school counseling

School of Education: Seattle Pacific University

Program Assessment Plan and Report for 2020-2021

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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.

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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.

### Initial Employment Survey and Summary of Program Statistics

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

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

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

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

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

### End-of-Program Survey

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

### Completer Survey

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

### School Counseling Student Evaluation of Site and University Supervisor

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

### Field Supervisor Evaluation of School Counseling Students

The Field Supervisor Evaluation of School Counseling Students survey is deployed to field supervisors near the conclusion of internship. The survey includes items for evaluating school counseling interns on more than a dozen items ranging from commitment to personal and professional growth, to application of group counseling theories, to current and emerging technological resources for counselors. Items are scaled 1-Unprepared, 2-Poorly prepared, 3-Adequately prepared, and 4-Well prepared.

### Employer Survey

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

### Summative Course Assignment Rating

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

< 59 E 0 Inadequate Student demonstrates inadequate work

69-60 D 1 Poor Student demonstrates poor work

79-70 C 2 Unsatisfactory Student demonstrates unsatisfactory work

89-80 B 3 Satisfactory Student demonstrates satisfactory work

100-90 A 4 Excellent Student demonstrates excellent work

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

## Timetable

|  |  |  |
| --- | --- | --- |
| *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 2020-2021

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 | Pakistan |
| 2020-2021 | 28 | 27 | 1 | 1 | 1 | 3 | 1 | 0 | 20 | 0 | 2 | 1 |

### Competency Standards Internship Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| N = Scores based on Site Supervisor from Spring 2021 | Mean 2017 | Mean 2019 | Mean 2020 | Mean 2021 |
| Design and lead a comprehensive school counseling program aligned with the mission of the school. | 2.89 | 2.84 | 2.82 | 2.81 |
| Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes. | 2.95 | 2.93 | 2.83 | 2.84 |
| Use data to inform decision-making and demonstrate accountability. | 3.00 | 2.96 | 2.7 | 2.93 |
| Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program. | 2.95 | 3.00 | 2.91 | 2.96 |
| Select appropriate assessment strategies to evaluate student progress. | 2.95 | 2.83 | 2.79 | 2.91 |
| Consult with educators and parents/guardians to support student learning needs. | 3.00 | 3.00 | 2.93 | 3.00 |
| Assess the barriers that impede students’ academic development and develop plans to address these barriers. | 3.00 | 3.00 | 2.89 | 2.96 |
| Conduct programs to enhance student development and prepare students for a range of post-secondary options. | 2.89 | 2.91 | 2.6 | 2.81 |
| Establish an environment of respect and rapport in order to serve the needs of all students | 3.00 | 3.00 | 3 | 3.00 |
| Respond effectively and lead others through crisis and disruption of the learning environment | 2.82 | 2.90 | 2.9 | 2.72 |
| Conduct individual and group counseling to meet identified student needs | 2.95 | 2.95 | 2.95 | 2.98 |
| Plan, lead and assess guidance programs to promote student development and future planning | 2.95 | 2.98 | 2.82 | 2.86 |
| Implement procedures for the assessment and management of high risk behaviors | 2.63 | 2.80 | 2.64 | 2.67 |
| Provide culturally relevant counseling, instruction, and communication | 2.89 | 2.91 | 2.87 | 2.98 |
| Collaborate with educators to address the academic language needs of students | 2.89 | 2.91 | 2.81 | 2.82 |
| Advocate for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors | 2.95 | 2.82 | 2.82 | 2.89 |
| Engage in positive and productive relationships with colleagues, students, parents/guardians, and community partners | 3.00 | 3.00 | 3 | 3.00 |
| Assess and articulate school-wide needs and safety concerns | 2.87 | 2.93 | 2.75 | 2.82 |
| Advocate for school policies, programs, and services that enhance a positive school climate | 2.89 | 2.88 | 2.83 | 2.86 |
| Participates on teams to address school-wide needs and prepare for disasters or crises | 2.71 | 2.91 | 2.86 | 2.86 |
| Maintain current knowledge & skills through professional growth planning & participation in K-12 guidance teams, professional org and trainings. | 2.95 | 2.98 | 3 | 2.96 |
| Reflect upon the impact of their own practice, strengths, limitations, and biases and make adjustments as needed. | 3.00 | 2.98 | 3 | 2.94 |
| Articulate, model and advocate for an appropriate school counselor identity and program. | 3.00 | 2.98 | 2.87 | 2.94 |
| Apply and adhere to the ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying. | 2.95 | 2.96 | 3 | 2.96 |

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### Professional Dispositions Assessment

**(pilot 2021-2022)**

|  |  |
| --- | --- |
| **Disposition Trait** | **Mean score 2020-2021** |
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### Comprehensive Exams 2020-2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Multiple Choice | Open Ended | Total Points\* | % |
| 1 | 79 | 24 | 103 | 90.35 |
| 2 | 72 | 15 | 87 | 76.32 |
| 3 | 65 | 22 | 87 | 76.32 |
| 4 | 83 | 24 | 107 | 93.86 |
| 5 | 84 | 21 | 105 | 92.11 |
| 6 | 82 | 19 | 101 | 88.6 |
| 7 | 81 | 11 | 92 | 80.7 |
| 8 | 82 | 23 | 105 | 92.11 |
| 9 | 79 | 22 | 101 | 88.6 |
| 10 | 72 | 23 | 95 | 83.33 |
| 11 | 74 | 23 | 97 | 85.09 |
| 12 | 79 | 22 | 101 | 88.6 |
| 13 | 77 | 24 | 101 | 88.6 |
| 14 | 74 | 22 | 96 | 84.21 |
| 15 | 71 | 22 | 93 | 81.58 |
| 16 | 73 | 21 | 94 | 82.46 |
| 17 | 74 | 23 | 97 | 85.09 |
| 18 | 74 | 24 | 98 | 85.96 |
| 19 | 82 | 24 | 106 | 92.98 |
| 20 | 75 | 24 | 99 | 86.84 |
| 21 | 82 | 21 | 103 | 90.35 |
| 22 | 74 | 24 | 98 | 85.96 |
| 23 | 85 | 22 | 107 | 93.86 |
| 24 | 82 | 24 | 104 | 91.23 |
| 25 | 78 | 23 | 101 | 88.6 |
| 26 | 82 | 24 | 106 | 92.98 |
| 27 | 71 | 23 | 94 | 82.46 |
| 28 | 83 | 22 | 105 | 92.11 |
|  |  |  |  |  |
|  | 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. |
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| --- |
| Example open-ended responses, n = 4 |
| Please describe a school-wide MTSS (Multi-Tiered System of Supports) that you create.Your Answer:For the following questions I will be answering under the assumption that this is taking place right now under the current circumstances, needing to support students and parents/caregivers virtually given the current COVID-19 pandemic. With the understanding of the uncertainty of when all students will be able to go back to school I believe that that is appropriate given that when students are in the building it will require a different level of support. To begin with my school's MTSS I would create an assessment to give to all students to determine that there is a need and to identify students who may have intense feelings of anxiety, depression, and isolation. After that was administered I would establish a way in which I could be in contact with every student and family about the importance of mental health and different ways anyone could get connected. Depending on my school's protocol this could either be a message sent out to all of the teachers to have a short clip played in their homeroom classes or a newsletter sent out to students and families. In this message I would highlight ways to improve mental health, such as physical exercise, mindfulness practices, and eating healthy. I would also provide information of any virtual clubs or activities that anyone could join if they are wanting to do so, as well as resources for families to help support their students during these times. I would then create a small group for those students who were feeling isolated and in need of social interactions. I would also reach out to the students who reported high levels on anxiety and depression to ensure that they are safe and that they have the tools to support themselves if they are ever feeling extreme emotions. I would then make sure that students who were at risk or needing extra support had the resources they need to succeed. Whether that be outside resources or short-term individual counseling sessions with me (as long as it remains in my scope of practice). During these times there is so much uncertainty and so many students, parents, and educators all feel as though there is no light at the end of the tunnel and they are all alone in this, and sometimes a gentle reminder of "you are not alone" or "we are in this together" can make a world of difference. Evaluator Comments: Although your plan includes interventions with MTSS, your plan did not clearly identify how your interventions operate under the different tiers of MTSSScore: 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 are plentiful in an online setting. First and foremost is whether the student has access to reliable internet, a computer, and time. Parental permission to receive any services outside of classroom work may be difficult to obtain. Students may be less willing to share in an online setting due to the difficulty of maintaining confidentiality. Student buy-in and willingness to participate in online interventions may also be a barrier.To address these barriers, I would involve the appropriate staff members to ensure that all students have access to the technology they need to participate. This may be difficult in homes where there are multiple students using one computer. If that is the case it may fall to the counselor to advocate for additional devices. To garner student buy-in I would want to create the classroom guidance lessons to be informational, relevant and engaging. To address the barrier of a parent being resistant to these types of interventions I would try to inform them and include them in a respectful manner leading with empathy and highlighting the importance of improving mental health during COVID-19 and online learning. Finally, in order to address the issue of confidentiality, I would be open and honest with the students. I would remind them to protect their hearts in an online class setting and that topics of a more personal nature may need to be addressed in a small group or individual counseling session.Finally, thirteen factors of complications must be considered. These complications are counselor values, obligations beyond the student, honors developmental and chronological levels, privacy of minors, legal status of minors, in loco parentis, community standards, academic instruction, trusting relationship, informed consent, opacity of laws and ethical codes, number of students, and standard of care. Many of these have been address above, however it would be most prudent for me as a school counselor to check my personal biases on a frequent basis when working in an online setting with students. Evaluator Comments: That's a lot of factors of complications :) Nice (and very thorough) job! You clearly have a good eye on how to reduce barriers! Score 4/4 |
| Identify specific ways of collaboration and consultation that may need to happen for the school-wide support system. Your Answer:Given the scenario, it's important that school counselors collaborate and consult with a variety of people to ensure an effective program. If a counselor is working alone in a school it is important they consult with other school counselors.  If a counselor is working on a team, it is important they consult and collaborate with counseling team as well as other school counselors outside their school.  SC's outside their school can provide new and important perspectives or ideas on how to do things.  The school counselor must collaborate and consult with the administrative team.  Everyone plays a role and has a different set of talents to bring to the table, it's important they listen to one another and value each person's expertise and passion.The school counselor must collaborate and consult with the teachers of the school.  This collaboration is vital to the success of the students and the culture/community of the school.  The school counselor should be careful with the information they share about the students they work with, but it's important to see the relationship with teachers as a collaborative effort.  This relationships is also important for the school counselor to be able to deliver guidance lessons and be present in the day to day lives of students.  This relationship is also important so that teachers feel comfortable reaching out to the counselor for a student that is demonstrating particular behaviors. The school counselor must also collaborate with the variety of community resources.  The relationships with food banks, health care services (including mental health), financial assistance, housing services etc... is extremely important to cultivate in order for families and students in need to access these resources.  In general, the school counselor is instrumental in facilitating a relationship between the school and the surrounding community.The school counselor must also collaborate with and consult with families about their students.  It's important for the school counselor to put in efforts to get to know families so that families feel comfortable coming to the school and the counselor for help when they needs it. Evaluator Comments: Score: 4/4 |
| Identify specific ways of collaboration and consultation that may need to happen for the school-wide support system. Your Answer:Ways of collaboration and consultation is now more than ever valuable. We must engage in consultation and collaboration on a daily basis. Be involved with teachers, administrators, school nurses, families and the counseling team. In a Tier 1 aspect in school, it is crucial to consult and collaborate with teachers when developing classroom guidance lessons. In addition, as a school counselor it it important to collaborate with students and their families. Especially, if you have not work with certain students and families before, this pandemic led you to them for various reasons, developed anxiety, isolation, poor study habits (at home), etc. It is crucial to introduce yourself to the families, be vocal that as a SC I am there to support you and your student, be clear and communicate that you are the caregiver but I am here to support the student with their needs. It would beneficial that you are open and hope to be partner with families, create goals and support their child during this time. Whether I am consulting/collaborating with families, teachers, admin. fellow colleagues, together we must define the problem, establish goals, create steps to achieve those goals, apply our plan(s), and over time, it is important to measure and evaluate progress and see if we must re-evaluate and further consult/collaborate. Evaluator Comments: While you addressed several examples, I wish your answer had a structure. You started with the Tier 1. The example is clear in Tier 1. How about Tier 2? Tier 3? How would you utilize the community partnership? It seems that you understand the importance of collaboration and consultation, but your answer lacks discussion on what the collaboration and consultation look like in MTSS. Score: 2/4 |

