

SCHOOL COUNSELING

School of Education: Seattle Pacific University

Program Assessment Plan and Report for 2018-2019

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Conceptual Framework

Vision Statement

The Vision of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the equipping of educational leaders for public and private schools.

Mission Statement

The mission of the School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

Four Commitments

The School of Education's mission statement and the mission statement and Education Plan of the University share a common commitment to themes, informed by our Christian faith and values as articulated in Micah 6:8: *And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.* The themes include the commitment to leadership and service in the community, and the commitment to character and competence. All of these commitments are focused on the professional and personal growth of our graduates, and speak to the conception of educator as master of a particular discipline, but also as a person who finds meaning and hope in a professional vocation, a "calling." For this reason, the commitments include professional competence, and leadership in one's area of responsibility, but they also include a commitment to character and to a larger vision of service to the educational community and beyond. Through its integration of service, leadership, character and competence, the School of Education's mission captures the distinctiveness of a Christian University that prepares educators who are capable and committed to have a positive impact on the learning of a diverse community of K-12 learners.

Service - Effective educators are committed to service, an idea that is deeply imbedded in the language of education. The goal at Seattle Pacific is to find ways to integrate the idea of "vocation" and Christian service in a winsome and appropriate way in the predominantly secular field of education. This need has prompted such terms as "servant leadership," an approach to leadership and service in which serving others is emphasized and "service learning," a form of experiential education that combines occupational and academic learning with service to community. Both of these aspects of service shed light on ways in which SPU candidates can fulfill their mission of service in an ever-changing world.

Leadership - Effective educators acknowledge the responsibility of each educator for the learning and growth of children. It is inspirational, but also participatory. It includes demonstration of the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, to help teams work toward goals, and to manage them to completion. Leadership involves bringing groups together in order to share learning, and construct meaning and knowledge collectively and collaboratively.

Competence - Effective educators demonstrate competence in carrying out their respective roles in learning communities. As competent practitioners, SOE graduates are expected to demonstrate excellence and mastery in their ability to plan and deliver instruction, use technology to support the learning of all students, and address the diverse needs of all students and their communities.

Character - Effective educators demonstrate character which acknowledges the dispositional implications of teaching and learning. Graduates will be able to motivate and lead people, they must have a heart for service to students and the community, and they must be able to demonstrate significant professional expertise, but all of these within a framework of strong personal values and support for the explicit and implicit ethical standards for professional educators.

School Counseling

Candidates in the School Counseling program earn the Educational Staff Associate certificate along with an optional MEd in School Counseling. The program is typically completed in three years. Coursework is organized around *Foundations and Research Core* (five courses) including educational research, *School Counseling Core* (15 classes) including two practica for a total of 100 hours completed year two, and internship, with a minimum of 600 hours in schools across an entire academic year completed year three.

Alignment of School Counseling Program to Conceptual Framework

The School Counseling Program is grounded in the mission of the School of Education and the University: to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values. In a practical sense, this means that individuals earning certification as professional school counselors from Seattle Pacific University will practice ethical principles in their work in schools.

The conceptual framework of Seattle Pacific University's program in school counseling is based on theory and research that supports a developmental, systemic approach to facilitating the healthy development of students. It is consistent with the American School Counselor Association's National Standards for School Counseling Programs (Campbell & Dahir, 1997), National Model for School Counseling Programs (2003), and position statement on comprehensive school counseling programs (ASCA, 1997). This framework rests on the following principles:

School counselors

Are integral to a comprehensive developmental approach to education; focus on preventive and developmental strategies and sound educational interventions based on empirical research and best practice; stress collaboration and consultation with other school personnel and community resources to meet the needs of all students; maintain the highest level of professional and ethical competence.

The role of the school counselor in the school is central to assisting all students towards healthy development. Our students receive extensive in-class and school-site based training in the areas of lifespan development, counseling, collaboration, consultation, and coordination. Their role is that of an educator who engages in a preventative, developmental, systemic approach to counseling, education, family, and community.

Student development must be determined accurately with the highest and most current levels of professional knowledge and skill. Educational decision-making is based fundamentally on current best practice, assessment results, and legal and ethical guidelines. Thus decisions are made on solid, verifiable knowledge and grounded in professional guidelines. School counselors actively participate in educational decisions regarding students.

Schools are but one element in the student's world, and in order for students to find appropriate help and support, the family/community must be involved in the prevention and intervention process. School counselors are knowledgeable about school and community resources and can refer students when appropriate.

The School Counseling Program is grounded in the mission of the School of Education and the University: to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values. In a practical sense, this means that individuals earning certification as school counselors from Seattle Pacific University will practice ethical principles in their work in schools.

In each of the aforementioned areas, the program emphasizes the role of research in the knowledge and evaluation of programs that will help students succeed. It is a performance-based program in that students are required to demonstrate high standards of knowledge and skills while working with faculty and students in K-12 schools throughout their program. Students completing this program will be able to support students and teachers in achieving the Washington State learning goals.

Philosophy of the School Counseling Program

The philosophy and purposes of the school counseling program are to competently:

1. Educate students in the profession's history, developmental and counseling theoretical foundation, research, and best practices;
2. Prepare students for excellence in the professional use of skills in counseling, collaboration, consultation and referral, coordination of comprehensive school counseling programs, and evaluation/assessment;
3. Assist students experience the ongoing and direct application of classroom learning to the school counseling context;
4. Instruct students using research-based developmental theory and research to effectively assist all children and youth (and their families), including those with special needs and diverse backgrounds.
5. Help students integrate their whole person as they serve as professional school counselors. As faculty and students, we will seek to model Christian principles such as love, honesty, integrity, compassion, self-discipline, congruence, redemption, commitment, and community.

Eight Common Core Counseling Curriculum

1. School Counseling Program: Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school. The school counselor demonstrates knowledge of:

- A. History, philosophy, and trends in school counseling and educational systems;
- B. Best practices of school counseling and guidance program design and implementation;
- C. Methods of evaluation for school counseling programs and counseling outcomes.

2. Student Learning and Assessment: Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington State learning requirements to

support student learning. They work effectively with other educators to monitor and improve student success. The school counselor demonstrates knowledge of:

- A. The factors influencing student development, achievement and engagement in school;
- B. Current Washington State learning goals, assessments, and requirements;
- C. Group dynamics and team facilitation strategies to enable students to overcome barriers to learning;
- D. Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.

