med in school counseling

School of Education: Seattle Pacific University

Program Assessment Plan and Report for 2021-2022

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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.

## Program Standards

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 IDENTITY

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession;

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

d. self-care strategies appropriate to the counselor role;

e. counseling supervision models, practices, and processes;

f. professional organizations, including membership benefits, activities, services to members, and current issues;

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

h. the role and process of the professional counselor advocating on behalf of the profession;

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about neurobiological behavior;

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

d. theories and models of individual, cultural, couple, family, and community resilience;

e a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

b. career, avocational, educational, occupational and labor market information resources, and career information systems;

c. career development program planning, organization, implementation, administration, and evaluation;

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques relevant to career planning and decision making; and

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals;

b. counselor characteristics and behaviors that influence helping processes;

c. essential interviewing and counseling skills;

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

f. a general framework for understanding and practicing consultation; and

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

e. 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—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession;

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. statistical methods used in conducting research and program evaluation;

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

e. the use of research to inform evidence-based practice; and

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

SCHOOL COUNSELING

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
	1. history and development of school counseling
	2. models of school counseling programs
	3. models of P-12 comprehensive career development
	4. models of school-based collaboration and consultation
	5. assessments specific to P-12 education
2. CONTEXTUAL DIMENSIONS
3. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
4. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
5. school counselor roles in relation to college and career readiness
6. school counselor roles in school leadership and multidisciplinary teams
7. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
8. competencies to advocate for school counseling roles
9. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
10. common medications that affect learning, behavior, and mood in children and adolescents
11. 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
12. qualities and styles of effective leadership in schools
13. community resources and referral sources
14. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
15. legislation and government policy relevant to school counseling
16. legal and ethical considerations specific to school counseling
17. PRACTICE
	1. development of school counseling program mission statements and objectives
	2. design and evaluation of school counseling programs
	3. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
	4. interventions to promote academic development
	5. use of developmentally appropriate career counseling interventions and assessments
	6. techniques of personal/social counseling in school settings
	7. strategies to facilitate school and postsecondary transitions
	8. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
	9. approaches to increase promotion and graduation rates
	10. interventions to promote college and career readiness
	11. strategies to promote equity in student achievement and college access
	12. techniques to foster collaboration and teamwork within schools
	13. strategies for implementing and coordinating peer intervention programs
	14. use of accountability data to inform decision making
	15. 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.

### Professional Dispositions Assessment

As future school counselors, students are expected to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive and apply feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Students are expected to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of SPU’s MEd in School Counseling Program possess those characteristics sufficiently that they do not interfere with their professionalism or helping capacity. (Description adapted from Student Handbook for the CE Program at William & Mary, 2020-2021) \*

\*Newly adopted 2021-2022 (piloted year one, implemented fully during 2022-2023)

### 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.

### School Counseling Graduates Job Placement Survey and Summary of Program Statistics (CACREP)

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 (Six Month Post Graduation Survey) January

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 4-Well prepared. Open-ended items enable completer response to program strengths and weaknesses.

### Candidate Evaluation of Site and University Supervisor

The Candidate Evaluation of Site and University Supervisor survey is deployed to school counseling candidates near the conclusion of their internship. The survey includes items for evaluating candidates’ experiences of their school counseling site and university supervisors’ knowledge, skills, and levels of support on a variety of items. Items are scaled 1-Strongly Disagree through 4-Strongly Agree.

### 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 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.

### 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

|  |  |  |
| --- | --- | --- |
| *Stage and Date* | *Information* | *Collection* |
| Selection: up to April 1 | DispositionsCultural competenceKnowledge of professionLetters of recommendationInterviewWriting sample | Graduate AdmissionsSelection committee |
| Each Quarter | Summative Course Assignment Rating to review student performance at meetingsGPA | Director of AssessmentProgram facultyGraduate programs manager |
|  | Professional Dispositions Assessment | Program Faculty |
| Program End | Comprehensive examsEnd-of-Program SurveySC Student Evaluation of SupervisorsField Supervisor of SC StudentsInitial Employment Survey & Program Stats | Graduate programs manager Director of AssessmentProgram Chair |
| First Year: December | Completer Survey | Director of Assessment |
| 1.5 years after program completion | Employer Survey | Director of Assessment |

## Results

### Completers 2021-2022

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 | Possible gender/sexual orientation  | First gen |
| 2021-2022 | 19 | 15 | 4 | 1 | 0 | 1 | 0 | 0 | 16 | 0 | 2 |  |  |

### Competency Standards Internship Evaluation 2022

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| N =19 Scores based on Site Supervisor from Spring 2022 | Mean 2019 | Mean 2020 | Mean 2021 | Mean 2022 |
| Design and lead a comprehensive school counseling program aligned with the mission of the school. CACREP: 5.G.1.b., 5.G.3.a, 5.G.3.b) | 2.84 | 2.82 | 2.81 | 2.7 |
| Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes. CACREP: 2.F.7.i., 5.G.3.d., 5.G.3.e., 5.G.3.f. | 2.93 | 2.83 | 2.84 | 2.7 |
| Use data to inform decision-making and demonstrate accountability. CACREP: 2.F.7.i., 5.G.3.b., 5.G.3.n. | 2.96 | 2.7 | 2.93 | 2.7 |
| Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program. CACREP: 5.G.1.b., 5.G.3.b. | 3.00 | 2.91 | 2.96 | 2.7 |
| Select appropriate assessment strategies to evaluate student progress. CACREP: 2.F.7.i., 2.F.7.m., 5.G.1.e., 5.G.3.e. | 2.83 | 2.79 | 2.91 | 2.7 |
| Consult with educators and parents/guardians to support student learning needs. CACREP: 5.G.1.e., 5.G.2.b., 5.G.3.l. | 3.00 | 2.93 | 3.00 | 2.7 |
| Assess the barriers that impede students’ academic development and develop plans to address these barriers. CACREP: 2.F.2.h., 5.G.2.k., 2.F.2.h. | 3.00 | 2.89 | 2.96 | 2.8 |
| Conduct programs to enhance student development and prepare students for a range of post-secondary options. 2.F.4., 5.G.1.c., 5.G.2.c. | 2.91 | 2.6 | 2.81 | 2.8 |
| Establish an environment of respect and rapport in order to serve the needs of all students. CACREP: 5.G.2.e. | 3.00 | 3 | 3.00 | 3.0 |
| Respond effectively and lead others through crisis and disruption of the learning environment. CACREP: 5.G.2.e. | 2.90 | 2.9 | 2.72 | 2.8 |
| Conduct individual and group counseling to meet identified student needs. CACREP: 2.F.5.a, 2.F.5.b | 2.95 | 2.95 | 2.98 | 2.9 |
| Plan, lead and assess guidance programs to promote student development and future planning. CACREP: 5.G.3.c. | 2.98 | 2.82 | 2.86 | 2.8 |
| Implement procedures for the assessment and management of high risk behaviors. CACREP: 2.F.7.c., 5.G.2.g, 5.G.2.i. | 2.80 | 2.64 | 2.67 | 2.6 |
| Provide culturally relevant counseling, instruction, and communication. CACREP: 2.F.2.b., 2.F.2.c. | 2.91 | 2.87 | 2.98 | 2.7 |
| Collaborate with educators to address the academic language needs of students. CACREP: 5.G.3.d., 5.G.3.l. | 2.91 | 2.81 | 2.82 | 2.4 |
| Advocate for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors. CACREP: 2: F.1.e., 2.F.2.h., 5.G.2.a., 5.G.3.k. | 2.82 | 2.82 | 2.89 | 2.7 |
| Engage in positive and productive relationships with colleagues, students, parents/guardians, and community partners. CACREP: 5.G.2.b. | 3.00 | 3 | 3.00 | 2.9 |
| Assess and articulate school-wide needs and safety concerns. CACREP: 2.F.8.c. | 2.93 | 2.75 | 2.82 | 2.7 |
| Advocate for school policies, programs, and services that enhance a positive school climate. CACREP: 5.G.2.a. | 2.88 | 2.83 | 2.86 | 2.8 |
| Participates on teams to address school-wide needs and prepare for disasters or crises. CACREP: 2. F.1.d., 5.G.2.d. | 2.91 | 2.86 | 2.86 | 2.7 |
| Maintain current knowledge & skills through professional growth planning & participation in K-12 guidance teams, professional org and trainings. CACREP: 2.F.1.f., 5.G.2.d., 5.G.2.l. | 2.98 | 3 | 2.96 | 2.9 |
| Reflect upon the impact of their own practice, strengths, limitations, and biases and make adjustments as needed. CACREP: 2.F.1.k. | 2.98 | 3 | 2.94 | 2.9 |
| Articulate, model and advocate for an appropriate school counselor identity and program. CACREP: 2.F.1.d., 5.G.2.f. | 2.98 | 2.87 | 2.94 | 2.8 |
| 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. CACREP: 2.F.1.i., 5.G.2.m., 5.G.2.n. | 2.96 | 3 | 2.96 | 2.8 |

