Table 1. School Counseling Exit Survey Descriptive Statistics Results – Spring 2018

Question:	N:	Mean:	Median:	Min:	Max:	Range:	SD:
Q1.1 How well are you prepared in the following standards? - Knowledge of the core areas including history and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices.	9	4.78	5.00	4.00	5.00	1.00	0.416
Q1.2 How well are you prepared in the following standards? - Knowledge of ways to develop a professional identity, professional development, and organizational representation; current legal mandates impacting school counselors and pupils; ethical standards of the school counseling profession.	9	4.11	4.00	3.00	5.00	2.00	0.567
1.3 How well are you prepared in the following standards? - Knowledge of the concepts, strategies, and practices for enabling pupils to experience academic success; implement strategies and activities for producing high-quality work and preparing pupils for a full range of options and opportunities after high school.	9	4.56	5.00	3.00	5.00	2.00	0.685
2.1 How well are you prepared in the following standards? - Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.	9	4.11	4.00	3.00	5.00	2.00	0.737
2.2 How well are you prepared in the following standards? - Knowledge of the theories, concepts, processes, skills and practices required for successful personal and social development; Ability to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals.	9	4.67	5.00	4.00	5.00	1.00	0.471
2.3 How well are you prepared in the following standards? - Knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.	9	4.67	5.00	4.00	5.00	1.00	0.471
3.1 How well are you prepared in the following standards? - Skills and attitudes essential for advocating for the learning and academic success of all pupils; identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to implement strategies to eliminate those barriers and effectively support positive learning for all pupils.	9	4.33	4.00	4.00	5.00	1.00	0.471
3.2 How well are you prepared in the following standards? - Knowledge of appropriate classroom management strategies for assisting teachers with classroom organization; understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.	9	3.89	4.00	3.00	5.00	2.00	0.567

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Question:	N:	Mean:	Median:	Min:	Max:	Range:	SD:
3.3 How well are you prepared in the following standards? - Knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling; demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises; design and implement programs of wellness promotion, prevention, treatment and intervention services; and evaluate counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.	9	4.33	4.00	3.00	5.00	2.00	0.667
4.1 How well are you prepared in the following standards? - Knowledge of group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	9	4.44	5.00	3.00	5.00	2.00	0.685
4.2 How well are you prepared in the following standards? - Skills of effective collaboration to meet developmental needs along a continuum of preschool through adult pupils; competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program; ability to build effective working teams of school staff, parents and community members for increasing student academic achievement and learning success.	9	4.11	4.00	4.00	5.00	1.00	0.314
4.3 How well are you prepared in the following standards? - Ability to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.	9	4.67	5.00	3.00	5.00	2.00	0.667
5.1 How well are you prepared in the following standards? - Knowledge and skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement; knowledge in preventing problems that pose barriers to learning and achievement; knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement	9	4.44	5.00	3.00	5.00	2.00	0.685
5.2 How well are you prepared in the following standards? - Knowledgeable about basic principles of research design, action research, and program evaluation (e.g., traditional experimental design, qualitative, single-subject designs); ability to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes; Understand and utilize computer technology and attendant technological applications for conducting program evaluation.	9	4.44	5.00	3.00	5.00	2.00	0.685
TOTAL	9	4.40	5.00	3.00	5.00	2.00	0.124

Table 2. School Counseling Exit Survey Descriptive Statistics Results – Spring 2017

Question:	N:	Mean:	Median:	Min:	Max:	Range:	SD:
Q1.1. How well are you prepared in the following standards? - Knowledge of the core areas including history and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices.	3	4.00	4.00	3.00	5.00	2.00	0.816
Q1.2. How well are you prepared in the following standards? - Knowledge of ways to develop a professional identity, professional development, and organizational representation; current legal mandates impacting school counselors and pupils; ethical standards of the school counseling profession.	3	4.33	4.00	4.00	5.00	1.00	0.471
Q1.3. How well are you prepared in the following standards? - Knowledge of the concepts, strategies, and practices for enabling pupils to experience academic success; implement strategies and activities for producing high-quality work and preparing pupils for a full range of options and opportunities after high school.	3	4.00	4.00	4.00	4.00	0.00	0.000
Q2.1. How well are you prepared in the following standards? - Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.	3	2.67	3.00	2.00	3.00	1.00	0.471
Q2.2. How well are you prepared in the following standards? - Knowledge of the theories, concepts, processes, skills and practices required for successful personal and social development; Ability to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals.	3	4.00	4.00	4.00	4.00	0.00	0.000
Q2.3. How well are you prepared in the following standards? - Knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.	3	4.33	4.00	4.00	5.00	1.00	0.471