### Initial Employment Survey and Summary of Program Statistics 2021

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2020-2021 | 2019-2020 | 2018-2019 | 2018-2017 | 2017-2016 | 2016-2015 | 2015-2014 | 2014-2013 | 2013-2012 | 2012-2011 |
| Number of Graduates | 28 | 24 | 29 | 19 | 16 | 16 | 17 | 12 | 10 | 22 |
| Credentialing examination pass rate | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Program Completion Rate | 93% | 92% | 87.8% | 97% | 83% | 94% | 100% | 72% | 86% | 71% |
| Job Placement | 80%\* | 90% | 93% | 100%  | 87% | 100% | 82% | 100% | 80% | 100% |
| \*Job placement may be higher than 80% because six people did not respond to inquiry |

### End of Program Survey 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| N = 231-Strongly disagree to 5-Strongly agree | Mean 2018 | Mean 2019 | Mean 2020 | Mean 2021 |
| EDCO (school counseling) core courses are useful/relevant to my professional development. | 4.33 | 4.38 | 3.27\*\* | 3.13 |
| EDU foundations classes are useful/relevant to my professional development. | 3.33 | 4.1 | 3.18 | 2.69 |
| The full-time (Drs. Hyun, Shannon, & Edwards, (Shea)) school counseling faculty were effective educators. | 3.92 | 3.38 | 2.90 | 2.52 |
| The part-time (Adjunct) school counseling faculty were effective educators. | 2.58 | 4.11 | 3.72 | 3.34 |
| I feel prepared to facilitate a comprehensive school counseling program. | 4.25 | 4.11 | 3.36 | 2.78 |
| SPU's Christian faith commitment was evident throughout the program. | 2.92 | 3.5 | 2.45 | 2.86 |
| A commitment to multicultural competence was emphasized throughout the program.\* | 4.17 | 4.2 | 3.72 | 2.21 |
| An emphasis on developmentally appropriate school counseling interventions and a knowledge of student development were emphasized throughout the program.\* | 3.42 | 3.5 | 3.36 | 3.04 |
| I received the supervision needed to support my growth throughout my practicum experiences by my SITE SUPERVISOR (e.g. counselor employed by my site).\* | 4.33 | 4.5 | 3.54 | 3.52 |

*\*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 |
| There is a palpable tension between Dr. \_\_\_and Dr. \_\_\_ that significantly impacted our program throughout all three years. On multiple occasions both professors had incomplete, incorrect, or conflicting information around important due dates, expectations, and requirements crucial to our program's completion. Overall there did not feel like a consensus around what was expected of us as intern or practicum students and on more than one occasion, additional assignments were brought to our attention last minute, ie., classroom guidance during practicum. It is evident to me that Dr. \_\_\_ and Dr. \_\_\_both have too much on their plate. Furthermore, I did not feel there was an adequate commitment to anti-racist counseling practices. Our multicultural class was underwhelming, outdated, and insufficient. While this in part lays in my cohort's inability to take conversation to an elevated place and risk their own comfortability, the faculty should be better prepared to facilitate challenging and thought provoking conversations around race, equity, and how to interrupt inequitable systems. In fact, these themes should be foundational to all classes and curriculum rather than what feels like a last minute consideration. It has recently come to our attention that our professors have not received an adequate pay raise in a number of years. How can we expect our faculty to show up and deliver for the next generation of counselors when they themselves are spread entirely too thin? Hire more professors with relevant counseling experience, more professors of color, and pay them well. Higher education is not exempt from the corrupt and inadequate treatment of it's laborers, rather it is one of the most concentrated examples of perpetuating capitalism and white supremacy, and I believe SPU needs to strongly reconsider how it operates at a systemic level. Cutting corners and costs dilutes the quality of the program and that is increasingly evident here. Finally, I do not have enough good things to say about Dr. \_\_\_. She is a shining example of a quality educator who challenges students to think rather than retain information or check off boxes. Her and our adjunct professors, specifically Tammy Hudson, David Bilides, Jenny Standard, and Stacy Melberg, are what make this program bearable and best prepared me for my future as a school counselor. |
| You need to have a "somewhat agree" answer choice! |
| (2018-2021) Besides Dr. \_\_\_, the rest of the faculty was slightly below to mediocre of my expectations. There was a lot of uncertainty when trying to answer our questions or minimal real life events that actually happen in school, obviously we're in school so textbooks are important however this program was too "cookie cutter" and too "textbook" it does not reflect the REALITY of school, especially urban city schools. The program very much so had an affluent feel or way they were teaching us to apply in schools until our internship. |
| The adjunct faculty has been great. However, I am disappointed by the way the permanent faculty has come forward as an un-united front with people disagreeing and disliking each other being a very prominent theme. Miscommunication from faculty and being referred to documents is not only lack of respect but also shows the lack of interest in policies written by these very bodies. I wish they were be able to respond to queries in a coherent, respectful and consistent manner. |
| My critiques of the faculty do not include Dr. Munyi \_\_\_. Dr. \_\_\_ is an incredible professor, I learned so much in her classes and she did a wonderful job facilitating conversation and activities. I learned a great deal from the professor who taught the Special Education course, and David Billides was a great supervisor for small group supervision.  |
| Dr. \_\_\_ is by far the biggest asset to the school counseling program and I absolutely learned the most from her, especially during the clinical skills lab the quarter before our practicum. On that note, this program would strongly benefit from adding more clinical skills labs and removing at least one of the Interpreting Educational Research classes because I can barely remember anything I learned from either of those courses, except that SPSS is clunky and outdated software. Dr. \_\_\_is unfit to teach any classes on multicultural counseling and I am not sure why Dr. \_\_\_, who had previously taught the class for many years, is not still teaching it. A professor of color should absolutely be teaching this class. I feel very lucky to have taken our Special Education class with an adjunct who is the director of special education at her school and was disappointed to learn that she is no longer teaching the class. What a disservice to the other cohorts. Jenni Standard and David Bilides were overall excellent, provided important feedback, and I just really appreciated the opportunity to work with practicing school counselors. The Classroom Management course was probably the biggest waste of time - this could have been a topic/module rolled into a different course, we absolutely did not need to spend 10 weeks rehashing the same couple of tactics and strategies. We were also required to give a classroom guidance lesson at our practicum site in congruence with this course and this actually would have been fine if the assignment had not been dropped on us at the last minute. Tacking on one more requirement for our site supervisor's to help us navigate was stressful and made SPU look hectic and disorganized. Honestly, the amount of time and money I lost to this class still makes me angry when I think about it. Finally, I am not sure why Dr. \_\_\_and Dr. \_\_\_ adamantly oppose to putting things in writing/uploading anything important to Canvas. A good example of this is how many of us were confused and did not understand what we need to do if we are not able to accrue enough direct hours at our sites prior to graduation. Dr. \_\_\_ explained this once briefly in class and was somewhat unclear in her instruction, and then never bothered to add any written direction to Canvas for us to reference back to. Dr. \_\_\_will often refuse to correspond over email and prefers to conference via phone call, which I assume is because she does not want a paper trail and also so that she can deny any accountability when giving us incorrect information. |
| I would say that the hands on experience of the internship is the best experience, however with the implications of the pandemic and remote learning, our program did not pivot enough to help prepare us for this. I feel like our coursework was sometimes dated and that more practical courses would have been much more helpful in preparation. There was often a heavy reliance on aspects of school counseling being different in each district. While this is true, it sometimes felt like an excuse to not prepare us for the general issues that will come up in this profession. |
| Do not include Dr. \_\_\_ in the rating of full time faculty, she is the only full-time faculty member I learned a decent amount from, felt actually cared about my learning and me as a person, and acted professionally with the other professors. Drs. \_\_\_and \_\_\_ have not updated their course curriculum, content, and anecdotes for the last 10 years, were unable to facilitate graduate level classroom discussions, and were extremely obvious in their distaste for one another to the point where it was uncomfortable and unprofessional. I do not feel prepared to facilitate a comprehensive school counseling program, and in some aspects of the profession feel that it is almost unethical for how unprepared I am to deal with certain things - like 504s, legal and ethical guidelines, and trauma, to name a few. If it wasn't for my internship experience, I would not feel nearly as prepared for this profession as I do now. I do not feel there was any commitment to multicultural competency in this program. Prior to the current racial justice movement, we rarely talked about race or systems of oppression unless another student/group project took it upon themselves to start that conversation. During the recent height of the Black Lives Matter movement in 2020, we had ample opportunity to speak on this in our program, and since then, and we still haven't. Yes, there has been an increase in conversations surrounding racial and social justice, but not nearly to the level it should be, and is outside of the classroom. Our cohort took matters into our own hands and started challenging each other to talk about these topics amongst ourselves outside of the classroom because it clearly wasn't happening inside class, not even in the multicultural class. There was clear discomfort and avoidance amongst professors to have any conversation on racial justice and no attempt to weave it into curriculum. Adjunct professors (most of them) did a better job in all areas of teaching and connection than Drs. \_\_\_and \_\_\_. |
| The full-time school counseling faculty that were not effective in certain aspects were Dr. \_\_\_and Dr. \_\_\_. There was a great deal of unorganization in the program and many of my cohort members and myself were often left unsure of expectations. Dr. \_\_\_ is fantastic with one-on-one support, however the overall organization of the program (especially the Handbook) is not effective. When ever we had questions about the program, we were told to refer to the handbook, but the answer was never clear or there in the handbook. For example, the practicum and internship expectations are listed together in the handbook, but requirements for these experiences are completely different. This program was advertised to me through the SPU website and when I interviewed for this program, as for working adults. I needed to work all throughout the program in order to support myself financially. After the first quarter of the program, one of the full-time faculty members suggested I quit my job because I would not be able to do both. This was extremely frustrating to hear because the reason I chose this program is that I was going to be able to work while going through the program in order to support myself. I was able to make this work, but it was very discouraging to not have the support of the faculty. |
| There was a lot of disorganization and miscommunication between professors that caused extra stress throughout this program. It was difficult to preform academically under these circumstances. |
| I feel as though the leadership of this program, aside from Dr. \_\_\_, were not efficient in providing us an organized and well-rounded program. The disorganization and lack of consistent communication had a negative effect on my educational experience and my view of SPU. There were several instances of these individuals showing a lack of competence, communication between each other, and dropping the ball that effected certain steps for me in the program. |
| - Some professors courses were more organized and had more structure than others. In particular, I feel like Dr. \_\_\_struggled with the organization, relevance, and structure of her Group Counseling course in the Fall of 2019. - My initial practicum site supervisor seemed uninterested in helping me learn about the profession. I was able to change site supervisors, and eventually practicum sites altogether, to get more support. |
| It's not fair to lump June, Cher, and Dr. \_\_\_ into one question. Dr. \_\_\_ is above and beyond helpful, while June and Cher have problems of their own. I also believe that my feeling of being prepared to facilitate a CSCP is not because of SPU, but because of my internship experience. |
| Staff (besides Dr. \_\_\_) were often confusing and contradicting each other. I felt like I never knew the truth about what needed to be done or things would be changed on us last minute. I felt often that were talked to as children. Many of the classes would be useful, but the content/professors were lacking. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1-Poor to 4-Excellent | Mean 2018 | Mean 2019 | Mean 2020 | Mean 2021 |
| Advisement prior to being admitted to the program | 3.83 | 3.22 | 3.36\*\* | 2.72 |
| Advisement after being admitted to the program\* | 4.00 | 3.11 | 2.18 | 2.34 |
| Advisement after being admitted to the program | 2.83 | 3.27 | 2.63 | 2.17 |
| Practicum and Internship Placement support\* | 3.08 | 2.40 | 2.18 | 2.74 |
| Course registration advisement | 4.00 | 4.00 | 3.09 | 2.3 |
| Communication from Certification Office regarding certification requirements | 3.00 | 3.78 | 2.27 | 2.86 |
| Graduation requirement advisement | 3.83 | 3.72 | 3.0 | 3.04 |
| Job placement activities (e.g resume writing, interview skills, etc.) | 3.58 | 2.8 | 3.0 | 3.08 |
| 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.\* | 4.17 | 4.11 | 3.45 | 2.30 |
| Program quality | 3.91 | 3.72 | 3.0 | 2.17 |
| Preparation to work with diverse students and parents | 4.17 | 4.22 | 3.54 | 2.21 |

