



College of Education

DATA REPORT 2012

Professional Counseling: School Counseling

This document contains aggregated candidate data collected at admission, clinical experience, and completion as well as program level on key quantitative variables. The intended uses of these data include identifying areas of strength, areas for improvement, indicators of progress, and as an aid for annual planning.

UNIVERSITY OF WEST GEORGIA

8/13/12



DATA REPORT 2012

PROFESSIONAL COUNSELING: SCHOOL COUNSELING

SECTION 1: PROGRAM DATA

List of Assessments

Please review the assessments listed below and submit corrections, additions, or deletions to the Assessment Office by the second Friday in September for fall term assessments.

<u>Master's</u>	<u>Certification Only</u>
Personal Narrative	Personal Narrative
Letters of Recommendation	Letters of Recommendation
Faculty Interview	Faculty Interview
GPA	GPA
GRE Scores	GRE Scores
CPCE	CPCE
Advocacy Plan	Advocacy Plan
Case Study	Case Study
Data Project	Data Project
Research/Program Evaluation Proposal	Research/Program Evaluation Proposal
Field Placement Evaluation	Field Placement Evaluation
Graduate Surveys	Graduate Surveys
Supervisor/Employer Surveys	Supervisor/Employer Surveys

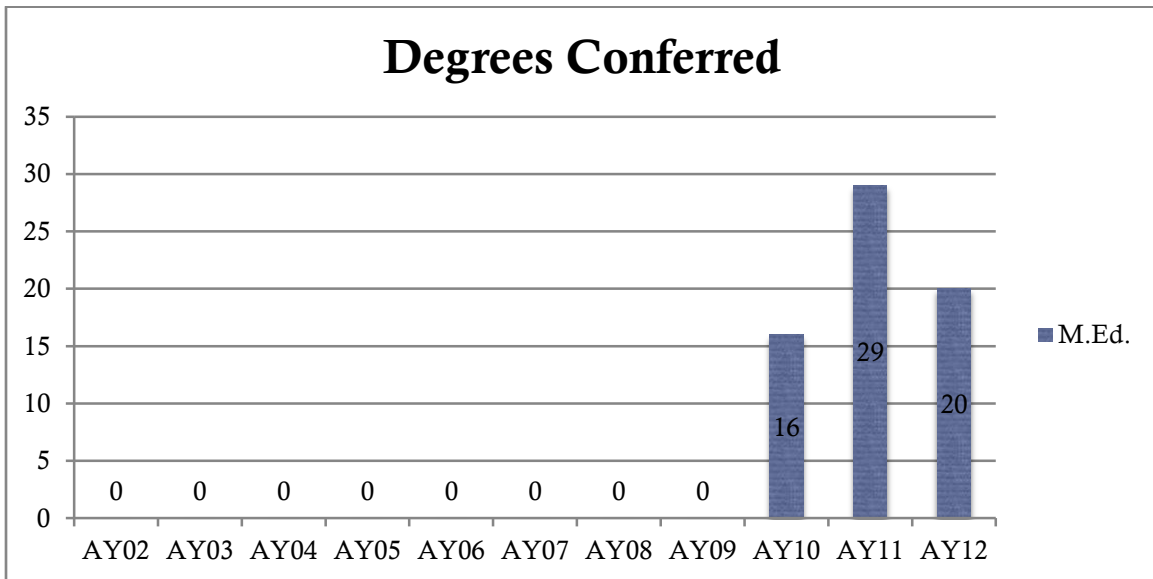
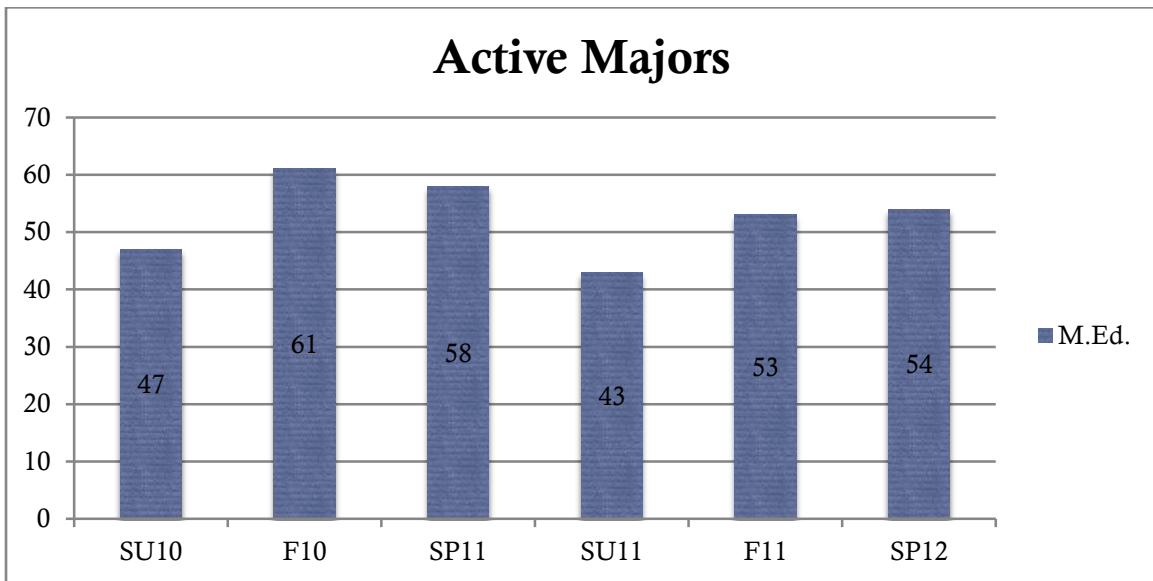
SMART Goals, 2011-2012