3. Counseling Theories and Techniques: Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students. The school counselor demonstrates knowledge of:

- A. Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains;
- B. Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems;
- C. School and community resources to support student needs across the three domains;
- D. Research relevant to the practice of school counseling.

4. Equity, Advocacy, and Diversity: Certified school counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities. The school counselor demonstrates knowledge of:

- A. The cultural, ethical, economic, legal, and political issues surrounding equity and student learning;
- B. The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students;
- C. The ways in which educational decisions, programs, and practices can be adapted to be culturally congruent and respectful of student and family differences.

5. School Climate and Collaboration – Certified school counselors collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families. The school counselor demonstrates knowledge of:

- A. Elements of safe and effective learning environments;
- B. Effective approaches to build family and community partnerships to support student learning;
- C. Systems change theories and models of collaboration in school settings;
- D. The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.

6. Professional Identity and Ethical Practice: Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling. The school counselor demonstrates knowledge of:

- A. Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;
- B. The school counselor's role as member of and leader in the educational community;
- C. Ethical and legal considerations specifically related to the practice of school counseling.

(Program standards are adapted from Professional Educator Standards Board, Standard 5 - School Counselor Program Approval Standards established in WAC 181-78A-220

<https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/school-counselor-benchmarks/>)

CACREP Standards

SECTION II Professional Counseling Identity

- A. The eight common core areas represent the foundational knowledge required of *all* entry- level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.
 - 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - a. history and philosophy of the counseling profession and its specialty areas
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
 - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
 - d. the role and process of the professional counselor advocating on behalf of the profession
 - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
 - h. current labor market information relevant to opportunities for practice within the counseling profession
 - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - j. technology's impact on the counseling profession
 - k. strategies for personal and professional self-evaluation and implications for practice
 - l. self-care strategies appropriate to the counselor role
 - m. the role of counseling supervision in the profession
2. SOCIAL AND CULTURAL DIVERSITY
- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
 - b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
 - c. multicultural counseling competencies
 - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
 - e. the effects of power and privilege for counselors and clients
 - f. help-seeking behaviors of diverse clients
 - g. the impact of spiritual beliefs on clients' and counselors' worldviews
 - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3. HUMAN GROWTH AND DEVELOPMENT
- a. theories of individual and family development across the lifespan
 - b. theories of learning
 - c. theories of normal and abnormal personality development
 - d. theories and etiology of addictions and addictive behaviors

- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
 - f. systemic and environmental factors that affect human development, functioning, and behavior
 - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 - h. a general framework for understanding differing abilities and strategies for differentiated interventions
 - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
4. CAREER DEVELOPMENT
- a. theories and models of career development, counseling, and decision making
 - b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
 - c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
 - d. approaches for assessing the conditions of the work environment on clients' life experiences
 - e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
 - f. strategies for career development program planning, organization, implementation, administration, and evaluation
 - g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
 - h. strategies for facilitating client skill development for career, educational, and life- work planning and management
 - i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
 - j. ethical and culturally relevant strategies for addressing career development
5. COUNSELING AND HELPING RELATIONSHIPS
- a. theories and models of counseling
 - b. a systems approach to conceptualizing clients
 - c. theories, models, and strategies for understanding and practicing consultation

- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - e. the impact of technology on the counseling process
 - f. counselor characteristics and behaviors that influence the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
 - h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence-based counseling strategies and techniques for prevention and intervention
 - k. strategies to promote client understanding of and access to a variety of community-based resources
 - l. suicide prevention models and strategies
 - m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
 - n. processes for aiding students in developing a personal model of counseling
6. GROUP COUNSELING AND GROUP WORK
- a. theoretical foundations of group counseling and group work
 - b. dynamics associated with group process and development
 - c. therapeutic factors and how they contribute to group effectiveness
 - d. characteristics and functions of effective group leaders
 - e. approaches to group formation, including recruiting, screening, and selecting members
 - f. types of groups and other considerations that affect conducting groups in varied settings
 - g. ethical and culturally relevant strategies for designing and facilitating groups
 - h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. ASSESSMENT AND TESTING
- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
 - b. methods of effectively preparing for and conducting initial assessment meetings

- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
 - d. procedures for identifying trauma and abuse and for reporting abuse
 - e. use of assessments for diagnostic and intervention planning purposes
 - f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
 - g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
 - h. reliability and validity in the use of assessments
 - i. use of assessments relevant to academic/educational, career, personal, and social development
 - j. use of environmental assessments and systematic behavioral observations
 - k. use of symptom checklists, and personality and psychological testing
 - l. use of assessment results to diagnose developmental, behavioral, and mental disorders
 - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
8. RESEARCH AND PROGRAM EVALUATION
- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
 - b. identification of evidence-based counseling practices
 - c. needs assessments
 - d. development of outcome measures for counseling programs
 - e. evaluation of counseling interventions and programs
 - f. qualitative, quantitative, and mixed research methods
 - g. designs used in research and program evaluation
 - h. statistical methods used in conducting research and program evaluation
 - i. analysis and use of data in counseling
 - j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources

- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
 - m. legislation and government policy relevant to school counseling
 - n. legal and ethical considerations specific to school counseling
3. PRACTICE
- a. development of school counseling program mission statements and objectives
 - b. design and evaluation of school counseling programs
 - c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
 - d. interventions to promote academic development
 - e. use of developmentally appropriate career counseling interventions and assessments
 - f. techniques of personal/social counseling in school settings
 - g. strategies to facilitate school and postsecondary transitions
 - h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
 - i. approaches to increase promotion and graduation rates
 - j. interventions to promote college and career readiness
 - k. strategies to promote equity in student achievement and college access
 - l. techniques to foster collaboration and teamwork within schools
 - m. strategies for implementing and coordinating peer intervention programs
 - n. use of accountability data to inform decision making
 - o. use of data to advocate for programs and students

Assessments

Competency Standards Internship Evaluation

The Competency Standard Internship Evaluation consists of more than two dozen items, aligned with each of the 6 program standards authored by the Professional Educator Standards Board for school counselor programs. Items represent knowledge, skills, and evidence-based practices for promoting the work of counselors as members of school and district leadership to support academic and social success for students. At the completion of each academic quarter, candidates and site supervisors, in consultation with the university supervisors, evaluate the degree to which the candidate is meeting competency. The rating scale for Competency Standard Internship Evaluation is 3-Met Substantial evidence for professional practice, 2-Emerging Knowledge and skills evident, but in need of evidence, 1-Not Met Needs assistance, and N-Did not have opportunity to demonstrate/observe. Since the evaluation is done quarterly (autumn, winter, and spring) students have opportunity to improve before the final evaluation (typically spring quarter). A student who has been unsuccessful during autumn administration of Competency Standard Internship Evaluation would be involved in significant intervention prior to continuing with internship winter or spring quarter.