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Question:	N:	Mean:	Median:	Min:	Max:	Range:	SD:
Q3.1. How well are you prepared in the following standards? - Skills and attitudes essential for advocating for the learning and academic success of all pupils; identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to implement strategies to eliminate those barriers and effectively support positive learning for all pupils.	3	4.00	4.00	4.00	4.00	0.00	0.000
Q3.2. How well are you prepared in the following standards? - Knowledge of appropriate classroom management strategies for assisting teachers with classroom organization; understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.	3	4.00	4.00	3.00	5.00	2.00	0.816
Q3.3. How well are you prepared in the following standards? - Knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling; demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises; design and implement programs of wellness promotion, prevention, treatment and intervention services; and evaluate counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.	3	4.00	4.00	3.00	5.00	2.00	0.816
Q4.1. How well are you prepared in the following standards? - Knowledge of group dynamics and possess skill in group work, including counseling, psychoeducational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	3	4.00	4.00	3.00	5.00	2.00	0.816
Q4.2. How well are you prepared in the following standards? - Skills of effective collaboration to meet developmental needs along a continuum of preschool through adult pupils; competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program; ability to build effective working teams of school staff, parents and community members for increasing student academic achievement and learning success.	3	4.00	4.00	3.00	5.00	2.00	0.816
Q4.3. How well are you prepared in the following standards? - Ability to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.	3	4.00	4.00	3.00	5.00	2.00	0.816

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Question:	N:	Mean:	Median:	Min:	Max:	Range:	SD:
Q5.1. How well are you prepared in the following standards? - Knowledge and skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement; knowledge in preventing problems that pose barriers to learning and achievement; knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.	3	4.00	4.00	4.00	4.00	0.00	0.000
Q5.2. How well are you prepared in the following standards? - Knowledgeable about basic principles of research design, action research, and program evaluation (e.g., traditional experimental design, qualitative, single-subject designs); ability to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes; Understand and utilize computer technology and attendant technological applications for conducting program evaluation.	3	4.67	5.00	4.00	5.00	1.00	0.471
TOTAL:	3	4.00	4.00	2.00	5.00	3.00	0.338

Table 3: School Counseling Exit Survey Results – Frequency Distribution – Spring 2017, Spring 2018

	Spring 2017	Spring 2018
	N = 3; RR = 60%	N=9; RR = 47%
Q1.1. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 7
standards? - Knowledge of the core areas including	(33.33%)	(77.78%)
history and trends in school counseling; state and	Very Well — 1	Very Well — 2
national standards; models of comprehensive and	(33.33%)	(22.22%)
developmental school counseling and guidance	Moderately Well — 1	Moderately Well — 0
programs; and the theoretical bases for counseling	(33.33%)	(0.00%)
practices.	Slightly Well — 0	Slightly Well — 0
	(0.00%)	(0.00%)
	Not Well at All — 0	Not Well at All — 0
	(0.00%)	(0.00%)
Q1.2. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 2
standards? - Knowledge of ways to develop a	(33.33%)	(22.22%)
professional identity, professional development,	Very Well — 2	Very Well — 6
and organizational representation; current legal	(66.67%)	(66.67%)
mandates impacting school counselors and pupils;	Moderately Well — 0	Moderately Well — 1
ethical standards of the school counseling	(0.00%)	(11.11%)
profession.	Slightly Well — 0	Slightly Well — 0
	(0.00%)	(0.00%)
	Not Well at All — 0	Not Well at All — 0
012 17	(0.00%)	(0.00%)
Q1.3. How well are you prepared in the following	Extremely Well — 0	Extremely Well — 6
standards? - Knowledge of the concepts, strategies,	(0.00%)	(66.67%)
and practices for enabling pupils to experience	Very Well — 3	Very Well — 2
academic success; implement strategies and	(100.00%) Moderately Well — 0	(22.22%) Moderately Well — 1
activities for producing high-quality work and	· · · · · · · · · · · · · · · · · · ·	1
preparing pupils for a full range of options and	(0.00%) Slightly Well — 0	(11.11%) Slightly Well — 0
opportunities after high school.	Signly well $= 0$ (0.00%)	(0.00%)
	(0.00%) Not Well at All — 0	Not Well at All — 0
	(0.00%)	(0.00%)
Q2.1. How well are you prepared in the following	Extremely Well — 0	Extremely Well — 3
standards? - Knowledge of the components of	(0.00%)	(33.33%)
career development programs and to develop,	(0.00%) Very Well — 0	(33.3376) Very Well — 4
implement and evaluate such programs in schools.	(0.00%)	(44.44%)
improment und continue such programs in schools.	Moderately Well — 2	Moderately Well — 2
	(66.67%)	(22.22%)
	(00.07/0)	(22.22/0)