*\*the wording of these 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*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1-Not at all to 4-Absolutely | Mean 2018 | Mean 2019 | Mean 2020 | Mean 2021 |
| Would you recommend this program to a colleague? | 3.92 | 3.83 | 3.18\*\* | 2.21 |

*\*\*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? |
| The adjunct professors and divergence from set curriculum to real life experiences. I do not think it is a coincidence that adjunct professors are practicing professionals, or recently retired. Full-time professors, with the exception of Dr. \_\_\_, seem too far removed from the school counseling world.  | See response to #3. | I was new to the city and having a full year of internship and half year of practicum seemed like better alternative than what other programs were offering.  |
| Our K-12 Comprehension School Counseling course, SpEd course, and School Psych courses were the most informative, relevant, and beneficial classes of the entire program--most likely because they were taught by individuals currently in the field (trenches) and with more of a down-to-earth and approachable presence. | The SPU School Counseling program seemed to me to be disheveled, unorganized, confusing, out-of-touch with most relevant issues of today, and incredibly frustrating across the board. From my first look at the program handbook when I couldn't find answers to two pertinent questions, to each time I was told to look at said handbook for the answers, it was a frustrating experience. More than once, I thought (and we exchanged thoughts) how it didn’t make sense that SPU came so highly recommended—even though our instructors regularly told us how well-known the program was. This is not to say anything negative about the graduates of the program—simply that my experience of confusion and disorganization didn’t match what I had heard about the program. The handbook itself needed significant updating—from evaluating content to be sure it was accurate for the CURRENT COHORT to simply reformatting for an easier, more eye-pleasing layout—and was a source of confusion for much of the school year. It was very confusing as well when Dr. \_\_\_took over as internship/practicum director (???). She was giving us different answers than Dr. \_\_\_ to many questions, or simply did not know the answers. Of course, she found the info we needed, but it was very odd that such a tiny department could not be on the same page—especially when they were not new to the school or program. When Dr. Yoon left in 2020, she was not replaced, which gave us even fewer people to consult with. The adjunct professors were well-qualified and especially helpful considering they were working directly in the counseling practice at the time. As respectfully as I can possibly say this, I did not feel that Dr. \_\_\_ was very approachable. I sensed her desire to connect with us, but it came across as forced and disingenuous. She certainly is knowledgeable, skilled, and qualified, but I consistently felt she was out-of-touch with current day School Counseling and would rather talk about her own knowledge and experiences than really teach us about the profession. There was a coldness I often sensed, one that inhibited me from seeking help and/or guidance out of concern I would be treating as a student rather than a grown adult with a college degree (or two for some of us) already. Again, constantly referring someone “to the handbook” or “to the syllabus” or “to your email” is not teaching and should be taken as a sign that communication has broken down. It’s important that, if the courses in this program are going to use Canvas as their platform, then instructors need to keep Canvas fully and completely updated—right along with what the syllabus says. Due dates should be correct and adjusted as needed. At no time she we be sent to the syllabus because “I don’t put the dates in Canvas. Just use the syllabus.” This is unacceptable in this digital age. We need to be treated as grown adults and professionals. There were times when we were lectured on how principals will expect us to be on time, be prepared, etc. These comments were unwarranted and very out-of-touch with the fact that most, if not all, of us held jobs and were coming to class from our employment on many days. It was demeaning to hear comments about how we need to behave when this is a Med program—not freshman year for undergrads. There needs to be more support with finding practicum and internship sites, along with more flexibility in attaining these positions. It often felt to several cohort members that our department was literally working against us in our quest to be an adult with adult responsibilities as well as complete a 600-hr (unpaid) internship. If this program is developed for working professionals (as it says on some advertising literature), then it needs to be flexible—within CACREP standards of course—but cohort members need to know that they are being supported instead of having roadblocks thrown in their way. The amount of money I spent on my MEd in School Counseling is far too high for the consistent confusion and disappointment I felt.  | I chose the SPU School Counseling program because of its Christian faith. Considering it is one of the few 3-year SC programs, I thought the faith-based part was more valuable to me than a quicker/less expensive program. Unfortunately, the faith parts of the program were simply shared through individual instructors. It was not evident throughout the program that a concerted effort was made to weave Christian faith and values throughout the core content of the program. Of course, very few cohort members shared the Christian faith, which makes discussion difficult, but it was a disappointment nonetheless. |
| focus on community as a cohort/colleagues, reputation  | more mental health foundation, organization when selecting practicum or internship sites. I understand COVID put a barrier on the rest of the program/graduation  | CACREP |
| It is highly evident that all of the faculty care deeply about school counseling, and are committed to supporting our growth and education. The faculty are all clearly up to date on research and evidence-based practices, and I feel I have learned valuable skills for my future work. Classes also allowed for collaboration with my peers, and overall fostered a supportive environment to grow together.  | I want to make it clear that I think every faculty member cares deeply about our success and works hard to support us, and I truly appreciate that. But I also think there was a serious problem with organization and communication, which caused significant and unnecessary stress for me and many of my classmates. We had a handbook, but it was often unclear or did not include key information, and it felt discouraging to be referred to it when it was consistently unhelpful. It also seemed as if faculty were not always on the same page about course or program requirements. This issue was exacerbated by the pandemic, but was present beforehand as well. I think this program would benefit from a person who has the time and resources available to make this information clear and accessible for faculty and students, which our faculty probably did not have with all of the great work they were doing in other areas. Also, I think part of the unclear communication was also based on an attempt to provide flexibility for students in various situations. I think this is an excellent thing to strive for. However, based on my experience here I think it might be more helpful to provide much more straightforward standards for education block, practicum/internship, assignments, and paperwork, and then be adaptable to the needs of students in different situations. This could give students a stronger foundation of understanding to be able to communicate their specific needs and feel confident they are completing program requirements correctly.  | I thought this program seemed much more directly focused on how our work would be shaped around the education system. Other programs seemed to focus more directly on general mental health counseling, before bringing in the school context. But this program seemed to understand that schools are a very particular system, and that our development as school counselors must be based around understanding that system. I think this program did a good job at providing the perspective and education that I was looking for in that regard.  |
| Celebrations, amazing adjunct faculty, great network, connected to WSCA and ASCA aligned practices | More Sped (I learned more about SpED in the diagnosis and treatment elective than in the special education class) Need to work on communicating clear instructions to internship supervisors! There was so much my supervisor wasn't told and she didn't know what to expect and what criteria to follow. Please hire better permanent educational staff. I am so disappointed of the support we got through practicum and internship and the advice we got from people who are not even practicing school counselors or haven't been for a very long time. They were so disconnected from the field work associated with being a school counselor and this is not what I expect from a fancy private university. It would also be very helpful if the permanent faculty would work as a team rather than people disagreeing among themselves and always communicating different things to us. We did not appreciate this at all. Stop calling students and misleading them and then completely changing the context of what we talked about in person in a later meeting when the other faculty gets involved. Practice using email to document clear communication and exercise using CC and BCC options! This is rather careless coming from Ph.D. holding individuals at a big university. David Bilides (Adjunct faculty) provided us with more support and compassion in 1 year than the entire permanent staff combined in 3. The permanent faculty is overworked managing 3 cohorts at the same time and it really shows in their practices, communications and inferior support  | I heard better things about the network of school counselors at SPU. However, looking back and comparing coursework I do find the school counseling program a Seattle University to be far superior.  |
| I loved that the program had a cohort. It was very valuable and comforting to walk through this master program with 25 other people.  | The communication could have been better throughout the program. There were often times where information from faculty and staff wasn't clear or the information shared was different depending on what faculty you talked to. I also thought the classes could be updated and related more to current issues.  | I chose SPU rather than SU or any other program because of the closeness and warmth that I felt during interactions and interviews. It felt very warm and inclusive! |
| I love how outside professionals were brought on to share their expertise. I also really enjoyed the intentional community building at the start of the program.  | I wish there was a greater focus on unpacking individual biases and overall self awareness. Not as it relates to one class but throughout the program from day one so that we could intentionally examine ourselves. I recall reading the book, The Hate u Give but we never spoke about the book in any capacity (it was a let down).  |  |