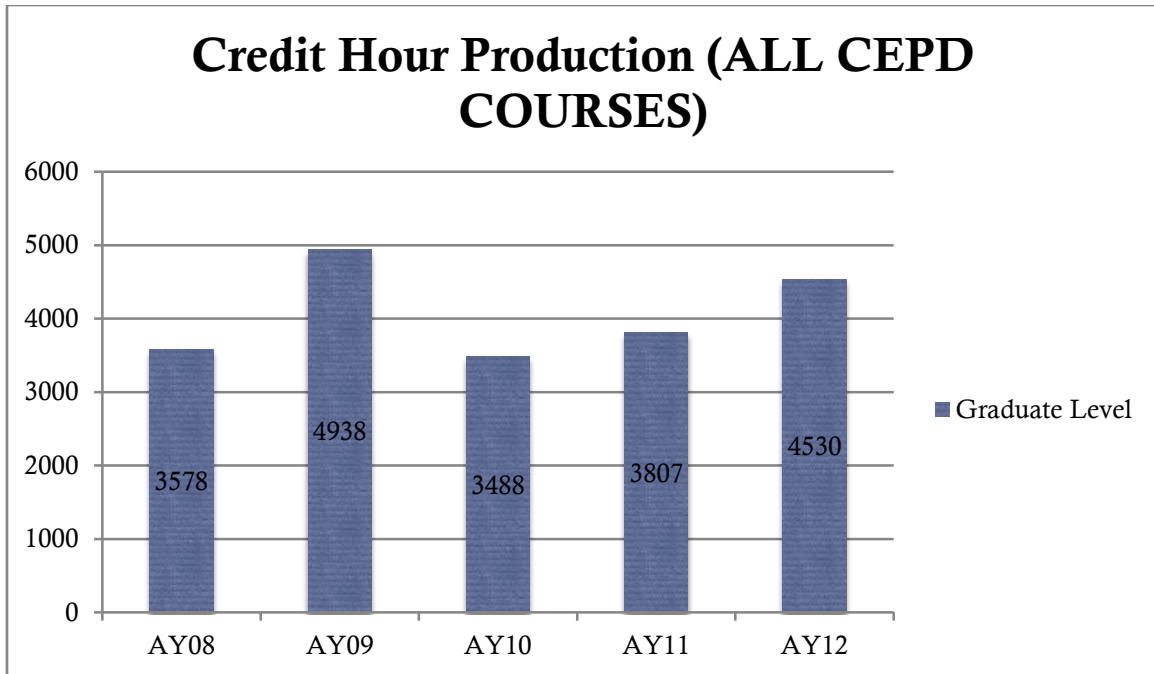
SMART Goals-CEPD Certification Only	How Assessed?	When?
Review initial certification plan of studies and incorporate initial certification program evaluation plan into M.Ed. program evaluation plan		

SMART Goals-CEPD M.Ed.	How Assessed?	When?
Sequence research course (CEPD 7152) earlier into curriculum (1 st or 2 nd Semester) and infuse research related assignments into other courses in core curriculum	Curriculum Review	Fall 2012
Refine assessment rubrics for	Content analysis of rubric	Prior to collecting data the next

key assessments (advocacy plan, case study, data project, and research proposal) to improve ability to distinguish between levels	criteria	time the key assessment is scheduled
Establish inter-rater reliability for revised rubrics	Analysis of inter-rater reliability	After rubric is revised/prior to data collection

Program Productivity Data





SECTION II: CANDIDATE DATA

Admission GPA 2011-2012 (Transition Point 1)

Master's

*Not yet available

Exit GPA 2011-2012 (Transition Point 4)

Master's

3.84

CLINICAL EXPERIENCES

NO DATA

FOLLOW-UP: GACE CONTENT TESTS (TRANSITION POINT 5)

The results reported here are for GACE Content Tests I and II: School Counseling. Results reported are from all takers from the University of West Georgia for the most recent five years.