###

### Professional Dispositions Assessment

**(pilot 2021-2022)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disposition Trait** | **Summer 2022**(Pilot quarter (year 2 and 3 students; N=30) | **Fall 2022****N= na\*** | **Winter 2023****N=na** | **Spring 2023=na** |
|  | **Mean Score** | **Mean Score** | **Mean Score** | **Mean Score** |
| Openness to New Ideas | 2.76 |  |  |  |
| Flexibility | 2.76 |  |  |  |
| Cooperativeness With Others | 2.9 |  |  |  |
| Willingness to Accept and use Feedback | 2.8 |  |  |  |
| Ability to deal with conflict | 2.9 |  |  |  |
| Attention to ethical and legal considerations | 2.83 |  |  |  |
| Initiative and Motivation | 2.7 |  |  |  |

\* this is a placeholder. Will be on 2022-2023 program assessment

### Comprehensive Exams 2021-2022

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Multiple Choice | Open Ended | Total Points\* | % |
| 1 | 81 | 23 | 104 | 84.21 |
| 2 | 80 | 23 | 103 | 85.96 |
| 3 | 80 | 23 | 103 | 89.47 |
| 4 | 86 | 24 | 110 | 88.6 |
| 5 | 84 | 24 | 108 | 90.35 |
| 6 | 78 | 23 | 101 | 92.11 |
| 7 | 79 | 23 | 102 | 85.09 |
| 8 | 74 | 24 | 98 | 86.84 |
| 9 | 72 | 24 | 96 | 88.6 |
| 10 | 75 | 24 | 99 | 87.72 |
| 11 | 73 | 24 | 97 | 79.82 |
| 12 | 81 | 24 | 105 | 83.33 |
| 13 | 79 | 24 | 103 | 89.47 |
| 14 | 76 | 15 | 91 | 94.74 |
| 15 | 78 | 17 | 95 | 96.49 |
| 16 | 78 | 22 | 100 | 90.35 |
| 17 | 81 | 20 | 101 | 90.35 |
| 18 | 79 | 23 | 102 | 91.23 |
| 19 |  |  |  |  |
|  |  |  |  |  |
|  | Note: Total points available = (89 multiple choice and 6 open-ended, worth 4 pts each). A percentage of 75 or greater must be earned for passing. N = 28. |
|  |  |

|  |
| --- |
| Example open-ended responses, n =  |
| Please describe a school-wide MTSS (Multi-Tiered System of Supports) that you create.Your Answer: An example of a Multi-Tiered System of Supports (MTSS) program that I could be implemented school-wide is a classroom guidance lesson that focuses on anxiety, identifying emotions, how covid is having an effect on our mental health, and how we can calm ourselves. Specifically, I would include in pre-selected lessons from Quaver (e.i. "How I Feel," "I Feel Stressed," "What Do I Do When I Worry," etc.), and other age-appropriate information on being mindfulness and coping techniques that can be used to calm ourselves. Quaver is an engaging approach to social-emotional learning for students and allows for grade-specific lessons that focus on various emotional and social in the manner of videos, music, and dancing. Therefore, the small lessons from Quaver are a great inclusion to the lessons as they will enable students to be more engaged and understand the material at an appropriate developmental stage. Mindfulness is also an evidence-based technique to help with stress management, and can make students more present in the classroom. Additionally, mindfulness can provide coping skills, including techniques like breathing exercises, observing thoughts, journaling, or body scanning. These exercises can be incorporated in the lesson and are able to be practiced in the classroom, which makes them more likely to be practiced.Score: 3/4 |
| Address potential barriers to service delivery and school community engagement and how you would attempt to address and avoid such barriers. Your Answer: Potential barriers to service delivery and school community engagement include student and teacher pushback, as well as attendance barriers. First, teachers might be hesitant to give up class time to allow me to deliver classroom guidance lessons or to allow students to participate in small group sessions that would result in missed class time. While this is a normal issue, it is exacerbated by the many months of school that students did virtually. After losing access to in-person contact with students for almost a year, teachers may be resistant to giving up even more instruction time with their students. To address and overcome this barrier, I would share with teachers previously gathered outcome data from classroom guidance and small group lessons. I would demonstrate to teachers, using data, that my services do make a positive impact on their students. I would also work with teachers to use flexibility in identifying class periods and days that work best for them to allow me to teach lessons and pull students for group. The second barrier is poor attendance. Because we are still living in a pandemic, students have much higher rates of absence because of Covid quarantine, isolation, and close contact protocols. It is very possible that during any given classroom guidance or small group session, multiple students will be absent due to sickness or Covid protocols. I would address this barrier by making sure that absent students still have access to SEL materials through providing absent students with copies of curriculum content and activities, also making sure to check in with students who have missed a small group.Score 4/4 |
| Identify specific ways of collaboration and consultation that may need to happen for the school-wide support system. Your Answer: Teachers would have to work with counseling teams to plan out guidance lesson timing around the academic schedule in a manner conducive to addressing the curriculum goals and standards. The counseling team can also inform and interact with teachers to warn of students involved in groups and the specific classes they miss. Further counselors can provide outcome data to prove or verify the student's involvement in groups and staff understanding. Administration would work with counselors and teachers to assist in community involvement planning as well as communicate with counseling staff around grade level and safety meeting planning. Administration can also collaborate with counseling staff of students in need of immediate support and de-escalation around suicidality and or anxiety or anxiety attacks. Administration can play an important role in establishing or solidifying community partnerships and parents and both counselors and administration can demonstrate consulting interplay around psycho-education and technical aspects of community partnership.Additionally, consulting mental health professionals in the district and other school counselors can provide insight and support into the effectiveness of our planned MTSS intervention as well as mediate any issues around implementation or lack of anticipated results.Pertinent members of the grade level teams would need to collaborate with their admin connection and school counselors as well to describe any issues with particular students or students needing additional supports.Score: 3/4 |
| Provide specific examples of counseling interventions to meet the needs of the students and their families.Your Answer: Tier 1As a school counselor, it's important for us to provide interventions at each level to be more effective. In providing SEL lessons that focus on skill building for dealing with anxiety or depression, this is an effective tier 1 intervention. At Cleveland, we use an evidence-based curriculum calling Morningside Center for Teaching Social Responsibility. We take these lessons and adjust based on the needs of the student. At tier 1 as well, doing parent workshops to help manage their own anxiety and depression they may be experiencing at this time. This can provide skills for parenting students mid-pandemic as well provide them their own tools. This also can help build community and support among families. In this space, we can also provide community or school resources they can access.Tier 2Within tier 2, we can uplift our case management within each grade level. The case managers can effectively do something along the lines of check and connect or a mentoring program with referrals from the counseling team. We also can do this type of case management within our individual counseling sessions. We also will provide a needs assessment to our students to see what they might want more focus on. This may give us insight on grade levels that might need more support or just space for peer mentoring. This information can also provide us guidance on where to go with small group guidance lessons.Tier 3In tier 3, school counselors can make referrals to the SIT. We can develop 504 plans, safety plans or make referrals to an outside counselor. It's a possibility we could be doing individual counseling and then realize it outside of our scope to and end up bringing in other stakeholders. Within tier 3 we could also do behavior tracking, observation of students, or assessments to gauge anxiety or depression.Score: 4/4 |

### Initial Employment Survey and Summary of Program Statistics 2022

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2018-2017 | 2017-2016 | 2016-2015 | 2015-2014 | 2014-2013 | 2013-2012 |
| Number of Graduates | 20 | 28 | 24 | 29 | 19 | 16 | 16 | 17 | 12 | 10 |
| Credentialing examination pass rate | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Program Completion Rate | 83% | 93% | 92% | 87.8% | 97% | 83% | 94% | 100% | 72% | 86% |
| Job Placement |  | 80%\* | 90% | 93% | 100%  | 87% | 100% | 82% | 100% | 80% |
| \*Job placement may be higher than 80% because six people did not respond to inquiry |