| N/A | This is the second masters degree that I have earned and I was very surprised by the quality (or lack thereof) of this program. My recommendations include the faculty receiving updated training/education on multicultural competency. SPU is graduating a majority white cohort, who were not adequately trained to work with diverse populations, and I guarantee will be causing harm on marginalized populations because of that inadequate training. Dr. \_\_\_approach to teaching multicultural counseling is outdated an ineffective. If you're program claims a commitment to equity, then every student should be leaving with a solid understanding of what anti-black racism is - and I'm unsure if the faculty even have a solid understanding around this concept. Instead of DEI work being covered in one chapter, one week of every course - it should be the core of every course. If you're not planning on centering equity work, then the program shouldn't be making claims around commitments to equity. Another recommendation is to have faculty who have actually practiced in the field of school counseling, aside from a year or two here and there. It is difficult receiving an education in school counseling from someone who has clearly never done the job. I'd also recommend that faculty receive training around facilitating classes. Most classes I attended felt as though they were put together at the last minute and there was no preparation or planning on the end of the faculty (aside from Dr. \_\_\_). There seemed to be no ability (or few attempts) by faculty to facilitate meaningful conversation among students. Often, faculty would ask broad questions like, "what did you think of the reading?" or "Does anyone have any questions?" and become frustrated with the class when there was not an overwhelming response. This was concerning to me, seeing that we are in a counseling program. I would also recommend more comprehensive training around trauma. The faculty did not provide students with comprehensive training around trauma, trauma informed care or practices. Instead we were left to teach each other about this through group presentations. While this is a great way to learn and practice different skills, our training around trauma should have been coming from a professional. A comprehensive understanding around this topic is imperative to effective counseling in any capacity. Unfortunately, I will be having to seek out an adequate education regarding trauma informed practices elsewhere, and at an additional cost to me. My last recommendation is that faculty work on their communication with each other and with students, as the professionalism was lacking. It was clear to the majority of us that there was relational dysfunction between faculty members. We were often placed in the middle of these issues due to their inability to effectively communicate with one another. For example, one faculty member would provide a certain answer and another would say that answer was incorrect and gave us a different answer. This created a lot of confusion and distress for us, particularly in regard to internship/practicum placements, required hours and assignment requirements. Often, faculty would request a phone call to discuss different issues regarding assignments and other processes. Eventually, I had to begin requesting that all communication between myself and certain professors be done through email because there was so much miscommunication happening that I felt more secure with having everything documented in writing. Again, Dr. \_\_\_ was an incredible professor and I really value everything I learned in her courses.  | I chose SPU for the CACREP accreditation and the option of receiving an LMHC in addition to an ESA. Unfortunately I had to research and figure out the LMHC process on my own because it wasn't explained by faculty until about 1 month before the program ended.  |
| Theoretical counseling framework strongly and thoroughly emphasizes | Communication between counseling faculty could be improved on.  | Proximity to where I lived, highly regarded program, no GRE requirement. |
| Cohort model is nice, most of the faculty and adjunct professors were awesome. | More clarity on requirements and certifications. Had to figure out a lot of stuff on our own or through student facebook page. |
| Please do everything in your power to hold onto Dr. \_\_\_, she is far and away the biggest strength to the school counseling program. I appreciated the clinical skills lab and small group course we were required to take before practicum started; participating in both of these did provide helpful preparation for working with students in a real life setting.  | Dr. \_\_\_ and especially Dr. \_\_\_ are the weakest links in the school counseling program. Dr. \_\_\_, while clearly very smart and knowledgeable about some things, has no experience actually working in a school environment as a school counselor. Her time spent working with young children doing play therapy is not exactly relevant for us or even a transferable skill for most school counselors as we do not provide therapy in our roles. Dr. \_\_\_always seems to be going off of outdated, personal experience but at least she is forthcoming in that she has not been a practicing school counselor for many years. She is more suited to working with doctoral students/research and while there is nothing wrong with this, it is inappropriate for her to be one of the leaders of this program. Please, please, please hire full time faculty that have recent and relevant experience working as school counselors - we spend far too much time and money to get a substandard education.  |  |
| I feel like the inclusion of adjunct professors who are actually in the field was helpful. Including guest speakers into our program was always a good experience and added insight into actually working as a school counselor.  | I wish the program leaned more on real-world application than theoretical application. It would have been helpful to prepare more for crisis response in schools. I wish there was more of an emphasis on interventions for students at-risk, working with diverse populations, and just general preparation on how to do this job day in and day out. It would have been helpful to have a process to set us up with our practicum and internship sites with supervisors that genuinely want to have us at their school. I feel like our class has struggled to feel prepared to do this work in real life. Part of this is due to the pandemic, but part of it seems to be a general disorganization and tension between leadership of the program. Some of the coursework felt fluffy and did not get into the real issues facing schools and educators today. I wish that some of the classes could be tailored to what we actually need to be knowledgeable and removed courses that were not as applicable (ie 3 classes in statistics). It would have been nice to have a course dedicated to interventions. | I was an alumni of SPU and I liked the fact that I already knew the campus somewhat. I applied late in the application process and did not apply to any other schools.  |
| The reputation. The reputation of SPU having a challenging program to produce competent school counselors pushes the students to do better and want to be better. The program also, apparently, has a strength in vetting because they have chosen some great school counselor candidates that work together to be better and not settle for the lackluster education we are paying for. The roots and opportunity is there, it's just not being utilized like it may have once been. Alumni network | While I do not think that Drs. \_\_\_ and \_\_\_ are intentionally bad at running this program, I do think that they are in serious need of improvement.  | The reputation. |
| This program does a great job with teaching counseling skills. I feel very confident and prepared in how to counsel students using evidence based practices and counseling theories. | Create a clear program Handbook that includes chronological steps and instructions and students go through the program. This includes, what dates to start looking for a practicum site, when you should have your practicum site finalized, what paper work you must submit and by what date, when you must get your fingerprinting done and where to go. Also do the same thing for the internship experience but have these as separate sections. Also, when organizing class syllabi make sure to update syllabi yearly. Many of the syllabi used were 3-4 years old, had outdated assignments listed, the wrong due dates and did not list expectations clearly. The classes that I can remeber this happening in were Multicultural and Group Counseling. Finally, for the Practicum Class and Internship Classes on canvas, I would recommend uploading all required assignments, directs, supporting documents to canvas and having those in ONE place. So many times we were given an assignment that was not uploaded to the Internship or Practicum class, but in the internship/practicum Scene, or the directions were in the Handbook. This was confusing to have information for one class in 3 separate areas. To make things more clear you should include all expectations, assignments, updated syllabi and information in one place to streamline communication. | I chose the program at SPU because I was excited by the idea of going to a Christian university where I could share my faith, but I also heard such great things about the program at SPU.  |
| The professors care about us as people and as students. I can tell that they genuinely want us to be successful. There were several aspects of this program that will prepare me to be a school counselor. Practicing counseling skills in our classes were very helpful. This year the mock interviews were so incredibly helpful. I felt much more prepared after doing mock interviews with current counselors, I got a lot of great feedback. Also, the fact that our resumes were an assignment was so helpful because I was able to get great feedback and make changes before I started applying. | There is palpable tension between Dr. \_\_\_and Dr. \_\_\_ and it is very awkward to navigate as a student. They both have strong opinions, often differing opinions. There is so much miscommunication. We have asked questions and gotten one answer from one professor and different one from another. Then we have to investigate what the truth is. That is frustrating as a student and does not feel like our responsibility.  | I was drawn to the faith aspect of this program and the beautiful campus. |
| Faculty advisors' support throughout the program, small cohort, ASCA model, CACREP | More focus on social justice and racial issues; how to use a comprehensive school counseling program to support underserved students.  | I chose SPU because I felt welcomed and seen by the faculty, their systemic focus, and their use of the ASCA model. I also chose SPU because the SC program is CACREP accredited.  |
| Strong adjunct faculty as well as the presence of Dr. \_\_\_. | There needs to be clear and consistent communication and guidelines. The handbook was not accurately updated until our final year and it was difficult to receive support and know what information was correct. The two leaders of this program don't communicate well and it provides issues in logistics and expectation understanding. The logistics of this program overall are terrible and I feel like I was constantly confused and blind sighted.  | I chose this program so I could stay in the Seattle area and so I could work during the day.  |
| Helped foster a sense of community among the students.  | More faculty with recent experience as working school counselors. There was quite a disconnect between what we learned in classes and what happens on the job.  | Location and small class sizes.  |
| Dr. \_\_\_\_ and some adjunct professors \_\_\_, \_\_\_, \_\_\_). Literally nothing else. | Get on the same page! A lot of the stress of this program was from the constant miscommunication. \_\_\_ and \_\_\_ obviously don't like each other. Please figure that out. They should probably be students of these classes because they could learn a lot from conflict resolution. I also believe this program does not support students. There were numerous times that I asked for support, and I was often met with confusion or told to consult the handbook (which is a joke because the handbook never had the right information/contradicted itself). I also would also like to mention that we should be learning from PROFESSORS and not students! One whole class was taught by us and not the professor (Risk and Resiliency class, among others). There were a lot of classes taught by adjunct which is fine to an extent, but it was too much. I would have much rather had the professors I thought I was paying for. I also never saw the program change after the yearly evaluations we were part of. Taking advice and evaluations seriously would go along way. I apologize for the harshness, but geez... I am just so disappointed in this program and school. | Because it was CACREP and the closest university to me. Little did I know that many counselors and admin don't know what CACREP is. Not worth it. SPU as a university needs to get it together too. In August before starting the program, I called financial services and they couldn't tell me how much I was going to need to pay for school. Less than a month out, and they couldn't tell me. Then parking services went back and forth on parking permits, and it resulted in me losing money because of their miscommunication with graduate programs. Most recently, graduating undergrads getting a free class while graduates get a mug is absolutely ridiculous. If this school is going to charge $60,000 for this degree, I think I deserve a $60,000 education. This program is only worth $8,000. I'm low key embarrassed to say I went to SPU.  |
| -Provides theoretical foundations for students to understand and apply into counseling work -Provides students opportunities to practice their individual and group counseling skills during practicum before entering into internship year  | -Improve communication among faculty members -Implement more anti-racist training within the program  |  |
| Dr. \_\_\_\_\_. I love having a cohort. University Supervisors are really helpful.  | Get organized and know the syllabus. It would be helpful if we were placed for practicum/internship instead of having to do all the work. More practical information as opposed to theory, etc.  | It was the only school I applied to because I missed the deadlines for other schools.  |

