M.A. in Counseling

School Counseling Specialization

with the Pupil Personnel Services Credential (PPS)

School of Leadership and Education Sciences

University of San Diego

2014 Exit Survey Results

This report was prepared by the USD-SOLES Office of Assessment on September 23, 2014
**Executive Summary**

**Exit Survey Overview**

The School of Leadership and Education Sciences (SOLES) - Office of Assessment administers the Exit Survey to graduating students at the University of San Diego (USD) annually. The Exit Survey affords students the opportunity to reflect on their program experiences and to provide valuable feedback utilized for program review. This report is specific to the results for the M.A. in Counseling – School Counseling Specialization with the Pupil Personnel Services Credential (PPS) in 2014, with 2013 data provided for comparison purposes. General survey items address students’ satisfaction with courses, faculty, advisors, intellectual climate, support services, and communication. Graduating students are also provided with program specific survey items relating to coursework and practicum/internship experiences.

**Rating Scale**

Three different five-point rating scales were used in this survey. The goal is to have response ratings in the four to five range for each item, where **Strongly Agree** is 5 and **Agree** is 4, **Well** is 5 and **Fairly Well** is 4, and **Very Satisfied** is 5 and **Satisfied** is 4.

**Response Rate**

Table 1 shows the percent of USD-School Counseling graduating students who responded to the Exit Survey for the last two years. Nineteen of the twenty-three USD-School Counseling graduating students responded to the 2014 Exit Survey and thirteen of the twenty-two graduating students responded to the 2013 Exit Survey; yielding response rates of 83% and 59% respectively.

<table>
<thead>
<tr>
<th>Program Completion Year</th>
<th>Total Number of School Counseling Graduates*</th>
<th>Total Number of School Counseling Respondents</th>
<th>Exit Survey Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>23</td>
<td>19</td>
<td>83%</td>
</tr>
<tr>
<td>2013</td>
<td>22</td>
<td>13</td>
<td>59%</td>
</tr>
</tbody>
</table>

*Note: Refers to the number of graduates for which correct email addresses were obtained.
Summary of Findings

Candidates were asked to rate aspects of the School Counseling Program in nine areas: faculty; advisors; intellectual climate; program support and communication; university support; program course content; enhanced knowledge, skills, and counseling standards; practicum experience; and the overall program. All of the 2014 mean ratings were in the desired four to five range (using a 5 point scale). All 2014 Cronbach’s alpha values were in the .82 to .96 range, suggesting relatively high internal consistency of survey item responses. Figure 1 shows the comparison of 2014 means with 2013 means. These ratings indicate high levels of student satisfaction with the MA School Counseling Program at the University of San Diego.
Factors Most Important to Overall Satisfaction with the School Counseling Program

When School Counseling graduating students were asked which factors were most important to their overall satisfaction with the School Counseling Program, they cited supportive faculty, research opportunities; course content; fieldwork experiences; global study experiences; the cohort; and action research as contributing to their overall satisfaction. A sample of candidates’ comments regarding overall satisfaction is shown in Table 2 and in Table A10 in the Appendix of the full report.

Candidate Suggestions for Improving the School Counseling Program

When School Counseling graduating students were asked for suggestions for improving the School Counseling Program, they listed: more core school counseling faculty teaching courses; more options to satisfy the international requirement; more challenging of students; more opportunities for networking with students and faculty from other cohorts, programs, and departments within SOLES; better coordination and consistency between advisors; more availability of advisors and faculty; adding a leadership course to help advocacy in school counseling field; and to organize course planning prior to program start. A sample of candidates’ comments is shown in Table 3 and in Table A11 in the Appendix of the full report.

When School Counseling graduating students were asked to share what particular skills, areas or topics not covered - but should be in the School Counseling Program, they listed: crisis counseling, working with students with special needs, a diagnosis class, more family topics, addressing the autism spectrum and mild to moderate disabilities, and some sort of counselor self-defense course.

Fulfillment of Program Mission

Exit survey data from School Counseling graduating students serve as evidence of program mission fulfillment.

Mission Statement

- To create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential in the practice of counseling.
- To help students become exemplary in applying essential counseling knowledge and skills in a variety of settings with individuals from diverse backgrounds.
- To promote, model, and develop students to become leaders and advocates for ethical practice of counseling.
Table 2

*Sample of Candidates’ Comments Relating to Factors Most Important to Overall Satisfaction with the School Counseling Program*

- I really enjoyed engaging in research opportunities with my professors. I was also extremely satisfied with my fieldwork placement site.
- Placement at sites. Had a great mentor for fieldwork. Advisor was available and helpful. Study Abroad experiences
- Faculty interaction, respect to my individual learning style, content of courses, projects and group work in those courses, site selection for both practicum and fieldwork.
- Having experienced counselors as faculty led to genuine discussions that enabled students to understand material in a practical way.
- My advisor was a major support throughout the entire program. Also I felt the majority of the courses and professors were inspiring to the field of school counseling. I liked the concept of the cohort and the study abroad opportunities.
- Great hands-on experience to practice what we were learning. The yearlong internship really helped me feel like I know what I'm doing as a beginning counselor. Great faculty who help answer questions and help make me feel comfortable with what we were learning.

Table 3

*Sample of Candidates’ Suggestions for Improving the School Counseling Program*

- Having more activities that would combine other students from different fields in order for us to be able to network with someone from a different background
- More options for international requirements.
- Facilitating IEP, 504, and SST meetings. Doing mock meetings would be helpful.
- Provide a leadership course to help advocacy in school counseling field and other opportunities for engaging within the community where graduates, staff and faculty can come together outside the classroom and participate in real world experiences.
- I think it would be helpful if the trauma and risk class was given the first semester of the second year. Right away at my fieldwork site I was dealing with crisis situations and it would have been helpful to have prior training on working with suicidal students and school safety procedures.