### End of Program Survey 2022

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| N = 101-Strongly disagree to 5-Strongly agree | Mean 2019 | Mean 2020 | Mean 2021 | Mean 2022 |
| EDCO (school counseling) core courses are useful/relevant to my professional development. | 4.38 | 3.27\*\* | 3.13 | 2.9 |
| EDU foundations classes are useful/relevant to my professional development. | 4.1 | 3.18 | 2.69 | 2.6 |
| The full-time (Drs. Hyun, Shannon, & Edwards, (Shea)) school counseling faculty were effective educators. | 3.38 | 2.90 | 2.52 | 3.1 |
| The part-time (Adjunct) school counseling faculty were effective educators. | 4.11 | 3.72 | 3.34 | 3.6 |
| I feel prepared to facilitate a comprehensive school counseling program. | 4.11 | 3.36 | 2.78 | 3.1 |
| SPU's Christian faith commitment was evident throughout the program. | 3.5 | 2.45 | 2.86 | 3.0 |
| A commitment to multicultural competence was emphasized throughout the program.\* | 4.2 | 3.72 | 2.21 | 3.0 |
| An emphasis on developmentally appropriate school counseling interventions and a knowledge of student development were emphasized throughout the program.\* | 3.5 | 3.36 | 3.04 | 3.1 |
| I received the supervision needed to support my growth throughout my practicum experiences by my SITE SUPERVISOR (e.g. counselor employed by my site).\* | 4.5 | 3.54 | 3.52 | 3.8 |
| I received the supervision needed to support my growth throughout my internship experience by my SITE SUPERVISOR (e.g. counselor employed by my site). |  |  |  | 3.7 |

*\*the wording of these three questions changed slightly in 2020 but the meaning remained the same. See past PA’s to see the former questions*

*\*\*Per PESB recommendation, scale changed from a five point to a four-point scale in 2020*

|  |
| --- |
| Open-Ended Response |
| Dr. \_\_\_\_ was helpful, Dr. \_\_\_\_ didn't know the answer to the vast majority of the questions we asked \_\_\_\_ . Dr. \_\_\_\_ showed that \_\_\_\_ cared about us but did a poor job communicating program expectations (it would have been easy and simple to tell students which days of the week past courses were taught and roughly how many hours were expected of students in each stage of the program), and Dr. \_\_\_\_ made information so confusing that it often felt like \_\_\_ was intentionally trying to confuse us (also>>>(left out to anonymize)  |
| \_\_\_\_ is the best professor by far, \_\_\_\_ is a teacher at heart.  |
| I feel that multicultural competence can be more ingrained in this - for a program that says they are passionate for race and equity. People of color feel uncomfortable in the space and that should be something that is looked at. Sometimes I felt like there was such a focus on elementary counseling. I also sometimes had to reach out to my SPU staff for support. I did not get a spring site visit. |
| Most of the foundation classes feel like they were just picked because of the mental health aspect but aren't very relevant in the school counselor setting. |
| My site supervisor was absolutely amazing. I learned way more from her than from the professors. I felt like the professors did not understand my actual internship experience. A lot of the courses felt like repeats of what was already learned in previous courses. I will not recommend this program to others. I learned way more being at my actual site and from my supervisor than I did in this program. |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1-Poor to 4-Excellent | Mean 2019 | Mean 2020 | Mean 2021 | Mean 2022 |
| Advisement prior to being admitted to the program | 3.22 | 3.36\*\* | 2.72 | 2.2 |
| Advisement after being admitted to the program\* | 3.11 | 2.18 | 2.34 | 2.3 |
| Practicum and Internship Placement support\* | 2.40 | 2.18 | 2.74 | 2.2 |
| Course registration advisement | 4.00 | 3.09 | 2.3 | 2.6 |
| Communication from Certification Office regarding certification requirements | 3.78 | 2.27 | 2.86 | 2.0 |
| Graduation requirement advisement | 3.72 | 3.0 | 3.04 | 2.3 |
| Job placement activities (e.g resume writing, interview skills, etc.) | 2.8 | 3.0 | 3.08 | 1.9 |
| Support provided by the SPU library and the Education Librarian, such as access to books, periodicals, usage of library resources, help with research and literature review, etc.\* | 4.11 | 3.45 | 2.30 | 3.2 |
| Program quality | 3.72 | 3.0 | 2.17 | 2.7 |
| Preparation to work with diverse students and parents | 4.22 | 3.54 | 2.21 | 2.4 |
| Would you recommend this program to a colleague? (1-Not at all to 4-Absolutely) | 3.83 | 3.18\*\* | 2.21 | 2.3 |

*\*\*Per PESB recommendation, scale changed from a five point to a four-point scale in 2020*

|  |  |  |
| --- | --- | --- |
| Strengths of the Program | Recommendations for the Program | Why did you choose the program at SPU compared to other programs? What factors lead to your decision? |
| Availability of professors (though they weren't always helpful), professor-to-student ratio, and practicing counseling skills. Surprisingly, working on our counseling skills was only about 1% of the entire program. In other words, one of the most helpful aspects was one that we did the least. We had barely any practice counseling in a counseling program. To put it simply, this did not meet my expectations in the slightest. | I learned more from the purple "Encyclopedia of Counseling" book than I did in my three years of SPU's classes. I know we were the first cohort to go through the 90-credit program, but it was clear little was done on SPU's end to prepare. The courses that were new to the 90-credit program were clearly haphazardly put together, and the professors teaching those courses phoned it in each time. When I got my Masters in Teaching from Northwest University, they had a professor coordinate internship placements, connecting students with possible sites. Why SPU doesn't do this is beyond me. If I worked for SPU, I would be embarrassed that NU was putting us to shame in that area. | I enjoyed my undergrad at SPU and felt like I learned a lot (BS in Biology). I have been extremely disappointed by SPU's grad program and will recommend to everyone I meet in the field to get their counseling degree elsewhere (Seattle U, online, etc.) ... and I will even caution those getting different degrees to consider all other options before SPU. |
| The faculty and their experiences | More multicultural learning. | Didn’t get into SU and wanted to stay in seattle.  |
| *Three faculty/adjuncts were listed* | Have stronger internship faculty advisors. Mine never connected with me. Have all classes be centered in multicultural counseling.  | You were willing to waive my credits and SU was not. |
| I appreciated the multiple areas of learning. | We learned from the same staff over and over again about their experiences - which is overwhelmingly elementary. I would have loved to hear from others about their experiences in different levels. I learned the most from adjuncts who were in the profession currently or recently. I also feel like that race and equity should be more explicit. Multiple people of color dropped out of this program because of microagressions from classmates. There was no space for education on racial equity - it was all about our OWN cultures. I was incredibly disappointed that it wouldn't be more about other cultures/races/experiences when it was the multicultural class. I also would hope for more information about different levels in each of the classes. Sometimes I also feel like they over prepare for stuff we should not be learning. We do not need to know how to diagnose people - yet we spent an entire quarter learning how to do that. Being the first 90 credit cohort, it felt like we were test subjects. The most recent course - drug and alcohol - also felt like we learned in a counseling space and not a school counseling space. | recommendation from a a great school counselor who went through the program |
| The program did a very good job going over some of the changes that were happening in the state of Washington related to school counseling. Such as RCW 28A.320.600.I felt that there was a good emphasis placed on comprehensive school counseling plans related to that law.  | I feel that some of the later courses, such as the substance use and family systems, could have a little more emphasis on the school counselor related parts. | I liked having a holistic program including a spiritual consideration. I also received my teaching certification from SP, and I liked the program. |
| very comprehensive preparation for all aspects of school counseling, CACREP accredited, ASCA National Model aligned. | - do everything in your power to combat the anti LGBTQIA+ policies in your school this would look like ongoing support throughout the program and classes and visitors. Representation matters! - it was a terribly disorganized program with very little clarity across all classes and inconsistent expectations. On top of that not flexible and to be honest some faculty were mean and needed to be better education on best practices in education  | I attended SPU for undergrad and was familiar with it. However, I would not make the same decision now as SPU's LGBTQ policies are not inclusive like the school counseling program preaches.  |
| work to build a strong foundation for school counseling, supportive faculty, try to build a cohesive cohort | Do not advertise this program as a work friendly program. Many of us faced break downs and ultimatums our first and second year because the academic demands are so high. |  |
| This is hard for me. To be honest the program was a challenge, with minimal flexibility, support, and understanding of the current climate around education and best practice. Perhaps the best strength would be my experience with the deep connection I had made with one of my teachers.  | Lower the cost, have professors be more involved in the internship experience (supervision is too short to have everybody share), ensure courses do not have content repeat.  |  |
| The core classes do prepare you to work in the education setting, but additional classes toward the end of the program don't seem as relevant. |  |  |
| CACREP accredited |  |  |
|  |  |  |
|  |  |  |