Comprehensive Exams

The comprehensive exam consists of 95 questions: 89 multiple choice and 6 open-ended questions. All questions are written by the faculty and are aligned with CACREP curriculum standards. For the open-ended questions, candidates respond concisely and thoroughly up to 500-600 words per question. The exam is timed for completion in four hours. Multiple choice questions are scored with 1 point each, while open-ended questions are scored with 4 points each (total 113 points). A score of 75% or above must be earned for passing the exam.

Initial Employment Survey and Summary of Program Statistics

The Initial Employment Survey is deployed by the director of assessment at the conclusion of the program. The survey, along with analysis of program data, is used to report on the number of graduates, pass rate on credentialing examinations, completion rate, and job placement rate.

The number of graduates for the past academic year is defined as the combined total number of graduates from September 1 to August 31 of the academic year under consideration.

The pass rate on credentialing examinations is defined as the pass rate on the licensure or certification examination of students completing the program.

The completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period, specifically comparison of student enrollment in *EDCO 6600: Introduction to Systems Theory* (taken the first quarter of enrollment) to *EDCO 6940: School Counseling Internship* (taken the 11th quarter of enrollment), plus determination of whether those enrolled in 6600 completed early or continue to be enrolled.

The job placement rate is the number of students who, within 180 days of completing the program, obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation (i.e. the numerator) compared the number of students who, successfully completed the program and were actively seeking employment (i.e. denominator).

End-of-Program Survey

The End-of-Program Survey includes several items surveying candidate perceptions of program features and counseling knowledge and skill, such as effectiveness of adjuncts, multiculturalism, family advocacy and site supervision. Items are scaled 1-Strongly disagree to 5-Strongly agree. There are three open-ended questions inviting feedback from completers on scaled items, program strengths, recommendations, and other comments. Additional items ask about program administration and these are rated 1-Poor to 5-Excellent.

Completer Survey

The completer survey is deployed several months after program completion. It contains more than 20 items, covering employment, assignment, quality of preparation, work with diverse learners, and overall quality. Program quality is surveyed with items aligned with program standards scaled 1-Poorly prepared to 5-Well prepared. Open-ended items enable completer response to program strengths and weaknesses.

Candidate Evaluation of Site and University Supervisor

This survey will be used to gather feedback end of spring quarter 2019.

Field Supervisor Evaluation of School Counseling Students

The Field Supervisor Evaluation of School Counseling Students survey is deployed to field supervisors near the conclusion of internship. The survey includes items for evaluating school counseling interns on more than a dozen items ranging from commitment to personal and professional growth, to application of group counseling theories, to current

Commented [HJ1]: As this is an evaluation of site supervisors by intern students, I would gather after the spring quarter grades are submitted. Can we change this to at the end of spring quarter?

and emerging technological resources for counselors. Items are scaled 1-Unprepared, 2-Poorly prepared, 3-Adequately prepared, and 4-Well prepared.

Employer Survey

The Employer Survey is deployed mid-winter, to completers 1.5 years after program completion. The employer survey consists several items scaled 1 – Poor to 5 – Excellent.0

Summative Course Assignment Rating

At the end of each quarter student learning is assessed using evidence (e.g. summative course assignments) from coursework. Summative course assignments are rated using a 5-point Likert Scale:

< 59	E	0 Inadequate	Student demonstrates inadequate work
69-60	D	1 Poor	Student demonstrates poor work
79-70	C	2 Unsatisfactory	Student demonstrates unsatisfactory work
89-80	B	3 Satisfactory	Student demonstrates satisfactory work
100-90	A	4 Excellent	Student demonstrates excellent work

Summative assignment results are reviewed by program faculty each quarter and results are also compiled as part of the School Counseling Assessment report. Students who fail a summative assignment (receive a rating of 2 or below) are required to meet with the issuing faculty to develop a plan of assistance.

Timetable

<i>Stage and Date</i>	<i>Information</i>	<i>Collection</i>
Selection: up to April 1	Dispositions Cultural competence Knowledge of profession Letters of recommendation Interview Writing sample	Graduate Admissions Selection committee
Each Quarter	Summative Course Assignment Rating to review student performance at meetings GPA	Director of Assessment Program faculty Graduate programs manager
Program End	Comprehensive exams End-of-Program Survey SC Student Evaluation of Supervisors Field Supervisor of SC Students Initial Employment Survey & Program Stats	Graduate programs manager Director of Assessment Program Chair
First Year: December	Completer Survey	Director of Assessment
1.5 years after program completion	Employer Survey	Director of Assessment

Results

Completers

	N	Female	Male	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Unknown
2018- 2019	29	24	5	0	1	1	1	0	22	0	4

