UCONN
NEAG SCHOOL OF EDUCATION

EXIT SURVEY RESULTS

SPRING 2015

During the spring semester of the 2014-2015 school year, all School Counseling students (n=13) who graduated from the Neag School of Education were issued an exit survey. This report presents the aggregated results of these evaluations across all individuals. Highlighted findings include:

Part III: School Counseling Component (n=13)

- ✓ School counseling graduates reported particular comfort in the following areas (Total comfort greater than or equal to 92.31%):
    - o Knowledge relevant to becoming a culturally competent counselor.
    - o Awareness and sensitivity for becoming a culturally competent counselor.
    - o Demonstrate knowledge of the ethical standard of the American School Counselor Association (ASCA).
    - o Articulate a method of systematic delivery of individual planning to all students, which is appropriate to their age and grade level.
- ✓ School counseling students reported the least comfort in the following areas:
    - o Special Education-Awareness of the criteria by which certain disabilities are determined and identification of educational methods and attitudes for enabling all children and youth, regardless of the degree of their handicapping conditions, to be educated in the least restrictive environment.
    - o Special Education-Ability to locate and integrate sources of information pertaining to individual and cultural differences as well as cognitive, social, developmental and biological bases of behavior.

School Counseling

The areas listed below serve as a general guide for the activities typically engaged in during counselor training. Please rate your knowledge about each standard using the following scale:

Low: No or limited comfort with standards
Moderate: Moderate comfort with standards
Total: Total comfort with standards

Counseling:

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A. Demonstrate knowledge of theory, practice, and ethical standards relative to individual and group counseling.	0 (0.00%)	4 (30.77%)	9 (69.23%)	n = 13
B. Articulate the theoretical basis for one's own counseling practice.	0 (0.00%)	4 (30.77%)	9 (69.23%)	n =13
C. Demonstrate appropriate counseling techniques and interventions to use within the academic, career, and personal/social domains.	1 (7.69%)	1 (7.69%)	11 (84.62%)	n = 13
D. Demonstrate the ability to provide individual and group counseling services that are appropriate to the interests, needs, and developmental levels of diverse populations and cultures.	0 (0.00%)	4 (30.77%)	9 (69.23%)	n = 13
E. Demonstrate the ability to evaluate and assess the effectiveness of one's counseling interventions and to modify accordingly.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n =13
F. Demonstrate the ability to interpret tests, student data and other appraisal results appropriately in the counseling environment.	0 (0.00%)	10 (76.92%)	3 (23.08%)	n = 13

Consultation:

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A. Consultation-Demonstrate knowledge of the theory and practice of school-based consultation.	2 (14.29%)	6 (42.86%)	6 (42.86%)	n = 13
B. Consultation-Demonstrate the ability to consult and collaborate with teachers, staff, administrators and community-based organizations in understanding and meeting the needs of all students.	0 (0.00%)	5 (38.46%)	8 (61.54%)	n =13
C. Consultation-Make appropriate referrals to school and community support personnel.	1 (7.69%)	6 (46.15%)	6 (46.15%)	n = 13
D. Consultation-Demonstrate knowledge of a wide variety of appraisal instruments and techniques to enhance decision-making and planning.	2 (15.38%)	6 (46.15%)	5 (38.46%)	n = 13

Special Education:

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A. Special Education-Awareness of the laws and concepts related to special education, in particular as these relate to providing individualized educational programs on behalf of youngsters with special needs including those who are gifted and talented.	1 (7.69%)	6 (46.15%)	6 (46.15%)	n = 13
B. Special Education-Awareness of the criteria by which certain disabilities are determined and identification of educational methods and attitudes for enabling all children and youth, regardless of the degree of their handicapping	0 (0.00%)	8 (61.54%)	5 (38.46%)	n = 13

		Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
	conditions, to be educated in the least restrictive environment.				
C.	Special Education-Knowledge about student and parent rights and methods for building effective family/school partnerships and for resolving conflicts.	1 (7.69%)	4 (30.77%)	8 (61.54%)	n = 13
D.	Special Education-Knowledge of how to work as a member of a team in the design of Individualized Education and/or Behavior Intervention Plans.	1 (7.69%)	7 (53.85%)	5 (38.46%)	n =13
E.	Special Education-Ability to locate and integrate sources of information pertaining to individual and cultural differences as well as cognitive, social, developmental and biological bases of behavior.	1 (7.69%)	5 (38.46%)	7 (53.85%)	n = 13
F.	Special Education-Awareness of the roles educators play in either contributing to or inhibiting educational opportunities for children and youth with special needs.	0 (0.00%)	5 (38.46%)	8 (61.54%)	n = 13

Coordinating:

		Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A.	Demonstrate knowledge of the school and community resources that complement the provision of counseling services.	0 (0.00%)	5 (38.46%)	8 (61.54%)	n = 13
B.	Initiate and maintain productive working relationships with students, staff, parents, administration, and community-based organizations.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n = 13

Curriculum Management:

		Low Comfort	Moderate Comfort	Total Comfort	Number of Responses

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A. Demonstrate the ability to design and implement a planned, sequential and developmentally-appropriate school counseling curriculum.	1 (7.69%)	4 (30.77%)	8 (61.54%)	n = 13
B. Demonstrate the ability to deliver the curriculum using systematic approaches.	1 (7.69%)	4 (30.77%)	8 (61.54%)	n = 13
C. Promote understanding and appreciation for diverse populations and cultures.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n = 13
D. Demonstrate the ability to evaluate the impact of instruction.	0 (0.00%)	4 (30.77%)	9 (69.23%)	n = 13
E. Demonstrate the ability to modify teaching methods based on feedback and evaluation.	1 (7.69%)	3 (23.08%)	9 (69.23%)	n = 13

Individual Planning:

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A. Demonstrate the ability to assist students in establishing personal goals and developing future plans.	0 (0.00%)	2 (15.38%)	11 (84.62%)	n = 13
B. Articulate a method of systematic delivery of individual planning to all students, which is appropriate to their age and grade level.	0 (0.00%)	1 (7.69%)	12 (92.31%)	n = 13

Managing:

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A. Manage time, space, materials, and equipment for the provision of the counseling program.	1	2	10 (76.92%)	n = 13

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
	(7.69%)	(15.38%)		
B. Understand, organize and facilitate the use of technology.	1 (7.69%)	4 (30.77%)	8 (61.54%)	n = 13
C. Conduct periodic evaluations of the counseling program.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n = 13
D. Use evaluations of the counseling program to modify programs and activities.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n = 13

Professionalism:

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A. Demonstrate knowledge of the ethical standard of the American School Counselor Association (ASCA).	0 (0.00%)	1 (7.69%)	12 (92.31%)	n = 13
B. Demonstrate knowledge of the ethical standards of the American Counseling Association (ACA).	0 (0.00%)	2 (15.38%)	11 (84.62%)	n = 13
C. Demonstrate knowledge of state and national program standards.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n = 13
D. Demonstrate knowledge of the Federal and state laws pertinent to the role, function and services of the school counselor.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n = 13

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
E. Participate in professional development activities.	0 (0.00%)	2 (15.38%)	11 (84.62%)	n = 13

Cross-cultural Experience:

	Low Comfort	Moderate Comfort	Total Comfort	Number of Responses
A. Knowledge relevant to becoming a culturally competent counselor.	0 (0.00%)	1 (7.69%)	12 (92.31%)	n = 13
B. Awareness and sensitivity for becoming a culturally competent counselor.	0 (0.00%)	1 (7.69%)	12 (92.31%)	n = 13
C. Knowledge of and practice in multicultural/cross-cultural counseling skills.	0 (0.00%)	2 (15.38%)	11 (84.62%)	n = 13
D. Understanding of the complexities of cross-cultural counseling skills.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n = 13
E. Analyze ethical issues in cross-cultural counseling.	0 (0.00%)	3 (23.08%)	10 (76.92%)	n = 13