

**Supporters of Academic Rigor (SOAR)**  
**Narrative of Summary**  
**Program Alumni Survey Results**  
**February 2008**

From August 2006 to Dec 2007, the school counseling program collected 52 surveys from alumni who graduated from 1996 to Present. Three males and 49 females responded of whom 16 are ethnic minorities. Fifty out of the 52 alumni graduated within the last 10 years.

Seventy-five percent of the respondents indicated they secured a counseling job before they graduated from the program. Ninety eight percent of the alumnus had a school counseling job within a year of graduation. Sixty percent indicated they are current members of the American School Counselor Association.

For all courses taken, alumni were asked to give opinion on a five-point Likert scale with the following prompt:

“Please rate the following items to indicate how well the course work provided by Counselor Education Faculty at the University of North Florida prepared you for work as a school counselor.”

**Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree**

There was unanimous agreement on five courses. All alumni indicated that they “agree” or “strongly agree” that the instruction received in MHS6780 Legal, Ethical, and Professional Issues in School Counseling, MHS6600 Seminar Consultation Skills, SDS6832 Internship Career Advising, Appraisal, and Advocacy, SDS6830 Internship Counseling/Coordination of Guidance Services and MHS6530 Group Leadership Skills for School Counselors was adequate and relevant to their preparation to become an effective school counselor.

Four courses received a ninety-eight percent “agree” or “strongly agree” indication that instruction was adequate and relevant for four courses: SDS6014 Organization and Administration, SDS6931: School/Family Managing Student Behavior, MHS6421: Counseling Children and Adolescences, MHS6006 Introduction to the Helping Process, instruction was adequate and relevant to their preparation to become an effective school counselor.

Ninety-two percent indicated that instruction was adequate and relevant to the practice of effective school counseling on four other courses with 2 to 4 disagrees and no strongly disagrees. EDF6607 Education in America, SDS6310 Career and Lifestyle Development, SDS6427 School Counselor for Special Needs Students, and SDS6831 Internship Management of Resources.

Problems were noted in three courses with up to 19 percent “disagreeing” or “strongly disagreeing” that adequate instruction was given in MHS6482 Personality and Lifespan

Development, (19 percent), MHS6201 Appraisal (12 percent), and EDF6480 Foundations of Educational Research (17 percent). In response to the alumni opinion all three courses are now taught by school counseling program faculty or adjuncts in order to increase the relevance to the actual school counseling job.

When reporting skill development:

*100 percent* felt “competent” or “very competent” in :

- 8.5: Use of internet-based tools to access current information and research to inform practice and program development and
- 8.13 Demonstrating understanding and application of social justice philosophy to serve as leaders and stewards of equity and achievement and be able to remedy institutional and environmental barriers impeding students’ progress.

*98 percent* reported feeling “competent” or “very competent” in:

- 8.4: Designing classroom guidance activities that supported the mission of the school
- 8.8 Using data to identify environmental and educational barriers to student learning
- 8.9 Designing professional development activities for faculty and staff that address student growth and developmental needs
- 8.12 Demonstrating knowledge of accessing and analyzing school building and system-wide data.

*98 percent* reported feeling “competent” or “very competent” in:

- 8.2 Providing effective individual and group counseling to students that is developmentally appropriate
- 8.3 Using counseling skills and process that respect all aspects of diversity including race, ethnicity, culture, religion, socio-economic differences, learning abilities, physical, mental, or emotional disabilities, and/or sexual orientation.
- 8.6 Use strategies that will help PK-12 students meet the high expectations of the state’s academic learning standards.
- 8.7 Deliver through web-based applications, classroom guidance, individual work, and large group sessions for students’ education and career planning.
- 8.11 Implement the state and national standards and competencies for school counseling.

*94 percent* reported feeling “competent” or “very competent” in:

- 8.1 Demonstrate the use of counseling theories and techniques (i.e. brief and solution focused based strategic interventions) appropriate for students in schools.
- 8.10 Demonstrate knowledge of accessing and analyzing school building and system-wide data

Ninety percent “strongly agreed” (45) or “agreed” (2) that the faculty were helpful, responsive, and interested in the students professional growth as a school counselor. Ninety-eight percent “strongly agreed” or “agreed” that they were overall satisfied that their courses and practicum and internship experiences that prepared me for working as a school counselor with one disagreeing.

**Supporters of Academic Rigor (SOAR)  
Program Alumni Survey Results  
May 2008**

<b>Course</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
EDF6480: Foundations of Educational Research	33%	38%	11%	8%	10%
EDF6607: Education in America	52%	38%	8%	2%	0%
MHS6201: Appraisal	34%	22%	30%	12%	2%
MHS6421: Counseling Children and Adolescents	55%	38%	5%	2%	0%
MHS6482: Personality and Lifespan	48%	24%	8%	16%	4%
MHS6530: Group Leadership Skills for School Counselors	76%	22%	2%	0%	0%
MHS6006: Introduction to the Helping Process	37%	47%	14%	2%	0%
MHS6600: Seminar Consultation Skills	69%	31%	0%	0%	0%
MHS6780: Legal, Ethical, and Professional Issues in School Counseling	87%	13%	0%	0%	0%
SDS6014: Organization and Administration	47%	43%	8%	2%	0%
SDS6310: Career and Lifestyle Development	49%	37%	8%	6%	0%
SDS6427: School Counselor for Special Needs Students	33%	50%	7%	10%	0%
SDS6830: Internship Counseling/Coordination of Guidance Skills	79%	21%	0%	0%	0%
SDS6831: Internship Management of Resources	52%	34%	8%	4%	2%
SDS6832: Internship Career Advising, Appraisal, and Advocacy	76%	24%	0%	0%	0%

<b>Course</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
SDS6931: School/Family Managing Student Behavior	38%	50%	10%	2%	0%
SDS6940: Practicum in School Counseling	77%	21%	0%	0%	2%
Demonstrate the use of counseling theories and techniques (i.e. brief and solution focused based strategic interventions) appropriate for students in schools.	54%	38%	2%	4%	2%
Provide effective individual and group counseling to students that is developmentally appropriate.	55%	39%	2%	2%	2%
Use counseling skills and process that respect all aspects of diversity including race, ethnicity, culture, religion, socioeconomic differences, learning abilities, physical, mental, or emotional disabilities, and/or sexual orientation	63%	29%	4%	2%	2%
Design classroom guidance activities that support the mission of the school.	63%	25%	10%	2%	0%
Use internet-based tools to access current information and research to inform practice and program development.	60%	30%	10%	0%	0%

<b>Course</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Use strategies that will help PK-12 students meet the high expectations of the states academic learning standards.	54%	29%	0%	13%	4%
Deliver through web-based applications, classroom guidance, individual work, and large group sessions for student's education and career planning.	56%	29%	11%	4%	0%
Use data to identify environmental and educational barriers to student learning.	61%	29%	8%	2%	0%
Design professional development activities for faculty and staff that address student growth and developmental needs.	65%	29%	4%	0%	2%
Demonstrate knowledge of accessing and analyzing school building and system-wide data	53%	40%	1%	4%	2%
Implement the state and national standards and competencies for school counseling.	52%	38%	6%	2%	2%
Demonstrate knowledge of the role and responsibilities of the professional school counselor, including the scope of practice, ethical guidelines, state and federal laws and regulations, credentialing and licensure, and the role of professional organizations.	69%	25%	4%	2%	0%
Demonstrate understanding and application of social justice philosophy to serve as leaders and stewards of equity and achievement and be able to remedy institutional and environmental barriers impeding students' progress.	58%	37%	5%	0%	0%