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

Responses gathered in January 2022

|  |  |
| --- | --- |
|  | 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 |
| 28 | 14 |  | 2 |  |  | 12 |  |  |

|  |  |  |
| --- | --- | --- |
| 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 |
| Masters degree, years of experience working in schools | Elementary |  |
| Connections | High School |  |
| Being the literal last option available before the school year started and being competent with references who would to bat for me.  | Junior High |  |
| Social Justice-minded and Catholic background | Elementary/Middle |  |
| Dogged determination, life experience | Elementary |  |
| Connections and personality | High School |  |
| Connections, interview skills | Elementary |  |
| Networking and internship/having educational background prior to Graduate School  | Middle School |  |
|  |  |  |

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| --- |
| N = 9Items 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 | 2.89 |
| Best practices of school counseling and guidance program design and implementation | 2.44 |
| The factors influencing student development, achievement and engagement in school | 2.11 |
| Current Washington State learning goals, assessments, and requirements | 2.22 |
| Group dynamics and team facilitation strategies to enable students to overcome barriers to learning | 3.00 |
| Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. | 2.56 |
| Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains | 3.22 |
| Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems | 2.44 |
| School and community resources to support student needs across the three domains Research relevant to the practice of school counseling. | 2.56 |
| The cultural, ethical, economic, legal, and political issues surrounding equity and student learning | 2.11 |
| The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students | 2.56 |
| The ways educational decisions, programs, & practices can be adapted to be culturally congruent and respectful of student and family differences. | 2.44 |
| Elements of safe and effective learning environments | 3.11 |
| Effective approaches to build family and community partnerships to support student learning | 2.67 |
| Systems change theories and models of collaboration in school settings | 2.78 |
| The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school. | 2.33 |
| Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling | 3.00 |
| The school counselor's role as member of and leader in the educational community | 3.22 |
| Ethical and legal considerations specifically related to the practice of school counseling. | 3.22 |
|  |
| Program quality | 2.11 |
| Preparation to work with diverse students and parents | 1.78 |
| Would you recommend this program to a colleague? | 2.22 |

|  |  |  |  |
| --- | --- | --- | --- |
| Program strengths | Program weaknesses | Additional comments | Why did you choose the program at SPU compared to other programs? What factors lead to your decision? |
| Leadership | I enjoyed having an advisor 1st year. I believe when transitioned to \_\_\_ during second year. \_\_\_\_ was awesome but it was nice working with someone that we built a relationship with beyond the classroom.  | I would have loved to see curriculum that helped identify our personal value system and examine our biases as a means of interrupting oppression and sustain justice within the education system. Although I would have loved to have a social justice class, it would of been nice to see this principal integrated within all classes outside of Blakely Island.  | I appreciated the 3-year model, good reputation, and CACREP accommodations |
| Dr. \_\_ is the only strength of this program. | Content of at-risk studentsI was not prepared nearly as much as I know I needed to be. I didn’t feel support, and often found peers were teaching courses more than professors. I didn’t feel valued by the university as a whole either. | I did my practicum and internship during a pandemic that shut our world down. Life experience tells me that SPU MEd school counseling was as flexible and accommodating as they knew how to beat the time. I feel as though many other programs suffered worse. I do wish that our tuition had been discounted appropriately. Undergrad was. | I thought it was going to be great. It was closer to me than the other I applied to. It was also CACREP. Now I know that many districts don’t even know what CACREP is and shouldn’t be a selling point. |
| The cohort of students and building relationships. | Unsupportive staff, disorganization  | Ironic that I get to tell students about my experience as they’re applying for college. I’m disappointed that even after advocating for our program with the Dean, nothing changed. Lack of value for students from SPU is a bad feeling. | Close to home, schedule of classes  |
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### Candidate Evaluation of Site Supervisor and University Supervisor 2020-2021

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| --- |
| N = 20Items 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 | 3.4 |
| Assigned responsibilities based on counselor competency standards | 3.5 |
| Established a plan for conferencing to provide feedback about progress | 3.45 |
| Understood that counseling competence develops over time | 3.85 |
| Helped me progress toward independent activity by the end of internship | 3.9 |
| Provided one hour of individual or triadic supervision per week | Yes (all) |
| Attended a supervision workshop in autumn to prepare for supervising | Yes (all) |
| Completed the Counseling Competency Standards form at the end of each quarter | Yes (all) |
| What is your overall evaluation of your site supervisor? | 3.65 |
| Additional feedback about your site supervisor |
| Strengths | Weaknesses | Other |
| Communication, support, and give intern autonomy.  | Although she is a vital member of the school community, and works hard, elementary is not her first choice for counseling which may/may not influence her overall perception of elementary level counseling.  | Learning more about LGBTQIA+ community and how to best support BIPOC and LGBTQIA+ students.  |
| independent, strong advocate and time/work management  | Delivery of feedback can be improved  | I feel like part of this is due to the constraints of remote-learning and a global pandemic. Actual evaluation number would be between 3 and 4 simply because of the barriers this year. |
| Warm, supportive, competent, encouraging, authentic, critical thinker.  | lack of organization and unclear goals of the comprehensive school counseling program | I cannot speak highly enough of \_\_\_\_ - I'm so fortunate to have learned from her and been able to absorb some of her wisdom.  |
| \_\_\_\_ is energetic, eager, motivated, and creative in her work as the SC. She is kind, understanding, and welcoming.  | Not including me in every aspect of the counseling work. I felt like there were some blank areas that I did not get to experience. | She is the best school counselor I have ever meet in WA. |
| Communicator, allowed for the right balance of observation and independent work, knowledgeable on SPU expectations, thorough in discussing topics that came up throughout the day  | Didn't pull me in to participate in things I had asked to see at some point | They're both amazing and work so well together, they really make a well-rounded team. |
| Lots of room for autonomy; welcomed collaboration  | Direct vs indirect hours to observe  |  |
| supportive of the learning process, understood that mistakes will be made and we can learn from them | None :) |  |
| Incredibly knowledgeable about the profession and best practices. | \_\_\_\_ and the counseling team at \_\_\_\_ do not follow the ASCA model and don't seem interested in implementing this model. |  |
| Let me do my own things | she didn't always give me a clear direction, she sometimes tried to take over as I was leading |  |
| Teaching, creating opportunities for me to work independently, supportive, inclusive, | Nope |  |
| big picture thinker, open-ended questions, digging deeper into students, staying calm and having a poker face | \_\_\_\_ can be a little too hands off if you don't come with a plan. \_\_\_\_\_ moves a mile a minute and you need to stay on your toes to keep up. |  |
| \_\_\_\_ is experienced and willing to take the time to teach and talk through scenarios. He is supportive and willing to listen to new ideas. |  |  |
| encouraging, supportive, flexible, kind, honest |  |  |
| Positive, experienced, very supportive! |  |  |
| Both were amazing. \_\_\_\_ was great at letting me go at my own pace and made it really easy to ask questions and ask for help. \_\_\_\_ was really great at pushing me and challenging me, and explaining the interpersonal side of counseling. |  |  |

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| N = 20Items 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 | 3.15 |
| Conducted conferences about my progress with the site supervisor | 2.9 |
| Provided mentoring, such as discussing my strengths and weaknesses | 3.3 |
| Was available for consultation | 3.45 |
| Took feedback from me and the site supervisor on progress toward meeting competencies | 3.3 |
| Observed and conducted supervision during the year | 3.75 |
| Provided advisement on time-sensitive issues when my site supervisor was not available | 3.25 |
| Discussed any issues that arose with me and my site supervisor | 3.5 |
| What is your overall evaluation of your university supervisor? | 3.3 |
| Additional feedback about your university supervisor |
| Strengths | Weaknesses | Other |
| Great feedback, very responsive and available to help | A little distant. I had a lot of support from my site supervisor so I didn't need my university supervisor much, but he wasn't super engaged. | thank you \_\_\_\_!!  |
| Flexible, easy going, effective feedback/dialogue  | Being a high school career counselor, \_\_\_\_ did not have any expertise and/or support for elementary counseling. My experience with her was solely to complete evaluations. There was no competency discussion or separate communication with my Site Supervisor. In no way does any of this reflect on \_\_\_\_ personally, but I was very disappointed not to have a practicing elementary counselor with pertinent experience and advice. | Professor always gives me very useful suggestion for my teaching and counseling experience! Important to note that my site supervisor and university supervisors were in the same building! |
| Timely, encouraging | Rarely reached out to provide support. I rarely interacted with her. |  |
| Sandra was always available, willing to talk/help, stayed on target with our evaluation schedule. She was kind and easy to communicate with. | I often felt like I was burdening her with needing to schedule evaluation meetings. She seemed busy with other classes. |  |
| Seemed available when needed | Poor communication and timeliness. |  |
|  Very supportive and open to meet and observe when needed, answered email promptly  | disorganized, late responses  |  |
| Provided thoughtful, comprehensive feedback; very responsive to emails; allowed enough time to debrief after observation of clinical skills  | She has really high standards, which is great, but could be intimidating.  |  |
| Supportive and offered helpful feedback.  |  |  |
| When she got around to feedback it was mostly helpful. |  |  |
| Providing critical feedback, supportive, always available  |  |  |
| a wealth of knowledge and always down to collaborate. Tammy was always sending me articles and things that would benefit my internship.  |  |  |
| June is great about giving constructive feedback and is very supportive and willing to listen. |  |  |
| encouraging, flexible |  |  |
| Professional, good at observing, encouraging |  |  |
| Amazing, so much knowledge and stepped in as my site supervisor when David went on unexpected leave.  |  |  |