	Slightly Well — 1	Slightly Well — 0
	(33.33%)	(0.00%)
	Not Well at All — 0	Not Well at All — 0
	(0.00%)	(0.00%)
Q2.2. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 6
standards? - Knowledge of the theories, concepts,	(33.33%)	(66.67%)
processes, skills and practices required for	Very Well — 1	Very Well — 3
successful personal and social development; Ability	(33.33%)	(33.33%)
to plan, organize and implement programs that	Moderately Well — 1	Moderately Well — 0
enable pupils to acquire knowledge, attitudes and	(33.33%)	(0.00%)
skills that help them understand and respect	Slightly Well — 0	Slightly Well — 0
themselves and others, make decisions, set goals	(0.00%)	(0.00%)
and take necessary action to achieve goals.	Not Well at All — 0	Not Well at All — 0
·	(0.00%)	(0.00%)
Q2.3. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 6
standards? - Knowledge, skills and attitudes of	(33.33%)	(66.67%)
effective leadership by acting as agents of change	Very Well — 2	Very Well — 3
in planning, organizing, implementing, managing	(66.67%)	(33.33%)
and evaluating the outcomes of school counseling	Moderately Well — 0	Moderately Well — 0
and guidance programs that increase student	(0.00%)	(0.00%)
learning and achievement.	Slightly Well — 0	Slightly Well — 0
	(0.00%)	(0.00%)
	Not Well at All — 0	Not Well at All — 0
	(0.00%)	(0.00%)
Q3.1. How well are you prepared in the following	Extremely Well — 0	Extremely Well — 3
standards? - Skills and attitudes essential for	(0.00%)	(33.33%)
advocating for the learning and academic success	Very Well — 3	Very Well — 6
of all pupils; identify institutional, systemic,	(100.00%)	(66.67%)
interpersonal and intrapersonal barriers to	Moderately Well — 1	Moderately Well — 0
learning, and are able to implement strategies to	(0.00%)	(0.00%)
eliminate those barriers and effectively support	Slightly Well — 0	Slightly Well — 0
positive learning for all pupils.	(0.00%)	(0.00%)
	Not Well at All — 0	Not Well at All — 0
	(0.00%)	(0.00%)
Q3.2. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 1
standards? - Knowledge of appropriate classroom	(33.33%)	(11.11%)
management strategies for assisting teachers with	Very Well — 1	Very Well — 6
classroom organization; understand curriculum	(33.33%)	(66.67%)
design, lesson plan development, and instructional	Moderately Well — 1	Moderately Well — 2
	(33.33%)	(22.22%)