Competency Standard Internship Evaluation

N=29 Scores based on Site Supervisor from Spring 2019	Mean 2017	Mean 2019
Design and lead a comprehensive school counseling program aligned with the mission of the school.	2.89	2.84
Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes.	2.95	2.93
Use data to inform decision-making and demonstrate accountability.	3.00	2.96
Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program.	2.95	3.00
Select appropriate assessment strategies to evaluate student progress.	2.95	2.83
Consult with educators and parents/guardians to support student learning needs.	3.00	3.00
Assess the barriers that impede students' academic development and develop plans to address these barriers.	3.00	3.00
Conduct programs to enhance student development and prepare students for a range of post-secondary options.	2.89	2.91
Establish an environment of respect and rapport in order to serve the needs of all students	3.00	3.00
Respond effectively and lead others through crisis and disruption of the learning environment	2.82	2.90
Conduct individual and group counseling to meet identified student needs	2.95	2.95
Plan, lead and assess guidance programs to promote student development and future planning	2.95	2.98
Implement procedures for the assessment and management of high risk behaviors	2.63	2.80
Provide culturally relevant counseling, instruction, and communication	2.89	2.91
Collaborate with educators to address the academic language needs of students	2.89	2.91
Advocate for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors	2.95	2.82
Engage in positive and productive relationships with colleagues, students, parents/guardians, and community partners	3.00	3.00
Assess and articulate school-wide needs and safety concerns	2.87	2.93
Advocate for school policies, programs, and services that enhance a positive school climate	2.89	2.88
Participates on teams to address school-wide needs and prepare for disasters or crises	2.71	2.91
Maintain current knowledge & skills through professional growth planning & participation in K-12 guidance teams, professional org and trainings.	2.95	2.98
Reflect upon the impact of their own practice, strengths, limitations, and biases and make adjustments as needed.	3.00	2.98
Articulate, model and advocate for an appropriate school counselor identity and program.	3.00	2.98
Apply and adhere to the ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.	2.95	2.96

Comprehensive Exams 2019

Multiple Choice	Open Ended	Total Points*	%
62	19	81	81.81
79	14	93	93.93
53	22	75	75.75
75	22	97	97.97
61	16	77	77.77
59	18	77	77.77
73	19	92	92.92
64	19	83	83.83
69	14	83	83.83
72	19	91	91.91
67	22	89	89.89
70	15	85	85.85
66	17	83	83.83
69.5	21.5	91	91.91
65	20	85	85.85
69.5	16.5	86	86.86
69	18	87	87.87
64	24	88	88.88
48	18	66	66.66
67	20	87	87.87
44	22	66	66.66
57	22	79	79.79
69	18	87	87.87
57	22	79	79.79
66	20	86	86.86
67	22	89	89.89
58	21	79	79.79
67	19	86	86.86
68	20	88	88.88
64	22	86	86.86
67	24	91	91.91

* Note. Total points available = 99 (75 multiple choice and 24 open-ended). A percentage of 75 or greater must be earned for passing. N = 31.

Example open-ended responses, n = 1

To assess the various interventions I would first seek to assess if the interventions accomplished what they set out to do. In this case I would ask the following "did the culture night make the families feel more welcomed and accepted at Hypothetical Middle School?"

In order to best answer this I would utilize a variety of methods to gather feedback. Surveys would be my first method due to the simplicity in distributing and gathering data from them. These surveys could be a part of school news letters or be online for parents to access. However, when considering this a school counselor must make sure they are accessible to all families. Not all families have internet access. Nor do all families speak English at home. However, it can be safe to assume most families would be able to fill out the survey provided it was in their preferred language. Another method (although slightly more time consuming) would be to interview specific stake holders after the intervention took place. Simply ask parents, students, administration, and community members how they felt the function went. What would they want to see next time? And do they have any feedback. By following up with these stakeholders the school counselor shows they care and wish for the intervention to improve and better serve the

school.

Finally, I would compile all data collected and personally reflect on my feelings and beliefs surrounding the function and its purpose. I would reflect on if the culture night achieved what it set out to do. If not, that's fine a school counselor can always strive to better adapt and serve students. If the function did work, I would begin organizing the data for presentation to administration in order to obtain further buy-in and support.

Also, while not a part of the assessment process I would thank all individuals that assisted the creation of the intervention. As a school counselor it is important to maintain positive relations with these supportive individuals. Great report is always invaluable.

Initial Employment Survey (Part of Completer Survey) and Summary of Program Statistics

		Which single choice best describes your current employment?				
Eligible	Responded	Other	Counselor/behavioral health provider	Teacher	School counselor in a WA private school	School counselor in WA public school
19	14 (up to 7/18/18)				1	13

	2018-2019	2018-2017	2017-2016	2016-2015	2015-2014	2014-2013	2013-2012	2012-2011
Number of Graduates	29	19	16	16	17	12	10	22
Credentialing examination pass rate	100%	100%	100%	100%	100%	100%	100%	100%
Program Completion Rate	90%	97%	83%	94%	100%	72%	86%	71%
Job Placement	71%	100% (up to 9/11)	87%	100%	82%	100%	80%	100%

End of Program Survey

N = 12	Average 2019	Average 2018
1-Strongly disagree to 5-Strongly agree		
EDCO (school counseling) core courses are useful/relevant to my professional development.	4.38	4.33
EDU foundations classes are useful/relevant to my professional development.	4.1	3.33
The full-time (Drs. Edwards, Hyun, Eunhui) school counseling faculty were effective educators.	3.38	3.92
The part-time (Adjunct) school counseling faculty were effective educators.	4.11	2.58
I was prepared to facilitate a comprehensive school counseling program.	4.11	4.25
The spiritual distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.5	2.92
The multiculturalism distinctive of the program was integrated into the whole program (courses, practicum, internship).	4.2	4.17
The child development distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.5	3.42
I was well supervised in my practicum and internship experiences by my SITE Supervisor (school counselor on site).	4.5	4.33

Commented [HJ2]: This item was discussed in PEAB meeting. Suggestion: This item needs to address practicum and internship separately. Would you make this two questions?

Open-Ended Response

1-Poor to 5-Excellent	Average 2019	Average 2018

Advisement prior to being admitted to the program	3.22	3.83
General orientation as the program began	3.11	4.00
Advisement after being admitted to the program	3.27	2.83
Field placement	2.40	3.08
Course registration advisement	4.00	4.00
Communication from Certification Office regarding certification requirements	3.78	3.00
Graduation requirement advisement	3.72	3.83
Job placement activities like resume writing	2.8	3.58
Library resources such as access to books and periodicals	4.11	4.17
Program quality	3.72	3.91
Preparation to work with diverse students and parents	4.22	4.17

1-Not at all to 5-Absolutely	Mean 2019	Mean 2018
Would you recommend this program to a colleague?	3.83	3.92

Completer Survey

Note. Responses will be gathered January 2020

		Which single choice best describes your current employment?				
Eligible	Responded	Other	School counselor in a WA private school	School counselor in private school outside WA	School counselor in public school outside WA	School counselor in WA public school
28	14	1-unemployed, seeking position	2			11