### Completer Survey (Six Month Post-Graduation)

|  |  |
| --- | --- |
|  | 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 | Unemployed, seeking position in education | Employed, but not in field of education |
| 19 | 10 | 0 | 1 | 0 | 1 | 8 | 0 | 0 |

|  |
| --- |
| Which role best describes your position? |
| School counselor (n=8)Graduation coach (n=1) |
| 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 |
| My conviction and values matched my employers, my focus on restorative practices and my prior experience with implementing the RULER sel framework at my internship. | Elementary (n=4)Middle (n=2)High School (n=3)Alternative (n=1) |

|  |
| --- |
| Everett Public Schools  |
| Seattle Public Schools |
| Snoqualmie valley  |
| Auburn |
| Seattle |

Indianapolis Public schools  |
| I had 5 years of previous experience in schools, I am dually certificated in social work and school counseling and my range of experience  |  |  |
| Connections, internship  |  |  |
| My experience- personality  |  |  |
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| --- |
| N = 3Items scaled *Poorly Prepared* 1 to *Well Prepared* 4 (except last three items rated poor to excellent) |
|  | Mean |
| History, philosophy, and trends in school counseling and educational systems | 3.0 |
| Best practices of school counseling and guidance program design and implementation | 2.75 |
| The factors influencing student development, achievement and engagement in school | 2.5 |
| Current Washington State learning goals, assessments, and requirements | 2.0 |
| Group dynamics and team facilitation strategies to enable students to overcome barriers to learning | 2.75 |
| Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. | 2.0 |
| Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains | 3.5 |
| Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems | 3.0 |
| School and community resources to support student needs across the three domains Research relevant to the practice of school counseling. | 2.5 |
| The cultural, ethical, economic, legal, and political issues surrounding equity and student learning | 2.75 |
| The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students | 3.0 |
| The ways educational decisions, programs, & practices can be adapted to be culturally congruent and respectful of student and family differences. | 2.25 |
| Elements of safe and effective learning environments | 2.75 |
| Effective approaches to build family and community partnerships to support student learning | 2.75 |
| Systems change theories and models of collaboration in school settings | 3.25 |
| The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school. | 2.75 |
| Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling | 3.0 |
| The school counselor's role as member of and leader in the educational community | 2.5 |
| Ethical and legal considerations specifically related to the practice of school counseling. | 2.75 |
|  |
| Program quality | 2.75 |
| Preparation to work with diverse students and parents | 2.5 |
| Would you recommend this program to a colleague? | 2.5 |

|  |  |  |  |
| --- | --- | --- | --- |
| Program strengths | Program weaknesses | Additional comments | Why did you choose the program at SPU compared to other programs? What factors lead to your decision? |
| No responses | No responses | No responses | No responses |
|  |  |  |  |
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### Candidate Evaluation of Site Supervisor and University Supervisor 2021-2022

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| --- |
| N = 9Items scaled *Poorly Prepared*  1 to *Well Prepared* or excellent 4  |
| **Item:** **Consider whether your site supervisor:** | Mean Score |
| Had knowledge of the program's expectations, requirements, and evaluation procedures | 3.5 |
| Assigned responsibilities based on counselor competency standards | 3.7 |
| Established a plan for conferencing to provide feedback about progress | 3.6 |
| Understood that counseling competence develops over time | 4.0 |
| Helped me progress toward independent activity by the end of internship | 3.7 |
| Provided one hour of individual or triadic supervision per week | Yes (9) |
| Attended a supervision workshop in autumn to prepare for supervising | Yes (8) No (1) |
| Completed the Counseling Competency Standards form at the end of each quarter | Yes (9) |
| What is your overall evaluation of your site supervisor? | 4.0 |
| Additional feedback about your site supervisor |
| Strengths | Weaknesses | Other |
| Very Knowledgeable | a bit of struggle around knowledge of ASCA comprehensive program expectations  | This site supervisor was mine part way thru the year so that is why she did not attend the workshop |
| Kind, will follow up with you but expects you to be independent. Cares deeply about students.  |  |  |
| Claire is so wonderful! She is honestly the best support system. |  |  |
| She is a very compassionate person who is very encouraging. She cares about the students in her school and wants to help them. It was great having her as a supervisor.  |  |  |
| highly competent counselor happy to let me observe and learn |  |  |
| dedicated, knowledgeable, emotionally available |  |  |
| always there to connect, listen, help and guide. an excellent model of care, authenticity, and best practice |  |  |
|  |  |  |

|  |
| --- |
| N = 9Items scaled *strongly disagree 1 to strongly agree 4*  |
| **Item:** **Consider whether your university supervisor:** | Mean Score |
| Arranged conference sessions with me and my site supervisor | 3.1 |
| Conducted conferences about my progress with the site supervisor | 2.9 |
| Provided mentoring, such as discussing my strengths and weaknesses | 3.1 |
| Was available for consultation | 3.0 |
| Took feedback from me and the site supervisor on progress toward meeting competencies | 3.2 |
| Observed and conducted supervision during the year | 3.2 |
| Provided advisement on time-sensitive issues when my site supervisor was not available | 2.9 |
| Discussed any issues that arose with me and my site supervisor | 3.4 |
| What is your overall evaluation of your university supervisor? | 3.2 |
| Additional feedback about your university supervisor |
| Strengths | Weaknesses | Other |
| Very supportive and easily accessible when wanting to discuss situations with students  | Didn’t reach out consistently to check in.  |  |
| \_\_\_\_ is a great professor, but I never connected with \_\_\_ once as a site supervisor and \_\_\_ never connected with me.  | I will say we were not visited for spring quarter. |  |
| \_\_\_\_ always made sure that we had at least one meeting per quarter to discuss how things were going in the internship. I am sure that if there were any big issues \_\_\_\_would have been very easy to get ahold of.  | Minimal communication throughout the quarter and only observed me once at the very end of the internship |  |
| appropriate , kind constructive feedback, great perspective of what's needed and able to offer pertinent advice for specific issues |  |  |
| intelligent, experienced, knowledgeable, caring, resourceful |  |  |
| always listens, is available and deeply cares about my well being  |  |  |
|  |  |  |
|  |  |  |

### Field Supervisor Evaluation of School Counseling Students 2021-2022

|  |
| --- |
| N = 21Items scaled *Poorly Prepared* 1 to *Well Prepared* 4  |
| Item | Mean Score |
| Commitment to personal and professional growth | 4.0 |
| Commitment to his/her profession | 3.9 |
| Knowledge of and commitment to high ethical standards | 3.9 |
| Active engagement with professional organizations and activities pertinent to the profession | 3.7 |
| Commitment to supervision and feedback | 4.0 |
| Knowledge and application of individual counseling theories | 3.9 |
| Knowledge and application of group counseling theories | 3.9 |
| Knowledge and application of theories of human growth and development | 3.8 |
| Knowledge and application of assessment/appraisal processes | 3.8 |
| Knowledge and application of career/lifestyle development counseling theories | 3.6 |
| Knowledge and application of developing effective counseling relationships | 4.0 |
| Knowledge of multicultural/pluralistic characteristics of diverse cultural groups | 3.7 |
| Knowledge and application of current and emerging technological resources for counselors | 3.8 |
| Knowledge of research and program evaluation and the ability to read, critique, and utilize professional research literature | 3.7 |
| Knowledge and application of evidence-based practices | 3.8 |
| **Open Ended Responses** |
| limitations on activities completed through the Counseling Department at our school this year have resulted in a reduced opportunity for this intern to participate in all activities that would normally occur in a school year/that are referred to in several of the above referenced areas (thus the 'adequately prepared' rating) |
| \_\_\_\_ has done a fantastic job in her internship. A pleasure to have had her with us |
| \_\_\_is and will be a wonderful counselor, I feel this year, as my intern she did the best job she could remotely. So much of what I do to involve interns in was not possible this year for a number if reasons. Our opportunities as supervisor and intern to work together were limited to say the least. We did a lot of virtual classroom SEL lessons, social groups and she met and continues to meet one on one with many students. I just don't know or didn't get a clear picture of the extent of her knowledge in most of the questions that I answered :adequately prepared." I never had the opportunity to have her lead a GT mtg or a 504 mtg for example. Timing just didn't work out. We are ending our weekly SEL lessons after next week and I hope to have more time with her to cover more ground in June. We work together two days a week. |
| Especially in a year where such creativity and flexibility was needed, \_\_\_\_ excelled far beyond my expectations. I could not have imagined navigating this year without her! |
| I am marking my experiences here based on \_\_\_'s demonstrated excellence in school counseling. I have no idea about the actual instructional quality of the program as the 2nd question seems to be asking for by implication. If it is true that \_\_\_'s skills and knowledge all come from this program, then my feedback stands. However, regardless of that I can tell you that \_\_\_\_ is one of the most talented, diligent, focused, and capable counselors I have ever worked with. |
| \_\_\_ came into our school with phenomenal counseling and tech skills. Her experiences here with my extended medical leave, and \_\_\_\_’s Maternity leave have been challenging, but \_\_\_ has more than met the challenge. She will make a excellent counselor .. hopefully in the \_\_\_\_ School District.  |
| \_\_\_\_ was an outstanding intern!  |
| Many of the above categories were not explicitly mentioned (ex. knowledge of individual counseling theories) but the quality of her work alluded that all of these boxes are checked with high marks.  |
| She did an excellent job while she was with us semester 2. I only marked the one category a 3 because we didn't utilize these theories as often in our interactions so it is difficult to measure. |
| We have been so fortunate to have \_\_\_\_ in the building this year. She has been a wonderful addition to our team! |