### Field Supervisor Evaluation of School Counseling Students 2020-2021

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| --- |
| N = 22Items scaled *Poorly Prepared* 1 to *Well Prepared* 4  |
| Item | Mean Score |
| Commitment to personal and professional growth | 4 |
| Commitment to his/her profession | 3.95 |
| Knowledge of and commitment to high ethical standards | 3.95 |
| Active engagement with professional organizations and activities pertinent to the profession | 3.77 |
| Commitment to supervision and feedback | 4.0 |
| Knowledge and application of individual counseling theories | 3.95 |
| Knowledge and application of group counseling theories | 3.91 |
| Knowledge and application of theories of human growth and development | 3.86 |
| Knowledge and application of assessment/appraisal processes | 3.81 |
| Knowledge and application of career/lifestyle development counseling theories | 3.68 |
| Knowledge and application of developing effective counseling relationships | 4.0 |
| Knowledge of multicultural/pluralistic characteristics of diverse cultural groups | 3.77 |
| Knowledge and application of current and emerging technological resources for counselors | 3.86 |
| Knowledge of research and program evaluation and the ability to read, critique, and utilize professional research literature | 3.72 |
| Knowledge and application of evidence based practices | 3.81 |
| **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 \_\_\_ \_\_\_\_ Maternity leave have been challenging, but Ms. \_\_\_\_ 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)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| N = 1 – Poor to 5 - Excellent | Case 1 | Case 2 | Case 3 | Case 4 |
| Understanding the operation of the total educational program in the school and her/his role in the School Improvement Plan. |  |  |  |  |
| Demonstrating professional and ethical practice. |  |  |  |  |
| Working effectively with students and families from diverse backgrounds. |  |  |  |  |
| Considering and incorporating factors related to students’ social, physical, emotional, and intellectual development into planning and counseling. |  |  |  |  |
| 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. |  |  |  |  |
| Planning and promoting programs for career and college readiness. |  |  |  |  |
| Seeking professional growth opportunities. |  |  |  |  |
| Utilizing effective communication skills. |  |  |  |  |
| Working collaboratively in teams. |  |  |  |  |
| The ability to respond to critical feedback in a professional manner. |  |  |  |  |
| Demonstrating initiative and innovation as a professional. |  |  |  |  |

Additional Comments:

|  |
| --- |
|  |
|  |
|  |

## Key Performance Indicators

|  |  |
| --- | --- |
|   | Key Performance Indicator  |
| 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 | * EDM (Ethical Decision Making) Paper
* (EDCO 6675)
* Professional Website (EDCO 6670)
 |
| 1. SOCIAL AND CULTURAL DIVERSITY
 | * School Counseling Cultural Intervention Project (EDCO 6677)
* Strengths-based Intervention Project (EDCO 6882)
 |
| 1. HUMAN GROWTH AND DEVELOPMENT
 | * Team Presentation (EDCO 6685)
* At-Risk Intervention Proposal (EDCO 6676)
 |
| 1. CAREER DEVELOPMENT
 | * My Career Journey Paper (EDCO 6679)
 |
| 1. COUNSELING AND HELPING RELATIONSHIPS
 | * Video Taped Counseling Session (EDCO 6686)
* Case Conceptualization Paper (EDCO 6686)
* Final Video Tape (EDCO 6930)
* Counseling Impression Paper (EDCO 6930)
* Final Video Tape (EDCO 6931)
 |
| 1. GROUP COUNSELING AND GROUP WORK
 | * Group Development Proposal (EDCO 6683)
* Final Recording Review (EDCO 6673)
 |
| 1. ASSESSMENT AND TESTING
 | * Psychological Construct Paper (EDCO 6674)
* Assessment Report and Presentation (EDCO 6674)

   |
| 1. RESEARCH AND PROGRAM EVALUATION
 | * Research Proposal (EDU 6675)
* Program Evaluation Paper (EDCO 6107)
 |
| Specialty: School Counseling   |    |
| 1. FOUNDATIONS
 | * The CSCP Program Manual (EDCO 6672)
* Field Trip Assignment (EDCO 6679)
* Psychological Construct Paper (EDCO 6674)
 |
| 1. CONTEXTUAL DIMENSIONS
 | * The CSCP Program Manual (EDCO 6672)
* SFC Partnership Project (EDCO 6681)
 |
| 1. PRACTICE
 | * The CSCP Presentation (EDCO 6672)
* Competency Standards (EDCO 6940)
 |

### Summative Course Assignment Rating

**Summer 2020: Comprehensive School Counseling – EDCO 6672**

|  |
| --- |
| 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 |
| 30 | 100 | 4 | 100 | 100 | 4 |
| 28 | 93 | 4 | 95 | 95 | 4 |
| 26 | 86.7 | 3 | 98 | 98 | 4 |
| 27 | 90 | 4 | 95 | 95 | 4 |
| 30 | 100 | 4 | 95 | 95 | 4 |
| 27 | 90 | 4 | 95 | 95 | 4 |
| 30 | 100 | 4 | 95 | 95 | 4 |
| 27 | 90 | 4 | 93 | 93 | 4 |
| 27 | 90 | 4 | 95 | 95 | 4 |
| 30 | 100 | 4 | 100 | 100 | 4 |
| 30 | 100 | 4 | 95 | 95 | 4 |
| 30 | 100 | 4 | 96 | 96 | 4 |
| 27 | 90 | 4 | 93 | 93 | 4 |
| 30 | 100 | 4 | 96 | 96 | 4 |
| 30 | 100 | 4 | 100 | 100 | 4 |
| 28 | 93 | 4 | 95 | 95 | 4 |
| 27 | 90 | 4 | 93 | 93 | 4 |
| 30 | 100 | 4 | 100 | 100 | 4 |
| 30 | 100 | 4 | 96 | 96 | 4 |
| 30 | 100 | 4 | 95 | 95 | 4 |
| 26 | 86.7 | 3 | 98 | 98 | 4 |
| 28 | 93 | 4 | 95 | 95 | 4 |
| 26 | 86.7 | 3 | 98 | 98 | 4 |
| 28 | 93 | 4 | 95 | 95 | 4 |
| 27 | 90 | 4 | 95 | 95 | 4 |
| 26 | 86.7 | 3 | 98 | 98 | 4 |
| 28 | 93 | 4 | 95 | 95 | 4 |
| 30 | 100 | 4 | 96 | 96 | 4 |

 **Summer 2020 – EDCO 6679 Career Counseling Practice Session – There are two sections (60100 and 60506)**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | 90 | 4 | 8 | 80 | 3 |
| 9 | 90 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 9 | 90 | 4 | 10 | 100 | 4 |
| 9 | 90 | 4 | 10 | 100 | 4 |
| 9.5 | 95 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 9.5 | 95 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 8 | 80 | 4 |
| 8.5 | 85 | 3 | 10 | 100 | 4 |
| 9 | 90 | 4 | 10 | 100 | 4 |
| 9 | 90 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 9 | 90 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 8.5 | 85 | 3 | 10 | 100 | 4 |
| 9.5 | 95 | 4 | 10 | 100 | 4 |
| 8 | 80 | 3 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 |
| 9 | 90 | 4 | 10 | 100 | 4 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Summer 2020 – EDCO 6681 – Include genogram and final project**

|  |
| --- |
| EDCO 6681 School Family Community Partnerships |
| Genogram 25 points possible | % | Summative |
| 23 | 92 | 4 |
| 20 | 80 | 3 |
| 23 | 92 | 4 |
| 24 | 96 | 4 |
| 24 | 96 | 4 |
| 20 | 80 | 3 |
| 25 | 100 | 4 |
| 23 | 92 | 4 |
| 24 | 96 | 4 |
| 25 | 100 | 4 |
| 22 | 88 | 3 |
| 25 | 100 | 4 |
| 23 | 92 | 4 |
| 25 | 100 | 4 |
| 23 | 92 | 4 |
| 23 | 92 | 4 |
| 22 | 88 | 3 |
| 25 | 100 | 4 |
| 23 | 92 | 4 |
| 23 | 92 | 4 |
| 22 | 88 | 3 |
| 22 | 88 | 3 |
| 23 | 92 | 4 |
| 24 | 96 | 4 |

**Autumn 2020 – EDCO 6600**

|  |
| --- |
| EDCO 6600: Introduction to Systems Theory |
| Metaphor (10 points) | % | Summative Course Assignment Rating | “Paper” 25 points possible | % | Summative Course Assignment Rating |
| 10 | 100 | 4 | 24 | 96 | 4 |
| 10 | 100 | 4 | 24 | 96 | 4 |
| 10 | 100 | 4 | 19 | 76 | 3 |
| 10 | 100 | 4 | 24 | 96 | 4 |
| 10 | 100 | 4 | 24 | 96 | 4 |
| 10 | 100 | 4 | 24.5 | 98 | 4 |
| 10 | 100 | 4 | 23.5 | 94 | 4 |
| 10 | 100 | 4 | 24 | 96 | 4 |
| 10 | 100 | 4 | 24.5 | 98 | 4 |
| 10 | 100 | 4 | 25 | 100 | 4 |
| 10 | 100 | 4 |  |  |  |
| 10 | 100 | 4 | 22.5 | 90 | 4 |
| 10 | 100 | 4 | 19 | 76 | 2 |
| 10 | 100 | 4 | 24 | 96 | 4 |
| 10 | 100 | 4 | 24 | 96 | 4 |
| 10 | 100 | 4 | 22 | 88 | 3 |
| 10 | 100 | 4 | 19 | 76 | 2 |
| 10 | 100 | 4 | 22 | 88 | 3 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Autumn 2020 – EDCO 6670 (Updated July 2021)**

|  |
| --- |
| EDCO 6670 Introduction to School Counseling |
| Professional Website (30 points possible) | % | Summative |
| 30 | 100 |  |
| 29.4 | 98 |  |
| 29.4 | 98 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 27 | 90 |  |
| 30 | 100 |  |
| 29.4 | 98 |  |
| 29.4 | 98 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
| 30 | 100 |  |
|  |  |  |
|  |  |  |

