

# SCHOOL COUNSELING

## School of Education: Seattle Pacific University

### Program Assessment Plan and Report for 2015-2016

Conceptual Framework.....	2
Vision Statement.....	2
Mission Statement.....	2
Four Commitments .....	2
School Counseling.....	3
Alignment of School Counseling Program to Conceptual Framework.....	3
Philosophy of the School Counseling Program .....	4
Program Standards .....	4
CACREP Standards.....	5
Assessments.....	12
Competency Standards Internship Evaluation.....	12
Electronic Portfolio .....	12
Comprehensive Exams.....	12
End-of-Program Survey.....	13
Completer Survey.....	13
Follow-Up Survey .....	13
Timetable .....	14
Results.....	15
Completers.....	15
Summary of Program Statistics.....	15
Competency Standard Internship Evaluation .....	15
Electronic Portfolio .....	17
Comprehensive Exams.....	17
Initial Employment Survey .....	18
End of Program Survey.....	18
Completer Survey.....	23
Professional Educator Advisory Board Recommendations.....	25
Chair and Faculty Response with Recommendations.....	25

# Conceptual Framework

## Vision Statement

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

## Mission Statement

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

## Four Commitments

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

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

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

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

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

# School Counseling

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

## Alignment of School Counseling Program to Conceptual Framework

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

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

School counselors

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

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

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

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

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

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

## Philosophy of the School Counseling Program

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

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

## Program Standards

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

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

2. Student Learning and Assessment: Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington State learning requirements to support student learning. They work effectively with other educators to monitor and improve student success. The school counselor demonstrates knowledge of:

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

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

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

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

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

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

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

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

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

(Program standards are adapted from Professional Educator Standards Board, Standard 5 - School Counselor Program Approval Standards established in WAC 181-78A-220 <http://program.pesb.wa.gov/standards> )

## CACREP Standards

### SECTION II PROFESSIONAL IDENTITY: KNOWLEDGE

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 work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

### **FOUNDATIONS**

#### **A. Knowledge**

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

#### B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

### COUNSELING, PREVENTION, AND INTERVENTION

#### C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

#### D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of  
(a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

### DIVERSITY AND ADVOCACY

#### E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

#### F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

### ASSESSMENT

#### G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

#### H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

### RESEARCH AND EVALUATION

#### I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

#### J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

#### ACADEMIC DEVELOPMENT

##### K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

##### L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

#### COLLABORATION AND CONSULTATION

##### M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

##### N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

## LEADERSHIP

### O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

### P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

## Assessments

### Competency Standards Internship Evaluation

The Competency Standard Internship Evaluation consists of 20 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.

### Electronic Portfolio

Students develop a website as a repository for assignments completed through coursework at the beginning of the program. Assignments, such as *Multicultural Presentation*, *Ethical Decision Making Model*, and *Observation Paper*, are aligned with program standards and developed in specific classes. For each standard, there is an identified course and assignment. Program faculty rate each portfolio entry before candidates begin internship, 4-Highly Competent, 3-Competent, 2-Approaching Competence, 1-Needs Improvement, or 0-Unavailable to Rate.

### Comprehensive Exams

Comprehensive exams are completed by candidates near the conclusion of the program. Exams are scored by program faculty, covering six open-ended items aligned with 1) Knowledge and Understanding or Content, 2) Examples Given to Support Responses 3) Authorities, Research Cited, 4) Logical and Coherent Arguments, 5) Quality of Writing, Vocabulary, Essay Organization, Punctuation, and 6) Demonstrated Ability to Analyze and Synthesize Information. Items are scored 5-Excellent to 1-Poor.

## End-of-Program Survey

The End-of-Program Survey includes 10 items surveying candidate perceptions of program features and counseling knowledge and skill, such as effectiveness of adjuncts, multiculturalism, and family advocacy. Items are scaled 1-Strongly disagree to 5-Strongly agree. There are four open-ended questions inviting feedback from completers on scaled items, program strengths, recommendations, and other comments. Additional items ask about program administration and these are rated 1-Poor to 5-Excellent.