If you are working as a school counselor, which two or three factors do you believe helped you secure employment?	Which level best describes your school?	District name
Understanding ASCA National Standards, how to realistically implement a school counseling program, and my experience in using data to inform action plans.	Elementary (6)	
Filling in a million applications And connections within the district	Middle (3)	
Solid internship. People I knew with connection to the school I was hired in.	Junior High (1)	
Connections within alumni and strong experience	High (4)	

I completed my internship in the district I am currently employed in.	Alternative (1)	
networking, practicum supervisor connections		
Interview skills and experience		
Previous professional relationships		
Preparation, prior experience, interview skills		
Prior experience, flexible location, references		
Connections, interviewing skills		
Being able to say I went to SPU (a lot of alumni's work at my school), internship experience and positive recommendations.		
My interview skills (my ability to represent myself and my skills well in an interview), my substitute teaching experience combined with my internship experience and other work history I was intentional about to build relevant skills.		

N = 8	
Items scaled <i>Poorly Prepared</i> 1 to <i>Well Prepared</i> 5 (except the last three items, scaled 1 Poor to 5 Excellent).	
	Mean
History, philosophy, and trends in school counseling and educational systems	4.25
Best practices of school counseling and guidance program design and implementation	4.00
The factors influencing student development, achievement and engagement in school	4.25
Current Washington State learning goals, assessments, and requirements	3.75
Group dynamics and team facilitation strategies to enable students to overcome barriers to learning	4.00
Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	3.62
Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains	3.85
Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems	3.62
School and community resources to support student needs across the three domains Research relevant to the practice of school counseling.	3.75
The cultural, ethical, economic, legal, and political issues surrounding equity and student learning	4.12
The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students	4.12
The ways educational decisions, programs, & practices can be adapted to be culturally congruent and respectful of student and family differences.	4.5
Elements of safe and effective learning environments	4.25
Effective approaches to build family and community partnerships to support student learning	3.87
Systems change theories and models of collaboration in school settings	4.5
The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.	3.5
Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling	4.0
The school counselor's role as member of and leader in the educational community	4.25

Ethical and legal considerations specifically related to the practice of school counseling.	4.00
Program quality	3.62
Preparation to work with diverse students and parents	4.25
Would you recommend this program to a colleague?	3.75

Program strengths	Program weaknesses	Additional comments	Why did you choose the program at SPU compared to other programs? What factors lead to your decision?

Candidate Evaluation of Site Supervisor and University Supervisor (not collected in spring 2019)

Employer Survey

N = 3 1 – Poor to 5 - Excellent	Case 1	Case 2	Case 3
Understanding the operation of the total educational program in the school and her/his role in the School Improvement Plan.	4	3	3
Demonstrating professional and ethical practice.	4	4	4
Working effectively with students and families from diverse backgrounds.	4	4	4
Considering and incorporating factors related to students' social, physical, emotional, and intellectual development into planning and counseling.	4	4	4
Using assessment data (e.g., test, interview, observation) relevant to academic/educational, career, personal, and social development for the purpose of developing and modifying school counseling interventions.	4	3	3
Planning and promoting programs for career and college readiness.	4	NA	3
Seeking professional growth opportunities.	4	4	4
Utilizing effective communication skills.	4	4	4
Working collaboratively in teams.	4	4	4
The ability to respond to critical feedback in a professional manner.	4	4	4
Demonstrating initiative and innovation as a professional.	4	4	4

Summative Course Assignment Rating

Summer 2018 EDCO 6103

Name	Final Paper 30 points possible	%	Summative Course Assignment Rating Scale
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	29	97	4
	29	97	4
	29	97	4
	28	93	4
	27	90	4
	27	90	4
	28	93	4
	30	100	4
	30	100	4
	29	97	4
	30	100	4
	28	93	4
	27	90	4
	30	100	4
	27	90	4
	30	100	4
	29	97	4
	30	100	4
	28	93	4
	28	93	4
	30	100	4
	29	97	4
	28	93	4
	26	87	3

EDCO6675 Legal and Ethical Issues									
Name	Personal Values Essay	%	Rating	District Policy Critique	%	Rating	Ethical Decision Making Paper	%	Rating
	15.5	96.88	4	31	96.88	4	No raw score given	91.3	4
	15.5	96.88	4	27	84.38	3		91.3	4
	14	87.5	3	31.5	98.44	4		91.3	4
	14	87.5	3	27.5	85.94	3		95.65	4
	15	93.75	4	31	96.88	4		92.39	4
	15	93.75	4	31	96.88	4		92.39	4
	15	93.75	4	29.5	92.19	4		95.65	4
	15.5	96.88	4	30.5	95.31	4		90.22	4
	14	87.5	3	29.5	92.19	4		91.3	4
	15	93.75	4	28	87.5	3		91.3	4
	15.5	96.88	4	32	100	4		95.65	4
	14.5	90.63	4	26	81.25	3		88.04	3
	15.5	96.88	4	30.5	95.31	4		95.65	4
	16	100	4	32	100	4		91.3	4
	14.5	90.63	4	27.5	85.94	3		90.65	4
	14.5	90.63	4	29	90.63	4		96.74	4
	16	100	4	31	96.88	4		92.39	4
	14.5	90.63	4	29.5	92.19	4		92.39	4
	14	87.5	3	30.5	95.31	4		96.74	4
	15.5	96.88	4	31.5	98.44	4		92.39	4
	15.5	96.88	4	28	87.5	3		91.3	4
	16	100	4	27.5	85.94	3		96.74	4
	15.5	96.88	4	30.5	95.31	4		91.3	4
	15	93.75	4	30	93.75	4		96.74	4
	15.5	96.88	4	29.5	92.19	4		97.83	4
	16	100	4	28	87.5	3		97.83	4
	15	93.75	4	29.5	92.19	4		97.83	4
	15	93.75	4	30.5	95.31	4		97.83	4
	16	100	4	30.5	95.31	4		97.83	4