**Autumn 2020 – EDCO 6676 – Psychological First Aid, At Risk Proposal, Reflection Paper**

|  |
| --- |
| 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 |  | 19.5 | 97.5 |  | 10 | 100 |  |
| 15 | 100 |  | 20 | 100 |  | 10 | 100 |  |
| 14 | 93 |  | 18.5 | 92.5 |  | 10 | 100 |  |
| 15 | 100 |  | 19.5 | 97.5 |  | 8 | 80 |  |
| 15 | 100 |  | 20 | 100 |  | 10 | 100 |  |
| 15 | 100 |  | 19.5 | 97.5 |  | 10 | 100 |  |
| 15 | 100 |  | 20 | 100 |  | 10 | 100 |  |
| 15 | 100 |  | 19.5 | 97.5 |  | 10 | 100 |  |
| 15 | 100 |  | 19.5 | 97.5 |  | 10 | 100 |  |
| 15 | 100 |  | 20 | 100 |  | 10 | 100 |  |
| 15 | 100 |  | 20 | 100 |  | 10 | 100 |  |
| 15 | 100 |  | 17 | 85 |  | 10 | 100 |  |
| 15 | 100 |  | 19.5 | 97.5 |  | 10 | 100 |  |
| 15 | 100 |  | 20 | 100 |  | 10 | 100 |  |
| 15 | 100 |  | 18.5 | 92.5 |  | 10 | 100 |  |
| 15 | 100 |  | 18 | 90 |  | 10 | 100 |  |
| 15 | 100 |  | 16.5 | 92.5 |  | 10 | 100 |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Autumn 2020 – EDCO 6683 Group Counseling Theory (Previously 6673)**

|  |
| --- |
| EDCO 6683: Group Counseling Practicum |
| Proposal of your own group counseling program 40 points possible | % | Summative Course Assignment Rating | Journal 10 points possible | % | Summative Course Assignment Rating |
| 34 | 85 | 3 | 40 | 100 | 4 |
| 40 | 100 | 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 |
| 38 | 95 | 4 | 40 | 100 | 4 |
| 35 | 87.5 | 4 | 40 | 100 | 4 |
| 38 | 97.5 | 4 | 40 | 100 | 4 |
| 38 | 97.5 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 38 | 97.5 | 4 | 40 | 100 | 4 |
| 38 | 97.5 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 38 | 97.5 | 4 | 40 | 100 | 4 |
| 39 | 97.5 | 4 | 40 | 100 | 4 |
| 37 | 92.5 | 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 |
|  |  |  |  |  |  |

**Autumn 2020 – EDCO 6685 Counseling Theory**

|  |
| --- |
| EDCO 6685 Counseling Theory |
| Theory Grid 130 points possible | % | Summative |
| 130 | 100 | 4 |
| 127 | 97.7 | 4 |
| 127 | 97.7 | 4 |
| 130 | 100 | 4 |
| 130 | 100 | 4 |
| 130 | 100 | 4 |
| 129 | 99 | 4 |
| 130 | 100 | 4 |
| 130 | 100 | 4 |
| 130 | 100 | 4 |
| 123 | 94.6 | 4 |
| 130 | 100 | 4 |
| 130 | 100 | 4 |
| 130 | 100 | 4 |
| 130 | 100 | 4 |
| 126 | 97 | 4 |
|  |  |  |

**Autumn 2020 – EDCO 6686 Counseling Skills (Updated July 2021)**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |
| 26.3 | 87 | 3 | 19 | 95 | 4 | 20 | 100 | 4 |
| 27.6 | 92 | 4 | 19 | 95 | 4 | 20 | 100 | 4 |
| 27.4 | 91 | 4 | 18.5 | 92.5 | 4 | 20 | 100 | 4 |
| 26.6 | 88 | 3 | 18.5 | 92.5 | 4 | 20 | 100 | 4 |
| 29.3 | 97 | 4 | 18.5 | 92.5 | 4 | 20 | 100 | 4 |
| 28.2 | 94 | 4 | 18 | 90 | 4 | 20 | 100 | 4 |
| 28.3 | 94 | 4 | 18 | 90 | 4 | 20 | 100 | 4 |
| 27.1 | 90 | 4 | 16.5 | 82.5 | 3 | 20 | 100 | 4 |
| 28.5 | 95 | 4 | 20 | 100 | 4 | 20 | 100 | 4 |
| 29.2 | 97 | 4 | 19 | 95 | 4 | 20 | 100 | 4 |
| 25.6 | 85 | 3 | 18 | 90 | 4 | 20 | 100 | 4 |
| 26.3 | 87 | 3 | 17 | 85 | 3 | 20 | 100 | 4 |
| 29.4 | 98 | 4 | 19 | 95 | 4 | 20 | 100 | 4 |
| 26.6 | 88 | 3 | 18.5 | 92.5 | 4 | 20 | 100 | 4 |
| 29.3 | 97 | 4 | 18.5 | 92.5 | 4 | 20 | 100 | 4 |
| 26.9 | 89 | 3 | 16.5 | 82.5 | 3 | 20 | 100 | 4 |
| 27.5 | 91 | 4 | 19 | 95 | 4 | 20 | 100 | 4 |
| 27.1 | 90 | 4 | 18 | 90 | 4 | 20 | 100 | 4 |
| 26.9 | 89 | 3 | 19.5 | 97.5 | 4 | 20 | 100 | 4 |
|  |  |  |  |  |  |  |  |  |

**Autumn 2020 – EDCO 6901– Case Study (updated July 2021)**

|  |
| --- |
| EDCO 6901 |
| Case Study 1 (10 Points possible) | % | Summative Course Assignment Rating | Case Study 2 (10 Points possible) | % | Summative Course Assignment Rating | Case Study 3 (10 Points possible) | % | Summative Course Assignment Rating | Disorders in Childhood and Adolescents (25 points possible) | % | Summative Course Assignment Rating |
| 6.5 | 65 | 4 | 4.5 | 45 | 4 | 5 | 50 | 0 | 18 | 72 | 2 |
| 9.5 | 95 | 4 | 8.5 | 85 | 3 | 9.5 | 95 | 4 | 24 | 96 | 4 |
| 9 | 90 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 24 | 96 | 4 |
| 9 | 90 | 4 | 8 | 80 | 3 | 8.5 | 85 | 3 | 22 | 88 | 3 |
| 9.5 | 95 | 4 | 10 | 100 | 4 | 9.5 | 95 | 4 | 17 | 68 | 1 |
| 9 | 90 | 4 | 10 | 100 | 4 | 8 | 80 | 3 | 23 | 92 | 4 |
| 9 | 90 | 4 | 9 | 90 | 4 | 9 | 90 | 4 | 23 | 92 | 4 |
| 9 | 90 | 4 | 7.5 | 75 | 2 | 9.5 | 95 | 4 | 23 | 92 | 4 |
| 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 22 | 88 | 3 |
| 9.5 | 95 | 4 | 10 | 100 | 4 | 8.5 | 85 | 3 | 22 | 88 | 3 |
| 8 | 80 | 3 | 8.5 | 85 | 3 | 7 | 70 | 2 | 23 | 92 | 4 |
| 5.5 | 55 | 0 | 4.5 | 45 | 0 | 8.5 | 85 | 3 | 21 | 84 | 3 |
| 10 | 100 | 4 | 10 | 100 | 4 | 9 | 90 | 4 | 24 | 96 | 4 |

**Winter 2021 – EDCO 6680 Research Paper and Section 504 Plan (Part 1 and Part 2)**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |
| 43 | 86 | 3 | 37 | 92.5 | 4 | 30 | 100 | 4 |
| 47 | 94 | 4 | 39 | 97.5 | 4 | 30 | 100 | 4 |
| 50 | 100 | 4 | 38 | 95 | 4 | 29 | 97 | 4 |
| 50 | 100 | 4 | 36 | 90 | 4 | 29 | 97 | 4 |
| 50 | 100 | 4 | 35 | 87.5 | 3 | 29 | 97 | 4 |
| 50 | 100 | 4 | 38 | 95 | 4 | 29 | 97 | 4 |
| 50 | 100 | 4 | 36 | 90 | 4 | 28 | 93 | 4 |
| 48 | 96 | 4 | 37 | 92.5 | 4 | 27 | 90 | 4 |
| 42 | 84 | 3 | 34 | 85 | 3 | 29 | 97 | 4 |
| 50 | 100 | 4 | 38 | 95 | 4 | 30 | 100 | 4 |
| 49 | 98 | 4 | 38 | 95 | 4 | 29 | 97 | 4 |
| 48 | 96 | 4 | 37 | 92.5 | 4 | 29 | 97 | 4 |
| 47 | 94 | 4 | 38 | 95 | 4 | 27 | 90 | 4 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 49 | 98 | 4 | 38 | 95 | 4 | 28 | 93 | 4 |
| 49 | 98 | 4 | 38 | 95 | 4 | 27 | 90 | 4 |
| 49 | 98 | 4 | 39 | 97.5 | 4 | 28 | 93 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 | 29 | 97 | 4 |
| 49 | 98 | 4 | 39 | 97.5 | 4 | 27 | 90 | 4 |
| 50 | 100 | 4 | 38 | 95 | 4 | 29 | 97 | 4 |
| 48 | 96 | 4 | 38 | 95 | 4 | 30 | 100 | 4 |
| 50 | 100 | 4 | 38 | 95 | 4 | 29 | 97 | 4 |
| 50 | 100 | 4 | 38 | 95 | 4 | 28 | 93 | 4 |

**Winter 2021 – EDCO 6882**

|  |
| --- |
| 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 |
| 8.5 | 85 | 3 | 17.5 | 87.5 | 3 |
| 10 | 100 | 4 | 19 | 95 | 4 |
| 9 | 90 | 4 | 19.5 | 97.5 | 4 |
| 9 | 90 | 4 | 19.5 | 97.5 | 4 |
| 8.5 | 85 | 3 | 17.5 | 87.5 | 3 |
| 10 | 100 | 4 | 19 | 95 | 4 |
| 10 | 100 | 4 | 18 | 90 | 4 |
| 10 | 100 | 4 | 19 | 95 | 4 |
| 10 | 100 | 4 | 18 | 90 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 9 | 90 | 4 | 19.5 | 97.5 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 20 | 100 | 4 |
| 10 | 100 | 4 | 19 | 95 | 4 |
| 9 | 90 | 4 | 19.5 | 97.5 | 4 |
| 10 | 100 | 4 | 19 | 95 | 4 |
| 8.5 | 85 | 3 | 17.5 | 87.5 | 3 |
| 10 | 100 | 4 | 18 | 90 | 4 |
| 10 | 100 | 4 | 18 | 90 | 4 |
| 10 | 100 | 4 | 18 | 90 | 4 |
| 8.5 | 85 | 3 | 17.5 | 87.5 | 3 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Winter 2021 – EDCO 6931 Topics: Individual Counseling Practicum I (Updated July 2021)**

|  |  |  |  |
| --- | --- | --- | --- |
| EDCO 6931: 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 |
| 40 | 89 | 3 | 41 | 91 | 4 | 19 | 95 | 4 |
| 43 | 95 | 4 | 43 | 95 | 4 | 20 | 100 | 4 |
| 40 | 89 | 3 | 39 | 87 | 3 | 19 | 95 | 4 |
| 42 | 93 | 4 | 44 | 98 | 4 | 19 | 95 | 4 |
| 42.5 | 94 | 4 | 41 | 91 | 4 | 19 | 95 | 4 |
| 40 | 89 | 3 | 45 | 100 | 4 | 18 | 90 | 4 |
| 42.5 | 94 | 4 | 45 | 100 | 4 | 18 | 90 | 4 |
| 42 | 93 | 4 | 44 | 98 | 4 | 20 | 100 | 4 |
| 40.25 | 89 | 3 | 45 | 100 | 4 | 18 | 90 | 4 |
| 40 | 89 | 3 | 42 | 93 | 4 | 18 | 90 | 4 |
| 40.5 | 90 | 4 | 45 | 100 | 4 | 17 | 85 | 3 |
| 42.5 | 94 | 4 | 44 | 98 | 4 | 20 | 100 | 4 |
| 41.5 | 92 | 4 | 42 | 93 | 4 | 20 | 100 | 4 |
| 43 | 95 | 4 | 45 | 100 | 4 | 20 | 100 | 4 |
| 39 | 87 | 3 | 41 | 91 | 4 | 17 | 85 | 3 |
| 40.5 | 90 | 4 | 45 | 100 | 4 | 19 | 95 | 4 |
| 41.5 | 92 | 4 | 43 | 95 | 4 | 18 | 90 | 4 |
| 39 | 87 | 3 | 44 | 98 | 4 | 18 | 90 | 4 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Winter 2021 – EDCO 6903 Family Systems Theory and Consultation**

|  |
| --- |
| EDCO 6903- Family Systems Theory and Consultation |
| Family Therapy Theory Presentation (20 points possible) | % | Summative Course Assignment Rating | Family History Project (20 pts poss) | % | Summative Course Assignment Rating |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
| 20 | 100 | 4 | 20 | 100 | 4 |
|  |  |  |  |  |  |

