%
8. Provided me with opportunities to collaborate with key stakeholders	88%
9. Provided me with the knowledge to behave ethically	100%
10. Provided me with the skills necessary to behave ethically	100%
11. Provided me with the dispositions to behave ethically	100%
12. Helped me develop my cultural self-awareness	97.5%
13. Helped me foster a commitment to social justice	92.5%
14. Provided me with the knowledge, skills and disposition needed to respect and value the identities of individuals	97.5%
15. Allowed me to actively seek to understand why inequities exist	95%
16. Allowed me to actively challenge the underlying causes of inequity	95%
17. Allowed me to collaborate with key stakeholders within the community to act on issues of inequity both locally and globally	87.5%
18. The faculty demonstrated a commitment to the learning community and individual needs of each student.	97.5%

III. Knowledge and Skills

At the end of each clinical experience, site supervisors and clinical students complete a survey to report on their perceptions related to the preparation our program provides students in areas associated with direct and indirect services provided by school counselors.

In most areas site supervisors rated the program's preparation of students in the desired outcomes to be higher than what our interns rated the program. Differences in ratings could be due more to an intern's self-efficacy to engage in certain areas as oppose to their exposure to the content or application of skills. However, interns comments regarding their preparation were considered by program faculty and certain actions were taken to improve experiences in the areas of group counseling, effective interventions and classroom instruction.

In reviewing the survey results, group counseling comments from students related to quality of instruction, desire to engage in more skill application, exposure to more group activities that can be used with children and adolescents, modeling of group work and chunking the culminating group project to provide more opportunity for feedback. In response, we reworked the group class to include more opportunities for supervision and mentorship specific to the application of skills. The culminating group project was separated into three parts: proposal, member screening and implementation and evaluation. Dividing the project allows students the opportunity to obtain real-time feedback on the planning and implementation of the group they run at their practicum sites. Additionally, students make real connections to what they are learning in class to how it can be applied in practice. Additionally, students are required to lead one of the in-class groups in addition to experiencing the group as a member. Through this leadership experience student obtain supervision during a pre-group meeting with the professor to plan the group session and a post-group meeting where they receive feedback from the professor on how they led the session. Additionally, the practicum professor and site supervisor will also observe the student facilitate a group with school-aged students at their practicum sites. Students will receive additional guidance and supervision from these experienced school counseling professionals in addition to what they receive during group counseling class. We anticipate these changes will provide more direct support to our students in the area of group counseling.

Crafting effective interventions was perceived by interns as an area the program can improve. Student comments pertained the desire to have more preparation in the integration of theory. Upon closer examination the program faculty would like to revise this question since we have moved towards an evidence based approach when designing interventions. This approach includes identifying the needs of students and matching those needs to an intervention that is evidence based. In addition, program faculty mentor students during group counseling, internship and practicum classes on how theory and evidence based practices inform how the plan and implement effective interventions. Internship and practicum professors do this as part of their supervision offered during watching of counseling sessions and during seminar class when cases are reviewed.

Students also reported believing they were less prepared in classroom instruction. Students are exposed to classroom instruction during several points in the program, GC700 Introduction to School Counseling, Practicum and Internship. During GC700 students learn how to write a lesson plan and are exposed to teaching strategies. Practicum and internship, students are supervised on how to lead a classroom lesson, obtaining feedback on classroom management, instructional practices and designing a lesson. Additionally, we offer an instructional strategies course as an elective for students who desire to gain more knowledge on how to create and implement a well-designed classroom lesson. Students are observed by site supervisors during practicum and internship. Loyola professors and site supervisors discuss classroom instruction and identify areas of strength and

improvement during the mid and end of semester evaluations. Students are rated high in classroom instruction and management by their site supervisors. Program faculty would like to revise the survey question to better reflect developmental expectations of classroom instruction. We'd also like to understand if classroom teachers rate this part of the program experience lower because they had more training in classroom instruction during their initial certification programs. To follow up on this the revised question will be added to the survey in fall 2020.

Graduate Student in Clinical Experience (n= 30) and Site Supervisor (n=69) Survey Results 2018-2019

	<i>Graduate Student Exceptional & Good</i>	<i>Site Supervisor Exceptional & Good</i>
1. Managing a Comprehensive Program	87%	94%
2. Professional Roles	100%	97%
3. Effective Interventions	86%	94%
4. Multicultural Society	93%	93%
5. Individual Counseling Skills	93%	97%
6. Understanding the Helping Process	97%	97%
7. Group Counseling Skills	83%	93%
8. Classroom Guidance Skills	57%	85%
9. Career Counseling & Educational Planning	87%	88%
10. Using Assessments	90%	88%
11. Using Counseling Research	93%	87%
12. Professional and Personal Behaviors	100%	99%
13. Ethical and Legal Behavior	97%	97%
14. Leadership and Advocacy	93%	88%