### Employer Survey (surveyed 1.5 years out of program) (2021 completers)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| N = 51 – Poor to 4 - Excellent | Case 1 | Case 2 | Case 3 | Case 4 | Case 5 | Mean Score |
| Understanding the operation of the total educational program in the school and her/his role in the School Improvement Plan. | 3 | 3 | 4 | 2 | 4 | 3.2 |
| Demonstrating professional and ethical practice. | 4 | 4 | 4 | 3 | 4 | 3.8 |
| Working effectively with students and families from diverse backgrounds. | 3 | 4 | 4 | 3 | 4 | 3.6 |
| Considering and incorporating factors related to students’ social, physical, emotional, and intellectual development into planning and counseling. | 4 | 4 | 4 | 3 | 4 | 3.8 |
| 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. | 2 | 4 | 3 | 2 | 4 | 3.0 |
| Planning and promoting programs for career and college readiness. | 2 | 4 |   | 1 |   | 2.3 |
| Seeking professional growth opportunities. | 2 | 4 | 4 | 2 | 4 | 3.2 |
| Utilizing effective communication skills. | 4 | 3 | 4 | 2 | 4 | 3.4 |
| Working collaboratively in teams. | 4 | 4 | 4 | 2 | 4 | 3.6 |
| The ability to respond to critical feedback in a professional manner. | 3 | 3 | 4 | 2 | 4 | 3.2 |
| Demonstrating initiative and innovation as a professional. | 3 | 4 | 4 | 2 | 4 | 3.4 |
| Additional Comments: |  |
| Our SPU counselor is outstanding--thank you for preparing her to serve with integrity and equity at the center of her work! |
| Our counselor has struggled a bit. We are finding the size of our school and workload are overwhelming for this individual. Collaboration has been a struggle at times. Initiation and follow through are a challenge. Data sources seem to be illusive. The counselor advocates to only work on SEL areas and is challenged to see the academic connections. We are finding district wide that a number of our newer counselors are unwilling to jump in and do what is needed to support the school in fair-share duties. There are a great deal of “that’s not my job” comments, although we could all say that about such things. We have made good progress with the ASCA model and tools at the ready, but wow it has been a process.  |

## Key Performance Indicators

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| --- |
| **KPI 1: Professional Counseling Orientation and Ethical Practice** |
| The student demonstrates a clear understanding of counselor identity as a social justice change agent grounded in growth mindset and wellness model; identifies professional organizations and understands membership benefits, current issues, and counseling credentialing; applies ethical practice into the case scenarios.  |
| ***Measurement*** | ***Program Objective*** |
| * Professional Website (EDCO 6670 – 1st year)
* Ethical Decision Making paper (EDCO 6675 – 2nd year)
* The CSCP Program Manual (EDCO 6672 – 3rd year)

 | To prepare school counselors who can effectively apply the principles of academic, career, and social emotional development to promote the growth mindsets and behaviors of their students. |
| **KPI 2: Social and Cultural Diversity** |
| The student demonstrates a strong understanding of theories and models of multicultural and social justice and the impact of power and privilege and applies this knowledge to their practice.  |
| ***Measurement*** | ***Program Objective*** |
| * School Counseling Cultural Intervention Project (EDCO 6677 – 1st year)
* Intervention Project Paper (EDCO 6882 – 1st year)
* Summary Sheet (EDCO 6940 – 3rd year)
 | To prepare school counselors who exemplify a cultural orientation that includes cultural humility, cultural responsiveness, and a commitment to social justice.To integrate the whole person of the school counselor for a life balanced in the devotion of one’s heart, soul, mind, and strength. As faculty and students, we will seek to model Biblical principles such as honesty, integrity, compassion, self-discipline, congruence, redemption, commitment, and community. |
| **KPI 3: Human Growth and Development** |
| The student identifies theories of individual and family development across the lifespan; understands systemic and environmental factors that affect human development, functioning, and behavior; applies this knowledge into formulating case conceptualization. |
| ***Measurement*** | ***Program Objective*** |
| Team Presentation (EDCO 6685 – 1st year)At-Risk Intervention Proposal (EDCO 6676 – 1st year)Case Conceptualization Paper (EDCO 6686 – 2nd year) | To prepare school counselors who can apply counseling theories, individual counseling approaches, and group counseling approaches to promote the intellectual, social, and career developmental of their students |
| **KPI 4: Career Development** |
| The student describes theories and models of career development and develops strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development. |
| ***Measurements*** | ***Program Objective*** |
| My Career Journey Paper (EDCO 6679 – 2nd year)The CSCP Program Manual (EDCO 6672 – 3rd year) | To prepare school counselors who can apply counseling theories, individual counseling approaches, and group counseling approaches to promote the intellectual, social, and career developmental of their students |
| **KPI 5: Counseling and Helping Relations** |
| The student demonstrates developmentally appropriate, evidence-based counseling strategies and techniques for prevention and intervention.  |
| ***Measurements*** | ***Program Objective*** |
| Video Taped Mock Counseling Session (EDCO 6686 – 2nd year)Final Video Tape (EDCO 6930 – 2nd year)Final Video Tape (EDCO 6931 – 2nd year)Counseling Impression Paper (EDCO 6930- 2nd year)Case Presentation (EDCO 6931 – 2nd year)Clinical Evaluation (EDCO 6940 – 3rd year) | To prepare school counselors who can apply counseling theories, individual counseling approaches, and group counseling approaches to promote the intellectual, social, and career developmental of their students. |
| **KPI 6: Group Counseling and Group Work** |
| The student develops developmentally appropriate group counseling curriculums with the integration of theories and models and demonstrates effective group leader skills.  |
| ***Measurements*** | ***Program Objective*** |
| Group Development Proposal (EDCO 6683 – 2nd year)Final Tape Review (EDCO 6673 – 2nd year)Clinical Evaluation (EDCO 6940 – 3rd year) | To prepare school counselors who can apply counseling theories, individual counseling approaches, and group counseling approaches to promote the intellectual, social, and career developmental of their students. |
| **KPI 7: Assessment and Testing** |
| The student understands procedures and appropriate use of assessments relevant to academic/educational, career, personal, and social development.  |
| ***Measurements*** | ***Program Objective*** |
| Psychological Construct Paper (EDCO 6674 – 1st year)Assessment Report and Presentation (EDCO 6674 – 1st year) | To train students for excellence in consultation and referral, coordination of comprehensive programs, research, and assessment for the purpose of helping students achieve the school’s learning goals. |
| **KPI 8: Research and Program Evaluation** |
| The student develops research proposals and program evaluation plan.  |
| ***Measurements*** | ***Program Objective*** |
| Research Proposal (EDU 6675 – 1st year)Program Evaluation Paper (EDCO 6107 – 2nd year) | To train students for excellence in consultation and referral, coordination of comprehensive programs, research, and assessment for the purpose of helping students achieve the school’s learning goals. |

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| **KPI 9: School Counseling** |
| The student demonstrates the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through a data-informed school counseling program.  |
| ***Measurements*** | ***Program Objective*** |
| Foundations | * Interview Reflection Paper (EDCO 6670 – 1st year)
* Field Trip Assignment (EDCO 6679 – 2nd year)
* Ethical Decision Making paper (EDCO 6675 – 2nd year)
 | To prepare school counselors who can apply counseling theories, individual counseling approaches, and group counseling approaches to promote the intellectual, social, and career developmental of their students. |
| Contextual Dimensions | • The CSCP Program Manual (EDCO 6672 – 3rd year)• SFC Partnership Project (EDCO 6681 – 3rd year) | To train students for excellence in consultation and referral, coordination of comprehensive programs, research, and assessment for the purpose of helping students achieve the school’s learning goals. To prepare school counselors who can effectively apply the principles of academic, career, and social emotional development to promote the growth mindsets and behaviors of their students. To prepare school counselors who exemplify a cultural orientation that includes cultural humility, cultural responsiveness, and a commitment to social justice.To promote professional self-care and a wellness orientation. |
| Practice | • Competency Standards (EDCO 6940 – 3rd year) | All objectives |