**Spring 2021- 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 (27 points possible) | % | Summative | Classroom Guidance Delivery (100 points possible) | % | Summative |
| 8.7 | 87 | 3 | 24 | 89 | 3 | 97 | 97 | 4 |
| 10 | 100 | 4 | 24 | 89 | 3 | 100 | 100 | 4 |
| 9.2 | 92 | 4 | 25 | 92.5 | 4 | 94 | 94 | 4 |
| 10 | 100 | 4 | 24 | 89 | 3 | 97 | 97 | 4 |
| 9.2 | 92 | 4 | 26 | 96 | 4 | 88.8 | 88.8 | 3 |
| 9.2 | 92 | 4 | 25 | 92.5 | 4 | 88.8 | 88.8 | 3 |
| 9.6 | 96 | 4 | 26.5 | 98 | 4 | 91.6 | 91.6 | 4 |
| 9.6 | 96 | 4 | 26 | 96 | 4 | 100 | 100 | 4 |
| 8 | 80 | 3 | 23 | 85 | 3 | 80 | 80 | 3 |
| 9.2 | 92 | 4 | 24 | 89 | 3 | 86 | 86 | 3 |
| 9.6 | 96 | 4 | 26.5 | 98 | 4 | 92 | 92 | 4 |
| 10 | 100 | 4 | 26 | 96 | 4 | 91.6 | 91.6 | 4 |
| 10 | 100 | 4 | 25.5 | 94 | 4 | 97 | 97 | 4 |
| 9.6 | 96 | 4 | 24.5 | 90.1 | 4 | 92 | 92 | 4 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Spring 2021 – EDCO 6674 Introduction to Psychoeducational Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Psychological Construct Paper 20 points possible | % | Summative Course Assignment Rating | Assessment Report (20 points) | % | Summative Course Assignment Rating |
| 18 | 90 | 4 | 19 | 95 | 4 |
| 19.6 | 98 | 4 | 19 | 95 | 4 |
| 17.6 | 88 | 3 | 20 | 100 | 4 |
| 18.4 | 92 | 4 | 20 | 100 | 4 |
| 16 | 80 | 3 | 19 | 95 | 4 |
| 19.6 | 98 | 4 | 19 | 95 | 4 |
| 19.6 | 98 | 4 | 20 | 100 | 4 |
| 18.8 | 94 | 4 | 20 | 100 | 4 |
| 17.6 | 88 | 3 | 20 | 100 | 4 |
| 18.4 | 92 | 4 | 20 | 100 | 4 |
| 19.6 | 98 | 4 | 20 | 100 | 4 |
| 16 | 80 | 3 | 20 | 100 | 4 |
| 17.6 | 88 | 3 | 20 | 100 | 4 |
| 17.6 | 88 | 3 | 20 | 100 | 4 |
| 18.8 | 94 | 4 | 19 | 95 | 4 |
| 16.8 | 84 | 3 | 20 | 100 | 4 |
| 16 | 80 | 3 | 20 | 100 | 4 |
|  |  |  |  |  |  |

**Spring 2021 – EDCO 6677**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cultural Identity Development Paper 25 points possible | % | Summative | School Counseling Cultural Intervention Project (25 points) | % | Summative |
| 17 | 68 | 2 | 22 | 88 | 3 |
| 25 | 100 | 4 | 22 | 88 | 3 |
| 21 | 84 | 3 | 22 | 88 | 3 |
| 15 | 60 | 2 | 25 | 100 | 4 |
| 25 | 100 | 4 | 22 | 88 | 3 |
| 21 | 84 | 3 | 23 | 92 | 4 |
| 23 | 92 | 4 | 25 | 100 | 4 |
| 23 | 92 | 4 | 25 | 100 | 4 |
| 25 | 100 | 4 | 22 | 88 | 3 |
| 25 | 100 | 4 | 23 | 92 | 4 |
| 25 | 100 | 4 | 25 | 100 | 4 |
| 20 | 80 | 3 | 22 | 88 | 3 |
| 25 | 100 | 4 | 23 | 92 | 4 |
| 21 | 84 | 3 | 25 | 100 | 4 |
| 23 | 92 | 4 | 23 | 92 | 4 |
| 19 | 76 | 3 | 22 | 88 | 3 |
| 22 | 88 | 4 | 23 | 92 | 4 |
|  |  |  |  |  |  |

**Spring 2021**

**EDCO 6931 Topics: Individual Counseling Practicum II – Include only Personal Theory Paper. *We didn’t require the final tape review due to COVID19.***

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| EDCO 6931: Individual Counseling Practicum II |
| Personal Theory Paper (Student Presentation on Special Topic) 20 points possible | % | Summative Course Assignment Rating | Tape for Final Review 45 points possible | % | Summative Course Assignment Rating |
| 20 | 100 | 4 | 38 | 84 | 3 |
| 19 | 95 | 4 | 43 | 95 | 4 |
| 19 | 95 | 4 | 41 | 91 | 4 |
| 20 | 100 | 4 | 42 | 93 | 4 |
| 19 | 95 | 4 | 44 | 98 | 4 |
| 20 | 100 | 4 | 44 | 98 | 4 |
| 19 | 95 | 4 | 42 | 93 | 4 |
| 20 | 100 | 4 | 45 | 100 | 4 |
| 19 | 95 | 4 | 43 | 95 | 4 |
| 20 | 100 | 4 | 40 | 89 | 3 |
| 20 | 100 | 4 | 41 | 91 | 4 |
| 20 | 100 | 4 | 44 | 98 | 4 |
| 18 | 90 | 4 | 43 | 95 | 4 |
| 20 | 100 | 4 | 40 | 89 | 3 |
| 19 | 95 | 4 | 39 | 86 | 3 |
| 20 | 100 | 4 | 44 | 98 | 4 |
| 19 | 95 | 4 | 42 | 93 | 4 |
| 20 | 100 | 4 | 43 | 95 | 4 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Spring 2021 – 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 | 40 | 100 | 4 |
| 50 | 100 | 4 | 32 | 80 | 3 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
| 50 | 100 | 4 | 40 | 100 | 4 |
|  |  |  |  |  |  |

**Spring 2021 – 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 2020/Winter 2021/Spring 2021 – EDCO 6940 Internship: Professional Growth Plan found in Spring 2021**

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| --- |
| EDCO 6940 School Counseling Internship  |
|  | Professional Growth Plan 20 pt possible*(In spring quarter only)* | % | Summative Course Assignment Rating | Fall Competency Standard Form 30 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 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 18 | 90 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 19 | 95 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 19 | 95 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 19 | 95 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 19 | 95 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 18 | 90 | 4 | 9 | 90 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  | 20 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 | 10 | 100 | 4 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

### Applicants

(2020-2021 applicants to start in Autumn 2021). 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

*Including recommendations for program modifications and any other substantial program changes*.

1. In response to the Program Assessment Plan and Report for 2019-2020, the School Counseling PEAB offered the following three recommendations for program modification:
	1. Based on the End of Program Survey where 23 students were eligible to provide responses to the survey items, only 11 students completed the survey. The PEAB recommendation would be for faculty to consider this data and develop a strategy to achieve a higher number of students complete this assessment.
	2. Based on the feedback received by students in the End of Program Survey, the lowest score of the assessed items was ‘SPU’s Christian faith commitment was evident throughout the program’. The PEAB recommendation would be for faculty to thoughtfully and prayerfully consider and articulate the programs current practices that would be considered (by students, faculty, Christian faith community and like-minded institutions) as an evidentiary commitment to the Christian faith throughout the program; and where feedback from these entities provides new insight, awareness and practices, these learnings would be processed among the faculty and shared with the PEAB. The PEAB would request that during the Winter 2022 PEAB meeting, the articulated findings of this investigation would be made an agenda item for discussion.
	3. Based on the student Completer Survey, there were 24 eligible participants with 13 students completing the survey. The PEAB recommendation would be for faculty to consider this data and develop a strategy to achieve a higher number of students complete this assessment.
2. **List the Program Strengths** (please list 3-5):
	1. A strong, experienced, and diverse program faculty who bring both years of experience as counselor educators and current knowledge of best practices in school counseling.
	2. A strong group of adjunct faculty members who bring to the program decade of real-life experience as school counselors.
	3. A comprehensive network of school counselors who can provide both internship and practicum sites and supervision for SPU school counseling students.
	4. A student cohort model that provides both support and challenge withing the cohort and which provides the benefit of a group learning experience in almost all the courses.
	5. A long history of training school counselors to staff school counseling programs in the western Washington and Seattle areas.
3. **Professional Educator Advisory Board Recommendations (if n/a, then skip to item #4)**

The following are the recommendations from the PEAB:

* 1. Align the PEAB Site Visit questions to the End-of-Program survey items in order to create a cohesive method of tracking student input throughout the program. These questions will be asked of all three cohorts (1st year, 2nd year, and 3rd year students).
	2. Develop a plan for integrating further preparation of students in the standards dealing with preparation to work with diverse students and parents. The goal is to increase the score of “Preparation to work with diverse students and parents” that appears on the End of Program and Completer Surveys.

## Chair and Faculty Response with Recommendations

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** |
| 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. |