strategies for teaching counseling and guidance	Slightly Well — 0	Slightly Well — 0
related material.	(0.00%)	(0.00%)
	Not Well at All — 0	Not Well at All — 0
	(0.00%)	(0.00%)
Q3.3. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 4
standards? - Knowledge of the theories of	(33.33%)	(44.44%)
counseling, the stages of the counseling	Very Well — 1	Very Well — 4
relationship, and the elements of effective	(33.33%)	(44.44%)
counseling, particularly as they pertain to the three	Moderately Well — 1	Moderately Well — 1
domains of school counseling; demonstrate skills in	(33.33%)	(11.11%)
helping pupils cope with personal and	Slightly Well — 0	Slightly Well — 0
interpersonal problems as well as skills in crisis	(0.00%)	(0.00%)
intervention in response to personal, school, and	Not Well at All — 0	Not Well at All — 0
community crises; design and implement programs	(0.00%)	(0.00%)
of wellness promotion, prevention, treatment and	(******/	(====,=)
intervention services; and evaluate counseling		
outcomes, including the impact of individual and		
small group counseling on student learning and		
achievement.		
Q4.1. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 5
standards? - Knowledge of group dynamics and	(33.33%)	(55.56%)
possess skill in group work, including counseling,	Very Well — 1	Very Well — 3
psycho-educational, task, and peer helping groups;	(33.33%)	(33.33%)
and facilitation of teams to enable pupils to	Moderately Well — 1	Moderately Well — 1
overcome barriers and impediments to learning.	(33.33%)	(11.11%)
•	Slightly Well — 0	Slightly Well — 0
	(0.00%)	(0.00%)
	Not Well at All — 0	Not Well at All — 0
	(0.00%)	(0.00%)
Q4.2. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 1
standards? - Skills of effective collaboration to	(33.33%)	(11.11%)
meet developmental needs along a continuum of	Very Well — 1	Very Well — 8
preschool through adult pupils; competence in	(33.33%)	(88.89%)
coordinating the services of community members,	Moderately Well — 1	Moderately Well — 0
agency personnel and parents within a	(33.33%)	(0.00%)
comprehensive school counseling and guidance	Slightly Well — 0	Slightly Well — 0
program; ability to build effective working teams	(0.00%)	(0.00%)
of school staff, parents and community members	Not Well at All — 0	Not Well at All — 0
for increasing student academic achievement and	(0.00%)	(0.00%)
learning success.		

Q4.3. How well are you prepared in the following	Extremely Well — 1	Extremely Well — 7
standards? - Ability to plan, develop, implement	(33.33%)	(77.78%)
and evaluate systemic and comprehensive	Very Well — 1	Very Well — 1
counseling and guidance programs that are part of	(33.33%)	(11.11%)
an overall school plan.	Moderately Well — 1	Moderately Well — 1
	(33.33%)	(11.11%)
	Slightly Well — 0	Slightly Well — 0
	(0.00%)	(0.00%)
	Not Well at All — 0	Not Well at All — 0
	(0.00%)	(0.00%)
Q5.1. How well are you prepared in the following	Extremely Well — 0	Extremely Well — 5
standards? - Knowledge and skill in the planning,	(0.00%)	(55.56%)
organizing and implementing educational	Very Well — 3	Very Well — 3
programs designed to promote pupil learning and	(100.00%)	(33.33%)
high academic achievement; knowledge in	Moderately Well — 0	Moderately Well — 1
preventing problems that pose barriers to learning	(0.00%)	(11.11%)
and achievement; knowledge and skills in working	Slightly Well — 0	Slightly Well — 0
with school staffs, parents, and family members to	(0.00%)	(0.00%)
enable them to eliminate barriers to learning and	Not Well at All — 0	Not Well at All — 0
achievement	(0.00%)	(0.00%)
Q5.2. How well are you prepared in the following	Extremely Well — 2	Extremely Well — 5
standards? - Knowledgeable about basic principles	(66.67%)	(55.56%)
of research design, action research, and program	Very Well — 1	Very Well — 3
evaluation (e.g., traditional experimental design,	(33.33%)	(33.33%)
qualitative, single-subject designs); ability to	Moderately Well — 0	Moderately Well — 1
differentiate high quality from inadequate	(0.00%)	(11.11%)
research, and understand measurement and	Slightly Well — 0	Slightly Well — 0
statistics in sufficient depth to evaluate published	(0.00%)	(0.00%)
research and conduct evaluations of counseling	Not Well at All — 0	Not Well at All — 0
and guidance and other educational programs in	(0.00%)	(0.00%)
terms of student outcomes; Understand and utilize		
computer technology and attendant technological		
applications for conducting program evaluation.		