### Summative Course Assignment Rating

**Summer 2021: Comprehensive School Counseling – EDCO 6672**

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| EDCO 6672 K-12 Comprehensive School Counseling |
| CSCP Presentation Copy 30 points possible  | % | Summative Course Assignment Rating | Comprehensive School Counseling Program Manual 100 points possible | % | Summative Course Assignment Rating |
| 26.25 | 87.5 | 3 | 97 | 97 | 4 |
| 27.25 | 90 | 4 | 94.5 | 94.5 | 4 |
| 25 | 83 | 3 | 95 | 95 | 4 |
| 28.75 | 95 | 4 | 97 | 97 | 4 |
| 29 | 96 | 4 | 94 | 94 | 4 |
| 27.25 | 90 | 4 | 94.5 | 94.5 | 4 |
| 28.75 | 95 | 4 | 97 | 97 | 4 |
| 29 | 96 | 4 | 94 | 94 | 4 |
| 25 | 83 | 3 | 96 | 96 | 4 |
| 25 | 83 | 3 | 96 | 96 | 4 |
| 25 | 83 | 3 | 96 | 96 | 4 |
| 26.25 | 87.5 | 3 | 97 | 97 | 4 |
| 26.25 | 87.5 | 3 | 97 | 97 | 4 |
| 27.25 | 90 | 4 | 94.5 | 94.5 | 4 |
| 28.75 | 95 | 4 | 97 | 97 | 4 |
| 25 | 83 | 3 | 95 | 95 | 4 |
| 25 | 83 | 3 | 95 | 95 | 4 |
| 29 | 96 | 4 | 94 | 94 | 4 |
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 **Summer 2021 – EDCO 6679 Career Counseling Practice Session – There are two sections (60100 and 60506)**

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| EDCO 6679 |  |  |  |
| Peer Counseling Practice Session I 10 points possible  | % | Summative Course Assignment Rating Scale | Peer Counseling Practice Session 2 10 points possible | % | Summative Course Assignment Rating Scale |
| 9.5 | 95 | 4 | 10 | 100 | 4 |
| 9.5 | 95 | 4 | 10 | 100 | 4 |
| 9 | 90 | 4 | 9.5 | 95 | 4 |
| 9.5 | 95 | 4 | 9.5 | 95 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 9.5 | 95 | 4 | 9 | 90 | 4 |
| 9 | 90 | 4 | 9.5 | 95 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 9.5 | 95 | 4 | 9 | 90 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 9 | 90 | 4 | 9.5 | 95 | 4 |
| 10 | 100 | 4 | 9.5 | 95 | 4 |
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**Summer 2021 – EDCO 6681 – Include genogram and final project**

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| --- |
| EDCO 6681 School Family Community Partnerships |
| Genogram 25 points possible | % | Summative |
| 25 | 100 | 4 |
| 24 | 96 | 4 |
| 24 | 96 | 4 |
| 22 | 88 | 3 |
| 25 | 100 | 4 |
| 25 | 100 | 4 |
| 25 | 100 | 4 |
| 22 | 88 | 3 |
| 24 | 96 | 4 |
| 24 | 96 | 4 |
| 25 | 100 | 4 |
| 22 | 88 | 3 |
| 25 | 100 | 4 |
| 22.5 | 90 | 4 |
| 25 | 100 | 4 |
| 21 | 84 | 3 |
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**Autumn 2021 – EDCO 6600**

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| EDCO 6600: Introduction to Systems Theory |
| Metaphor (25 points) | % | Summative Course Assignment Rating | “Paper” 25 points possible | % | Summative Course Assignment Rating |
| 25 | 100 | 4 | 22 | 88 | 3 |
| 25 | 100 | 4 | 24 | 96 | 4 |
| 25 | 100 | 4 | 24 | 96 | 4 |
| 25 | 100 | 4 | 24 | 96 | 4 |
| 22 | 88 | 3 | 22 | 88 | 3 |
| 23 | 92 | 4 | 23 | 92 | 4 |
| 23 | 92 | 4 | 23.5 | 94 | 4 |
| 25 | 100 | 4 | 25 | 100 | 4 |
| 25 | 100 | 4 | 23.5 | 94 | 4 |
| 25 | 100 | 4 | 24 | 96 | 4 |
| 25 | 100 | 4 | 22 | 88 | 3 |
| 22.5 | 90 | 4 | 21 | 84 | 3 |
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**Autumn 2021 – EDCO 6670**

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| --- |
| EDCO 6670 Introduction to School Counseling |
| Professional Website (30 points possible) | % | Summative |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 24.5 | 81 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
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**Autumn 2021 – EDCO 6676 – Psychological First Aid, At Risk Proposal, Reflection Paper**

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| --- |
| EDCO 6676 Resiliency and Students At-Risk: Assessment & Intervention |
| Psychological First Aid (15 pts poss) | % | Summative Course Assignment Rating | At Risk Proposal (20) | % | Summative Course Assignment Rating | Reflection Paper (10) | % | Summative Course Assignment Rating |
| 15 | 100 | 4 | 20 | 100 | 4 | 10 | 100 | 4 |
| 15 | 100 | 4 | 17 | 85 | 3 | 10 | 100 | 4 |
| 15 | 100 | 4 | 20 | 100 | 4 | 10 | 100 | 4 |
| 15 | 100 | 4 | 16 | 80 | 3 | 10 | 100 | 4 |
| 15 | 100 | 4 | 17 | 85 | 3 | 10 | 100 | 4 |
| 15 | 100 | 4 | 16 | 80 | 3 | 10 | 100 | 4 |
| 15 | 100 | 4 | 20 | 100 | 4 | 10 | 100 | 4 |
| 15 | 100 | 4 | 18 | 90 | 4 | 10 | 100 | 4 |
| 15 | 100 | 4 | 19 | 95 | 4 | 10 | 100 | 4 |
| 15 | 100 | 4 | 20 | 100 | 4 | 10 | 100 | 4 |
| 15 | 100 | 4 | 17 | 85 | 3 | 10 | 100 | 4 |
| 15 | 100 | 4 | 17 | 85 | 3 | 10 | 100 | 4 |
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**Autumn 2021 – EDCO 6683 Group Counseling Theory (Previously 6673)**

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| EDCO 6683: Group Counseling Practicum |
| Proposal of your own group counseling program (40 points possible) | % | Summative Course Assignment Rating | Journal (40 points possible) | % | Summative Course Assignment Rating |
| 37 | 92.5 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 36.5 | 91.2 | 4 | 36 | 90 | 4 |
| 38 | 95 | 4 | 40 | 100 | 4 |
| 37 | 92.5 | 4 | 36 | 90 | 4 |
| 38 | 95 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 37.5 | 93.75 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 37 | 92.5 | 4 | 40 | 100 | 4 |
| 39.5 | 98.75 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 38 | 95 | 4 | 40 | 100 | 4 |
| 32 | 80 | 3 | 40 | 100 | 4 |
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**Autumn 2021 – EDCO 6685 Counseling Theory**

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| --- |
| EDCO 6685 Counseling Theory |
| Theory Grid 130 points possible | % | Summative |
| 123 | 94 | 4 |
| 123 | 94 | 4 |
| 123 | 94 | 4 |
| 130 | 100 | 4 |
| 126 | 97 | 4 |
| 123 | 94 | 4 |
| 128 | 98 | 4 |
| 128 | 98 | 4 |
| 130 | 100 | 4 |
| 125 | 96 | 4 |
| 127 | 97 | 4 |
| 127 | 97 | 4 |
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**Autumn 2021 – EDCO 6686 Counseling Skills**

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| --- | --- | --- | --- |
| EDCO 6686 Counseling Skills and Techniques |  |  |  |
| Videotaped Counseling Session (30 points possible) | % | Summative | Case Analysis (20 points possible) | % | Summative | Role Play Exercise (20 points possible) | % | Summative |
| 25.3 | 84 | 3 | 19 | 95 | 4 | 20 | 100 | 4 |
| 27.9 | 93 | 4 | 18 | 90 | 4 | 20 | 100 | 4 |
| 27.8 | 92 | 4 | 17 | 85 | 3 | 20 | 100 | 4 |
| 28.1 | 93 | 4 | 18 | 90 | 4 | 20 | 100 | 4 |
| 25.4 | 84 | 3 | 18 | 90 | 4 | 20 | 100 | 4 |
| 26.5 | 88 | 3 | 18 | 90 | 4 | 20 | 100 | 4 |
| 28.1 | 93 | 4 | 18.5 | 92.5 | 4 | 20 | 100 | 4 |
| 27.4 | 91 | 4 | 19 | 95 | 4 | 20 | 100 | 4 |
| 28.3 | 94 | 4 | 19 | 95 | 4 | 20 | 100 | 4 |
| 29.3 | 97 | 4 | 20 | 100 | 4 | 20 | 100 | 4 |
| 26.9 | 89 | 3 | 17 | 85 | 3 | 20 | 100 | 4 |
| 27.1 | 90 | 4 | 18 | 90 | 4 | 20 | 100 | 4 |
| 27.4 | 91 | 4 | 17.5 | 87.5 | 3 | 20 | 100 | 4 |
| 28.6 | 95 | 4 | 17 | 85 | 3 | 20 | 100 | 4 |
| 29.1 | 97 | 4 | 19 | 95 | 4 | 20 | 100 | 4 |
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**Autumn 2021 – EDCO 6901– Case Study (updated July 2021)**