PASS RATES

School Counseling Tests

TEST 1						
Program Year	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.	Pass Rate - GA	# Takers - GA	# Pass - GA
2007-2008	96%	28	27	76%	571	434
2008-2009	97%	38	37	81%	469	380
2009-2010	97%	31	30	82%	393	322
2010-2011	97%	30	29	92%	447	410
Program YTD	94%	16	15	84%	254	214
TEST 2						
Program Year	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.	Pass Rate - State	# Takers - State	# Pass - State
2007-2008	100%	28	28	67%	549	367
2008-2009	95%	38	36	76%	453	346
2009-2010	90%	30	27	76%	385	292
2010-2011	100%	28	28	91%	429	389
Program YTD	95%	19	18	83%	258	214

OBJECTIVE SUMMARY

School Counseling Tests-M.Ed., School Counseling

Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test I	1	M/C	Understand issues and implications of fairness, equity, and diversity in educational, counseling, and guidance contexts.	143	83%	2138	76%
Test I	1	M/C	Understand personal and social development from childhood through adulthood.	143	66%	2138	57%
Test I	1	M/C	Understand the learning process and the academic environment.	143	81%	2138	74%
Test I	1	M/C	Understand the significance of growth and change in relation to the needs and well-being of students.	143	81%	2138	79%
Test I	2	M/C	Understand career development theories and life factors related to career decision making.	143	72%	2138	65%
Test I	2	M/C	Understand the development of academic, personal, social, and career skills and their applications in career and education planning.	143	81%	2138	73%

Test I	2	M/C	Understand the process of education planning in relation to career goals.	143	76%	2138	74%
Test I	3	M/C	Understand a variety of individual counseling strategies.	143	66%	2138	63%
Test I	3	M/C	Understand group dynamics and principles of group counseling.	143	65%	2138	60%
Test I	3	M/C	Understand principles for developing and implementing classroom guidance curricula.	143	84%	2138	77%
Test I	3	M/C	Understand principles of counseling, counseling processes, and helping relationships.	143	72%	2138	66%
Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test II	1	M/C	Understand crisis intervention strategies for students, families, schools, and communities facing emergency situations.	143	81%	2077	79%
Test II	1	M/C	Understand strategies for consulting and collaborating with families and community agencies to provide an effective support system for students.	143	83%	2077	77%
Test II	1	M/C	Understand the role of school counselor as advocate.	143	79%	2077	77%
Test II	1	M/C	Understand theories, models, and processes of consultation and strategies for collaborating with teachers and other school personnel.	143	88%	2077	83%
Test II	2	M/C	Understand characteristics, uses, and limitations of various types of assessment instruments and approaches.	143	69%	2077	60%
Test II	2	M/C	Understand how to interpret and use assessment to foster individual growth and achievement.	143	88%	2077	79%
Test II	2	M/C	Understand measurement and statistical concepts applicable to individual and group assessment in school settings.	143	79%	2077	65%
Test II	3	M/C	Understand applications of current and emerging technology in education and in the professional practice of school counselors.	143	70%	2077	68%
Test II	3	M/C	Understand how to plan, administer, and evaluate a comprehensive school guidance and counseling program.	143	66%	2077	62%
Test II	3	M/C	Understand legal and ethical issues related to the rights and responsibilities of students, parents/guardians, and school personnel.	143	74%	2077	72%
Test II	3	M/C	Understand roles, responsibilities, and professional standards of school counselors.	143	85%	2077	72%

Professional Counseling M.Ed. Learning Outcome Report AY12

Please review the assessment outcomes of candidates for each learning outcome specified by your program. Identify areas of strength and those targeted for improvement. Specify goals and strategies for improvement on the Data-Driven Program Improvement Form in Tk20.

ADVOCACY PLAN ASSIGNMENT

1.3. Candidate will apply the understanding of the essential skills and competencies associated with the counselor’s role as leader, advocate, collaborator and consultant.

ASSESSMENT TEMPLATE : CEPD M.Ed. Advocacy Plan Rubric 7145												
	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
1.3. Advocacy Plan (CEPD 7145)	0	0%	2	22.22%	4	44.44%	3	33.33%	18	66.67%	9	3.11
Total/Percentage	0	0%	2	22.22%	4	44.44%	3	33.33%	18	66.67%	9	

PROGRAM EVALUATION PROPOSAL

8.2. Candidates demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

ASSESSMENT TEMPLATE : CEPD M.Ed. Program Evaluation Proposal Rubric 7152												
	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
8.2. Embedded course assignment (CEPD 7152)	1	3.85%	12	46.15%	13	50%	0	0%	52	66.67%	26	2.46
Total/Percentage	1	3.85%	12	46.15%	13	50%	0	0%	52	66.67%	26	

RESEARCH PROPOSAL

8.2. Candidates demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

ASSESSMENT TEMPLATE : CEPD M.Ed. Research Proposal Rubric 7152												
SECTION : Research Proposal Rubric												
QUESTION : Rubric												
	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
8.2 Embedded Course Assignment	1	7.14%	6	42.86%	6	42.86%	1	7.14%	14	50%	14	2.5
Total/Percentage	1	7.14%	6	42.86%	6	42.86%	1	7.14%	14	50%	14	