EDCO 6680 Special Education Program and Methods			
Name	Action (504) Plan Paper 32 points possible	%	Summative Course Assignment Rating Scale
	26	81.25	3
	32	100	4
	30	93.75	4
	32	100	4
	30	93.75	4
	28	87.5	3
	26	81.25	3
	32	100	4
	32	100	4
	32	100	4
	30	93.75	4
	32	100	4
	32	100	4
	30	93.75	4
	32	100	4
	32	100	4
	32	100	4
	32	100	4
	28	87.5	3
	26	81.25	3
	30	93.75	4
	32	100	4
	32	100	4
	32	100	4
	32	100	4
	30	93.75	4
	32	100	4
	32	100	4
	26	81.25	3
	32	100	4
	30	93.75	4
	32	100	4
	32	100	4
	32	100	4
	28	87.5	3
	28	87.5	3
	32	100	4

Autumn 2018

EDCO 6600: Introduction to Systems Theory			
Name	Systems Paper 25 points possible	%	Summative Course Assignment Rating Scale
	23	92	4
	21	84	3
	22	88	3
	22	88	3
	22.5	90	4
	21	84	3
	21	84	3
	24	96	4
	21	84	3
	20	80	3
	24	96	4
	24	96	4
	21	84	3
	20	80	3
	24	96	4
	17	68	1
	24	96	4
	24	96	4
	22	88	3
	22	88	3
	21	84	3
	20	80	3
	20.5	82	3
	22.5	90	4
	22	88	3
	20	80	3
	20	80	3
	20	80	3
	22.5	90	4
	22	88	3

	140	93.33	4
	150	100	4
	145	96.67	4
	145	96.67	4

EDCO 6677 Multicultural Counseling in the Schools									
Name	Cultural Identity Development Paper 30 points possible	%	Summative	Creative Cultural Project - Paper 44 points possible	%	Summative	Creative Cultural Project - Presentation 20 points possible	%	Summative
	27.5	91.67	4	42	95.5	4	20	100	4
	26	86.67	3	36	81.81	3	17	85	3
	29	96.67	4	42	95.45	4	20	100	4
	27	90	4	40	90.9	4	17	85	3
	25.5	85	3	37	84.09	3	16	80	3
	26.5	88.33	3	37	84.09	3	16	80	3
	29	96.67	4	36	81.81	3	17	85	3
	28.5	95	4	36	81.81	3	17	85	3
	27.5	91.67	4	40	90.9	4	17	85	3
	27	90	4	40	90.9	4	17	85	3
	28	93.33	4	37	84.09	3	16	80	3
	28	93.33	4	42	95.45	4	20	100	4
	24	96	4	No assignment match for this section (11270)			No assignment match for this section (11270)		
	23	92	4						
	24	96	4						
	24	96	4						
	25	100	4						
	24	96	4						
	25	100	4						
	24	96	4						
	23	92	4						
	25	100	4						
	25	100	4						
	25	100	4						
	25	100	4						
	25	100	4						
	24	96	4						
	24	96	4						
	21	84	3						
	24	96	4						
	24	96	4						
	24	96	4						
	25	100	4						
	24	96	4						
	25	100	4						
	25	100	4						

EDCO 6681 School Family Community Partnerships			
Name	Genogram 25 points possible	%	Summative
21.5	86	3	21.5
24	96	4	24
25	100	4	25
23	92	4	23
23	92	4	23
25	100	4	25
24	96	4	24
25	100	4	25
22	88	3	22
24	96	4	24
23	92	4	23
22	88	3	22
23	92	4	23
24	96	4	24
24	96	4	24
24	96	4	24
23	92	4	23
23	92	4	23
25	100	4	25
23	92	4	23
25	100	4	25
23	92	4	23
22	88	3	22
23	92	4	23
22	88	3	22
24	96	4	24
23	92	4	23
24	96	4	24
24	96	4	24
22	88	3	22

EDCO 6902 Substance Abuse Counseling (elective-data not yet required)			
Name	12 Step Summary Paper 20 points possible	%	Summative

Winter 2019

EDCO 6882 Positive Psychology						
	Intervention Project Group Paper 15 points possible	%	Summative Course Assignment Rating	Intervention Project Group Oral Presentation 20 points possible	%	Summative Course Assignment Rating
	14.5	96.67	4	20	100	14.5
	13	86.67	3	19	95	13
	14	93.33	4	20	100	14
	13.5	90	4	18	90	13.5
	14.5	96.67	4	20	100	14.5
	13.5	90	4	18	90	13.5
	14.5	96.67	4	20	100	14.5
	13.5	90	4	18	90	13.5
	13.5	90	4	19	95	13.5
	13	86.67	3	19	95	13
	13.5	90	4	18	90	13.5
	14.5	96.67	4	20	100	14.5
	14.5	96.67	4	20	100	14.5
	14	93.33	4	20	100	14
	14.5	96.67	4	20	100	14.5
	13	86.67	4	19	95	13
	14.5	96.67	4	20	100	14.5
	13.5	90	4	19	95	13.5
	13	86.67	3	19	95	13
	14.5	96.67	4	20	100	14.5
	13.5	90	4	19	95	13.5
	14.5	96.67	4	20	100	14.5
	14.5	96.67	4	20	100	14.5
	14.5	96.67	4	20	100	14.5
	14.5	96.67	4	20	100	14.5
	13.5	90	4	19	95	13.5
	14	93.33	4	20	100	14
	14	93.33	4	20	100	14
	14.5	96.67	4	20	100	14.5

EDCO6940 School Counseling Internship												
	Professional Growth Plan 20 pt pos	%	Summative Course Assignment Rating	Fall Competency Standard Form 30 pt pos	%	Summative Course Assignment Rating	Winter Competency Standard Form 100 pt pos	%	Summative Course Assignment Rating	Spring Competency Standard Form 30 pt pos	%	Summative Course Assignment Rating
	100	100	4	30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4	100	100	4	30	100	4
	50	50	1	30	100	4	50	50	1	30	100	4
				30	100	4				30	100	4
	100	100	4	30	100	4				30	100	4
	50	50	1	30	100	4	100	100	4	30	100	4
	50	50	1	30	100	4	100	100	4	30	100	4
	50	50	1	30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4	50	50	1	30	100	4
	100	100	4	30	100	4	50	50	1	30	100	4
	50	50	1	30	100	4	50	50	1	30	100	4
	100	100	4	30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4				30	100	4
	100	100	4	30	100	4	50	50	1	30	100	4
	100	100	4	30	100	4	50	50	1	30	100	4
	100	100	4	30	100	4	50	50	1	30	100	4
	50	50	1	30	100	4				30	100	4
	50	50	1	30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4	50	50	1	30	100	4
				30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4				30	100	4
	100	100	4	30	100	4	100	100	4	30	100	4