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| --- |
| EDCO 6901 |
| Case Study 1:Diagnostic Case Vignette 1 Mary (15 Points possible) | % | Summative Course Assignment Rating | Case Study 2:Diagnostic Case Vignette 2 Jon(15 Points possible) | % | Summative Course Assignment Rating | Case Study 3: Diagnostic Case Vignette: Jack(15 Points possible) | % | Summative Course Assignment Rating | Disorders in Childhood and Adolescents (30 points possible) | % | Summative Course Assignment Rating |
| 10 | 66 | 1 | 14 | 93 | 4 | 10.5 | 70 | 2 | 27 | 90 | 4 |
| 15 | 100 | 4 | 15 | 100 | 4 | 14.5 | 96 | 4 | 29.75 | 99 | 4 |
| 14.25 | 95 | 4 | 13.5 | 90 | 4 | 9.5 | 63 | 1 | 29.5 | 98 | 4 |
| 14.5 | 96 | 4 | 15 | 100 | 4 | 14.75 | 98 | 4 | 29.5 | 98 | 4 |
| 14.75 | 98 | 4 | 14 | 93 | 4 | 10 | 66 | 1 | 25 | 83 | 3 |
| 15 | 100 | 4 | 14.5 | 96 | 4 | 15 | 100 | 4 | 25.5 | 85 | 3 |
| 15 | 100 | 4 | 14.25 | 95 | 4 | 15 | 100 | 4 | 29 | 96 | 4 |
| 8.5 | 56 | 0 | 13 | 86 | 3 | 14 | 93 | 4 | 19.75 | 65 | 1 |
| 15 | 100 | 4 | 15 | 100 | 4 | 15 | 100 | 4 | 30 | 100 | 4 |
| 13 | 86 | 3 | 14.25 | 95 | 4 | 14.5 | 96 | 4 | 29.75 | 99 | 4 |
| 11.75 | 78 | 2 | 12.5 | 83 | 3 | 10.5 | 70 | 2 | 25 | 83 | 3 |
| 15 | 100 | 4 | 13.5 | 90 | 4 | 14 | 93 | 4 | 26.5 | 88 | 3 |
| 15 | 100 | 4 | 14.5 | 96 | 4 | 12.5 | 83 | 3 | 30 | 100 | 4 |
| 14.5 | 96 | 4 | 13.5 | 90 | 4 | 14.75 | 98 | 4 | 30 | 100 | 4 |
| 15 | 100 | 4 | 14.75 | 98 | 4 | 15 | 100 | 4 | 30 | 100 | 4 |
| 10.5 | 70 | 2 | 13.5 | 90 | 4 | 15 | 100 | 4 | 20.5 | 68 | 1 |
| 14.5 | 96 | 4 | 14.5 | 96 | 4 | 14.25 | 95 | 4 | 29.75 | 99 | 4 |
| 14.5 | 96 | 4 | 13.5 | 90 | 4 | 15 | 100 | 4 | 29.5 | 98 | 4 |
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**Winter 2022 – EDCO 6680 Research Paper and Section 504 Plan (Part 1 and Part 2)**

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| --- | --- | --- | --- |
| EDCO 6680 Research Paper and Section 504 Plan (Part 1 and Part 2) |  |  |  |
| Research Paper (50 points possible) | % | Summative Course Assignment Rating | Section 504 Plan Part 1 (40 points possible) | % | Summative Course Assignment Rating | Section 504 Plan Part 2 (30 points possible) | % | Summative Course Assignment Rating |
| 46 | 92 | 4 | 40 | 100 | 4 | 25 | 83 | 3 |
| 39 | 78 | 2 | 40 | 100 | 4 | 30 | 100 | 4 |
| 48 | 96 | 4 | 35 | 87.5 | 3 | 24 | 80 | 3 |
| 50 | 100 | 4 | 40 | 100 | 4 | 29 | 96 | 4 |
| 47 | 94 | 4 | 40 | 100 | 4 | 30 | 100 | 4 |
| 47 | 94 | 4 | 40 | 100 | 4 | 29 | 96 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 | 30 | 100 | 4 |
| 49 | 98 | 4 | 40 | 100 | 4 | 29 | 96 | 4 |
| 45 | 90 | 4 | 38 | 95 | 4 | 29 | 96 | 4 |
| 46 | 92 | 4 | 40 | 100 | 4 | 29 | 96 | 4 |
| 47 | 94 | 4 | 40 | 100 | 4 | 30 | 100 | 4 |
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**Winter 2022 – EDCO 6882**

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| EDCO 6882 Positive Psychology |
| Intervention Project Group Paper (10 points possible) | % | Summative Course Assignment Rating | Intervention Project Group Oral Presentation (20 points possible) | % | Summative Course Assignment Rating |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 19 | 95 | 4 |
| 10 | 100 | 4 | 19 | 95 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 19 | 95 | 4 |

**Winter 2022 – EDCO 6931 Topics: Individual Counseling Practicum I**

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| --- | --- | --- | --- |
| EDCO 6930: Individual Counseling Practicum I |  |  |  |
| Final Tape Review (45 points possible) | % | Summative Course Assignment Rating | Annotated bibliography (45 points possible) | % | Summative Course Assignment Rating | Counseling Impression Paper (20 Points Possible) | % | Summative Course Assignment Rating |
| 41 | 91 | 4 | 45 | 100 | 4 | 17 | 85 | 3 |
| 40 | 89 | 3 | 45 | 100 | 4 | 20 | 100 | 4 |
| 41 | 91 | 4 | 45 | 100 | 4 | 18 | 90 | 4 |
| 42 | 93 | 4 | 45 | 100 | 4 | 18 | 90 | 4 |
| 43 | 95 | 4 | 43 | 95 | 4 | 18 | 90 | 4 |
| 43 | 95 | 4 | 44 | 97 | 4 | 19 | 95 | 4 |
| 41 | 91 | 4 | 45 | 100 | 4 | 19 | 95 | 4 |
| 42 | 93 | 4 | 45 | 100 | 4 | 19 | 95 | 4 |
| 40.5 | 90 | 4 | 45 | 100 | 4 | 19 | 95 | 4 |
| 41.5 | 92 | 4 | 45 | 100 | 4 | 19 | 95 | 4 |
| 43 | 95 | 4 | 45 | 100 | 4 | 20 | 100 | 4 |
| 40 | 89 | 3 | 45 | 100 | 4 | 18 | 90 | 4 |
| 42 | 93 | 4 | 45 | 100 | 4 | 19 | 95 | 4 |
| 43 | 95 | 4 | 45 | 100 | 4 | 17 | 85 | 3 |
| 43 | 95 | 4 | 43 | 95 | 4 | 17 | 85 | 3 |
|  |  |  | 45 | 100 | 4 | 19 | 95 | 4 |
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**Winter 2022 – EDCO 6903 Family Systems Theory and Consultation**

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| --- |
| EDCO 6903- Family Systems Theory and Consultation |
| Family Therapy Theory Presentation (15 points possible) | % | Summative Course Assignment Rating | Family History Project (52 pts poss) | % | Summative Course Assignment Rating |
| 14 | 93 | 4 | 51 | 98 | 4 |
| 14 | 93 | 4 | 52 | 100 | 4 |
| 15 | 100 | 4 | 51 | 98 | 4 |
| 0 | 0 | 0 | 52 | 100 | 4 |
| 15 | 100 | 4 | 52 | 100 | 4 |
| 15 | 100 | 4 | 52 | 100 | 4 |
| 14 | 93 | 4 | 50 | 96 | 4 |
| 15 | 100 | 4 | 50 | 96 | 4 |
| 14 | 93 | 4 | 49 | 94 | 4 |
| 15 | 100 | 4 | 45 | 86 | 3 |
| 15 | 100 | 4 | 51 | 98 | 4 |
| 15 | 100 | 4 | 52 | 100 | 4 |
| 14 | 93 | 4 | 50 | 96 | 4 |
| 13 | 86 | 3 | 52 | 100 | 4 |
| 15 | 100 | 4 | 46 | 88 | 3 |

**Spring 2022- EDCO 6130 Strengths-Based Classroom Management for School Counselors**

|  |
| --- |
| EDCO 6130 Strengths-Based Classroom Management for School Counselors |
| Lesson plan (10 points possible) | % | Summative | Final paper (24 points possible) | % | Summative | Classroom Guidance Delivery (62 points possible) | % | Summative |
| 9.8 | 98 | 4 | 22 | 91 | 4 | 57 | 91 | 4 |
| 10 | 100 | 4 | 23.5 | 97 | 4 | 61 | 98 | 4 |
| 10 | 100 | 4 | 24 | 100 | 4 | 59 | 95 | 4 |
| 9.6 | 96 | 4 | 24 | 100 | 4 | 59 | 95 | 4 |
| 9.6 | 96 | 4 | 23 | 95 | 4 | 62 | 100 | 4 |
| 9.6 | 96 | 4 | 23 | 95 | 4 | 56 | 90 | 4 |
| 9.6 | 96 | 4 | 23 | 95 | 4 | 56 | 90 | 4 |
| 9.6 | 96 | 4 | 23 | 95 | 4 | 59 | 95 | 4 |
| 10 | 100 | 4 | 23 | 95 | 4 | 61 | 98 | 4 |
| 10 | 100 | 4 | 24 | 100 | 4 | 56 | 90 | 4 |
| 8.4 | 84 | 3 | 24 | 100 | 4 | 60 | 96 | 4 |
| 8.8 | 88 | 3 | 20 | 83 | 3 | 54.5 | 88 | 3 |
| 9.2 | 92 | 4 | 21 | 87.5 | 3 | 55 | 88 | 3 |
| 8.8 | 88 | 3 | 22 | 91 | 4 | 60 | 96 | 4 |
| 9.8 | 98 | 4 | 21 | 87.5 | 3 | 60 | 96 | 4 |
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**Spring 2022 – EDCO 6674 Introduction to Psychoeducational Assessment**

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| --- | --- | --- | --- | --- | --- |
| Psychological Construct Paper 20 points possible | % | Summative Course Assignment Rating | Assessment Report (15 points) | % | Summative Course Assignment Rating |
| 18 | 90 | 4 | 15 | 100 | 4 |
| 20 | 100 | 4 | 15 | 100 | 4 |
| 18 | 90 | 4 | 15 | 100 | 4 |
| 19 | 95 | 4 | 15 | 100 | 4 |
| 17 | 85 | 3 | 13 | 86 | 3 |
| 20 | 100 | 4 | 13 | 86 | 3 |
| 18 | 90 | 4 | 15 | 100 | 4 |
| 19 | 95 | 4 | 15 | 100 | 4 |
| 19 | 95 | 4 | 15 | 100 | 4 |
| 20 | 100 | 4 | 15 | 100 | 4 |
| 19 | 95 | 4 | 13 | 86 | 3 |
| 20 | 100 | 4 | 15 | 100 | 4 |
| 19 | 95 | 4 | 15 | 100 | 4 |
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**Multicultural Education in Schools Spring 2022 – EDCO 6677**

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| --- | --- | --- | --- | --- | --- |
| Racial Healing Reflections 40 total points possible | % | Summative | School Community Immersion Project (50 points) | % | Summative |
| 39 | 97.5 | 4 | 45 | 90 | 4 |
| 40 | 100 | 4 | 50 | 100 | 4 |
| 37.5 | 93.7 | 4 | 45 | 90 | 4 |
| 40 | 100 | 4 | 50 | 100 | 4 |
| 39 | 97.5 | 4 | 50 | 100 | 4 |
| 37.6 | 94 | 4 | 50 | 100 | 4 |
| 39 | 97.5 | 4 | 50 | 100 | 4 |
| 40 | 100 | 4 | 50 | 100 | 4 |
| 40 | 100 | 4 | 50 | 100 | 4 |
| 39.5 | 98.7 | 4 | 50 | 100 | 4 |
| 39.5 | 98.7 | 4 | 50 | 100 | 4 |
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**Spring 2022**

**EDCO 6931 Topics: Individual Counseling Practicum II**

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| --- |
| EDCO 6931: Individual Counseling Practicum II |
| Case Conceptualization Paper 20 points possible | % | Summative Course Assignment Rating | Tape for Final Review 45 points possible | % | Summative Course Assignment Rating |
| 19 | 95 | 4 | 44 | 97 | 4 |
| 19 | 95 | 4 | 44 | 97 | 4 |
| 19 | 95 | 4 | 44 | 97 | 4 |
| 19 | 95 | 4 | 41 | 91 | 4 |
| 19 | 95 | 4 | 44 | 97 | 4 |
| 18 | 90 | 4 | 40 | 88 | 3 |
| 19 | 95 | 4 | 40 | 88 | 3 |
| 19 | 95 | 4 | 44 | 97 | 4 |
| 19 | 95 | 4 | 44 | 97 | 4 |
| 19 | 95 | 4 | 41.5 | 92 | 4 |
| 20 | 100 | 4 | 44 | 97 | 4 |
| 20 | 100 | 4 | 43 | 95 | 4 |
| 20 | 100 | 4 | 41 | 91 | 4 |
| 19 | 95 | 4 | 44 | 97 | 4 |
| 19 | 95 | 4 | 44 | 97 | 4 |
| 20 | 100 | 4 | 45 | 100 | 4 |
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**Spring 2022 – EDCO 6902 Substance Use Counseling – Abstinence Recovery Exercise Paper and Counseling Practice Presentation**

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| --- |
| **EDCO 6902 Substance Use Counseling** |
| Abstinence Recovery Exercise Paper (50 points possible) | % | Summative Course Assignment Rating | Counseling Practice Presentation40 points possible | % | Summative Course Assignment Rating |
| 50 | 100 | 4 | 36 | 90 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 36 | 90 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 45 | 90 | 4 | 36 | 90 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 36 | 90 | 4 |
| 50 | 100 | 4 | 36 | 90 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
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**Spring 2022 – EDCO 6951 Intro to Play Therapy in Schools (This was an elective) – Case Study Assignment- no students enrolled**

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| --- |
| EDCO 6951 Intro to Play Therapy in Schools |
| Case Study (40 points possible) | % | Summative Course Assignment Rating |
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**Autumn 2021/Winter 2022/Spring 2022 – EDCO 6940 Internship: Professional Growth Plan found in Spring 2022**

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| --- |
| EDCO 6940 School Counseling Internship  |
|  | Professional Growth Plan 16 pt possible*(In spring quarter only)* | % | Summative Course Assignment Rating | Fall Competency Standard Form 10 pt pos | % | Summative Course Assignment Rating | Winter Competency Standard Form 10 pt pos | % | Summative Course Assignment Rating | Spring Competency Standard Form 10 pts pos | % | Summative Course Assignment Rating |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 9 | 90 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 9 | 90 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 16 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
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### Applicants

(2021-2022 applicants to start in Autumn 2022). Click on icon below to view file (edited to remove identifiers)



### Current Students

All students registered in the MEd in School Counseling Program (1st, 2nd, and 3rd year students- edited to remove identifiers)



## Professional Educator Advisory Board Recommendations and

## Chair and Faculty Response with Recommendations

1. In response to the Program Assessment Plan and Report for 2020-2021, the School Counseling PEAB and School Counseling Faculty provided the following goals:

|  |  |
| --- | --- |
| **Areas for improvement** | **Response and Action Plan** |
| Program faculty are currently finding it difficult to cover courses while also handling program administrative functions. | The hiring of a part-time, interim department chair for the 2021-2022 academic year to reduce the administrative load of full-time faculty while planning for a redistribution of administrative tasks. |
| There is a need to streamline the practicum and internship coursework that is currently taking up an inordinate amount of faculty time and effort. | Reconceptualizing the supervision loads of practicum and internship supervisors to utilize more on-site supervision that is consistent with CACREP standards. Modify the role of the clinical coordinator for increased efficiency. |
| The program needs a comprehensive system for measuring student professional dispositions that would be consistent with CACREP accreditation standards. | Develop a professional disposition assessment system that is integrated with the current student assistance program and the academic dismissal policy. |

1. **List the Program Strengths** (please list 3-5):
2. **Professional Educator Advisory Board Recommendations (if n/a, then skip to item #4)**

The following are the recommendations from the PEAB:

1. **List 3-5 areas for improvement in the table below. These can be 1–3-year goals.**
2. **Then, for each challenge, outline the planned course of action and specify the types of institutional support that could strengthen the program. For significant changes, include a timetable for developing and implementing an assessment plan and identify the position(s) of the faculty/staff members responsible for ongoing assessment.**

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| --- | --- |
| **Areas for improvement** | **Response and Action Plan** |
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