	50	50	1	30	100	4				30	100	4
							100	100	4	30	100	4
	100	100	4	30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4	100	100	4	30	100	4
	100	100	4	30	100	4	100	100	4	30	100	4

Test Write-Up 20 points possible	%	Summative Course Assignment Rating	Child Find Project 15 points	%	Summative Course Assignment Rating	Child Study Project Evaluation Form 6 points possible	%	Summative Course Assignment Rating
18	90	4	13	86.67	3	6	100	4
18	90	4	14	93.33	4	6	100	4
18	90	4	14	93.33	4	6	100	4
19	95	4	15	100	4	6	100	4
18	90	4	14	93.33	4	6	100	4
17.6	88	3	14	93.33	4	6	100	4
19.5	97.5	4	15	100	4	6	100	4
18	90	4	13	86.67	3	6	100	4
18	90	4	13.5	90	4	6	100	4
18.5	92.5	4	14.5	96.67	4	6	100	4
20	100	4	13.5	90	4	6	100	4
19	95	4	15	100	4	6	100	4
18	90	4	14	93.33	4	6	100	4
19	95	4	14	93.33	4	6	100	4
18.5	92.5	4	15	100	4	6	100	4
19	95	4	14.5	96.67	4	6	100	4
19	95	4	14.5	96.67	4	6	100	4
17	85	3	14	93.33	4	6	100	4
19	95	4	15	100	4	6	100	4
18.5	92.5	4	14	93.33	4	6	100	4
18.5	92.5	4	15	100	4	6	100	4
18.5	92.5	4	13	86.67	3	6	100	4
19.5	97.5	4	15	100	4	6	100	4
20	100	4	15	100	4	6	100	4
18.5	92.5	4	14	93.33	4	5.4	90	4
20	100	4	14	93.33	4	6	100	4
20	100	4	15	100	4	6	100	4

EDCO 6675 Legal and Ethical Issues for School Counselors												
	District Policy Critique 32 points possible	%	Summative Course Assignment Rating	Personal Value Paper 16 points possible	%	Summative Course Assignment Rating	Online Discussion 70 points possible	%	Summative Course Assignment Rating	Ethical Decision Making Paper (Group Paper) 36 points possible	%	Summative Course Assignment Rating
	32	100	4	16	100	4	No Raw Score	100	4	32	89	3
	27.5	85.93	3	14.5	96.7	4	No Raw Score	93.33	4	32	89	3
	29	90.62	4	14.5	96.7	4	No Raw Score	100	4	34.5	95.88	4
	31	96.87	4	16	100	4	No Raw Score	100	4	32.5	90.27	4
	29.5	92.18	4	14.5	96.7	4	No Raw Score	100	4	32.5	90.27	4
	30.5	95.31	4	14	87.5	3	No Raw Score	100	4	34.5	95.83	4
	31.5	98.43	4	15.5	96.87	4	No Raw Score	100	4	32.5	90.27	4
	28	87.5	3	15.5	96.87	4	No Raw Score	100	4	32.5	90.27	4
	27.5	85.93	3	16	100	4	No Raw Score	96.67	4	32	89	3
	30.5	95.31	4	15.5	96.87	4	No Raw Score	100	4	34.5	95.83	4
	30	93.75	4	15	93.75	4	No Raw Score	100	4	32	89	3
	29.5	92.18	4	15.5	96.87	4	No Raw Score	100	4	34.5	95.83	4
	28	87.5	3	16	100	4	No Raw Score	100	4	35	97.22	4
	29.5	92.18	4	15	93.75	4	No Raw Score	96.67	4	35	97.22	4

	30.5	95.31	4	15	93.75	4	No Raw Score	100	4	35	97.22	4
	30.5	95.31	4	16	100	4	No Raw Score	100	4	35	97.22	4
	31	96.87	4	15.5	96.87	4	No Raw Score	NG	NG	32	89	3
	27	84.37	3	15.5	96.87	4	No Raw Score	NG	NG	32	89	3
	31.5	98.53	4	14	87.5	3	No Raw Score	NG	NG	32	89	3
	27.5	85.93	3	14	87.5	3	No Raw Score	NG	NG	34	94.44	4
	31	96.87	4	15	93.75	4	No Raw Score	NG	NG	32.5	90.27	4
	31	96.87	4	15	93.75	4	No Raw Score	NG	NG	32.5	90.27	4
	29.5	92.18	4	15	93.75	4	No Raw Score	NG	NG	34	94.44	4
	30.5	95.31	4	15.5	96.87	4	No Raw Score	NG	NG	32	89	3
	29.5	92.18	4	14	87.5	3	No Raw Score	NG	NG	32	89	3
	28	87.5	3	15	93.75	4	No Raw Score	NG	NG	32	89	3
	32	100	4	15.5	96.87	4	No Raw Score	NG	NG	34	94.44	4
	26	81.2	3	14.5	96.7	4	No Raw Score	NG	NG	32.5	90.27	4
	30.5	95.31	4	15.5	96.87	4	No Raw Score	NG	NG	34	94.44	4

EDCO 6676 Resiliency and Students At-Risk: Assessment & Intervention												
	Article Review (emotional/behavioral disorder related to children adolescent) 20 points possible	%	Summative Course Assignmen t Rating	Fact Sheet & Short presentatio n 15 points possible	%	Summative Course Assignmen t Rating	Book review 100 points possible	%	Summative Course Assignmen t Rating	Staff Presentatio n 170 points possible	%	Summative Course Assignmen t Rating
	19	95	4	15	100	4	99	99	4	168	98.8	4
	18	90	4	15	100	4	89	89	3	169	99.41	4
	20	100	4	15	100	4	100	100	4	169	99.41	4
	20	100	4	15	100	4	99	99	4	169	99.41	4
	20	100	4	15	100	4	90	90	4	168	98.8	4
	20	100	4	15	100	4	90	90	4	168	98.8	4
	18	90	4	15	100	4	93	93	4	170	100	4
	20	100	4	15	100	4	99	99	4	168	98.8	4
	20	100	4	15	100	4	90	90	4	169	99.41	4
	20	100	4	15	100	4	95	95	4	170	100	4
	20	100	4	15	100	4	95	95	4	169	99.41	4
	20	100	4	14	93	4	97	97	4	169	99.41	4
	20	100	4	14	93	4	98	98	4	168	98.8	4
	20	100	4	15	100	4	97	97	4	168	98.8	4
	19	95	4	14	93	4	99	99	4	170	100	4
	20	100	4	14	93	4	100	100	4	168	98.8	4
	20	100	4	14	93	4	98	98	4	170	100	4
	20	100	4	15	100	4	99	99	4	168	98.8	4
	18	90	4	15	100	4	99	99	4	168	98.8	4
	19	95	4	14	93	4	98	98	4	169	99.41	4
	20	100	4	15	100	4	99	99	4	169	99.41	4
	20	100	4	15	100	4	100	100	4	169	99.41	4
	20	100	4	15	100	4	99	99	4	169	99.41	4
	20	100	4	15	100	4	99	99	4	168	98.8	4
	18	90	4	15	100	4	95	95	4	170	100	4
	20	100	4	15	100	4	99	99	4	168	98.8	4
	20	100	4	15	100	4	99	99	4	169	99.41	4

EDCO 6931: Individual Counseling Practicum II						
	Personal Theory Paper 15 points possible	%	Summative Course Assignment Rating	Tape for Final Review 35 points possible	%	Summative Course Assignment Rating
	13.5	90	4	33.4	95.42	4
	15	100	4	33.4	95.42	4
	14.5	96.67	4	32.7	93.42	4
	15	100	4	31.9	91.14	4
	13.5	90	4	34.2	97.71	4
	13.5	90	4	33.4	95.42	4
	14	93.33	4	33.4	95.42	4
	13.5	90	4	32.7	93.42	4
	15	100	4	33.4	95.42	4
	15	100	4	30.3	86.57	4
	14.5	96.67	4	33.4	95.42	4
	14	93.33	4	31.1	88.85	3
	14	93.33	4	32.7	93.42	4
	15	100	4	33.4	95.42	4
	15	100	4	33.4	95.42	4
	14.5	96.67	4	31.1	88.85	3
	14	93.33	4	34.2	97.71	4
	15	100	4	32.7	93.42	4
	13.5	90	4	30.3	86.57	3
	15	100	4	33.4	95.42	4
	13	90	4	30.3	86.57	3
	14	93.33	4	31.9	91.14	4
	15	100	4	31.1	88.85	3

Professional Educator Advisory Board Recommendations

Including recommendations for program modifications and any other substantial program changes. Please see below for comprehensive recommendations

Professional Educator Advisory Board, chair response to the School Counseling Program Assessment Plan and Report for 2018-2019:

Observation #1: It appears that school counseling graduate students enter the program with expectations and desires for how the program will proceed and how faculty will lead them through the program from start to finish. Faculty's ability to accurately know students broad and diverse expectations and perceptions of a graduate school counseling program (from Blakely Island to Comprehensive Exam and everything in-between), which are the subjects of the End of Program Survey and Completer Survey, will always be a potential source of feedback for faculty to consider and potentially use as they thoughtfully assess program effectiveness. Faculty's ability to listen accurately to student's expectations, clarify misguided perceptions, and affirm accurate information through effective communication will consistently be a challenge. As the chair of the School Counseling PEAB, I have confidence that the faculty strive to achieve clarity of student expectations and communicate relevant program information through a variety of methods, including the organization and delivery of relevant coursework and where needed, identifying professional adjunct teaching staff to provide pertinent instruction to students.

Observation #2 In review of the Competency Standard Internship Evaluation comparison data from 2017-2019, the PEAB observed that the vast majority of internship site supervisor feedback of graduate student practice and preparation is strong. We are interested to see the outcomes of adjustments made by faculty with internship supervisors in the areas of:

--Advocate for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors 2.95 (2017) to 2.83 (2019).

And, the continued positive progression of,

--Implement procedures for the assessment and management of high-risk behaviors 2.63 (2017) to 2.80 (2019).



X
Terry Coleman
SPU PEAB Chair

Chair and Faculty Response with Recommendations

Background Information: The cohort was accepted to and started the program with two new faculty members joining in 2016: one as a yearly contract assistant professor and the other as an associate professor whose background in counseling psychology. Also, one of the core faculty's loads were shared with doctoral courses and administrative roles and had two quarters off for her sabbatical leave. The primary concerns that were brought up at the end of the program survey (in May) and completer survey (in January) seem to be reflective of these changes in the program.

The school counseling program faculty was able to see the major concerns as follows:

- Inconsistencies in communicating standards and policies regarding advising, graduation, and certification
- Lack of support in practicum and internship placements

As a response to the first concern, the program chair (Dr. Hyun) decided to change the format of program advising from students being assigned to three faculty members to the program chair, providing advisement of a program plan for all students. For the second concern, the Director of Clinical Training (Dr. Hyun) has revised its roles and responsibilities and updated the clinical training handbook and has provided information sessions through in-class meetings, video-presentations, and one-on-one meetings.

While most of the feedback was positive or ranked higher numbers, the school counseling faculty paid attention to the following items for improvement.

In the competency standards that site supervisors evaluated on the intern competencies based on WA state standards, two pieces got the lowest average scores:

- Advocate for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors – 2.82
- Design and lead a comprehensive school counseling program aligned with the mission of the school - 2.84

The program chair and the director of clinical training will encourage internship instructors to create an opportunity for intern students to demonstrate their competencies in those areas and collaborate with site supervisors to support intern students in those areas.

In the End of Program Survey (in June) and the Completer Survey (in January), general support for changes and transitions throughout the program and quality program were brought up as concerns. Inconsistencies in providing quality programs have been a significant issue due to constant changes in the program and faculty. From the 2019-2020 academic year, a new faculty in the tenured track will join the school counseling program. The school counseling faculty hopes that the new faculty will complement the school counseling curriculum needs and contribute to providing the quality program as a more consistent member of the team.

X 
June Hyun
Associate Professor, Chair