## Completer Survey

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

## Candidate Evaluation of Site Supervisor and University Supervisor

**New for 2018**

## Follow-Up Survey

The Follow-Up Survey is deployed mid-winter, to completers three years after graduation. The Follow-Up survey consists mostly of open ended items, and items asking about employment and induction.

## Timetable

<i>Stage and Date</i>	<i>Information</i>	<i>Collection</i>
Selection: up to April 1	Dispositions Cultural competence Knowledge of profession Letters of recommendation Interview Writing sample	Graduate Admissions Selection committee
Each Quarter	Review of student performance at meetings GPA	Program faculty Graduate programs manager
Program End	Comprehensive exams End-of-Program Survey Candidate Evaluation of Supervisors Initial Employment Survey	Graduate programs manager Director of Assessment Program Chair
First Year: December	Completer Survey	Director of Assessment

## Results

### Completers

N	Female	Male	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
16	15	1			1	1	1	12	

### Summary of Program Statistics

	2016-2015	2015-2014
Number of Graduates	16	17
Credentialing examinations pass rate	100%	100%
Program Completion Rate	94%	100%
Job Placement	100%	82%

### Competency Standard Internship Evaluation

N = 8

	Frequency Distribution				
<i>1 - Not met to 3 - Met</i>	1	1.5	2	2.5	3
Design and lead a comprehensive school counseling program aligned with the mission of the school.			1		7
Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes.		1	2		5
Use data to inform decision-making and demonstrate accountability.				1	6
Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program.					8
Select appropriate assessment strategies to evaluate student progress.			2		6
Consult with educators and parents/guardians to support student learning needs.			1		7
Assess the barriers that impede students' academic development and develop plans to address these barriers.			1		7
Conduct programs to enhance student development and prepare students for a range of post-secondary options.			2	1	4
Establish an environment of respect and rapport in order to serve the needs of all students					8
Respond effectively and lead others through crisis and disruption of the learning environment				1	7
Conduct individual and group counseling to meet identified student needs					8
Plan, lead and assess guidance programs to promote student development and future planning			1	1	6
Implement procedures for the assessment and management of high risk behaviors			4		4
Provide culturally relevant counseling, instruction, and communication			1		7

Collaborate with educators to address the academic language needs of students			1		6
Advocate for school policies, programs, services that are equitable, responsive, and prevent harassment and marginalizing behaviors			1		7
Engage in positive and productive relationships with colleagues, students, parents/guardians, and community partners					8
Assess and articulate school-wide needs and safety concerns			1		7
Advocate for school policies, programs, and services that enhance a positive school climate			1	1	6
Participates on teams to address school-wide needs and prepare for disasters or crises			1		7
8 = pass, 0 = fail					

## Electronic Portfolio

N = 14

1 – Needs improvement to 4 – Highly competent					
Program Standard Content	Course	Evidence	M	Max	Min
5.A. School Counseling Program	EDCO 6672: K-12 Comprehensive School Counseling	Group Presentation	3.71	4	3
5.B. Student Learning and Assessment	EDCO 6674: Assessment	Psych report critique	3.50	4	3
5.C. Counseling Theories and Techniques	EDCO 6931: Counseling Theory & Skills	Counseling Theory Spreadsheet	4.00	4	4
5.D. Equity, Advocacy, and Diversity	EDCO 6677: Multicultural Counseling	Multicultural Presentation	4.00	4	4
5.E. School Climate & Collaboration	EDCO 6670: Introduction to School Counseling	Observation Paper	3.86	4	3
5.F. Professional Identity and Ethical Practice	EDCO 6675: Legal & Ethical	Ethical Decision Making Model	3.71	4	3
14 = pass, 0 = fail					

## Comprehensive Exams

N = 36

1-Poor to 5-Excellent						
	Knowledge and Understanding or Content	Examples Given to Support Responses	Authorities, Research Cited	Logical and Coherent Arguments	Quality of Writing, Vocabulary, Essay Organization, Punctuation	Demonstrated Ability to Analyze and Synthesize Information
Average	3.72	3.44	3.33	3.64	3.50	3.64
Max	5	5	5	5	5	5
Min	2	2	2	2	2	2
33 = pass, 3 = fail and required rewrite						

## Initial Employment Survey

		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
16	16				1	15

## End of Program Survey

N = 11

1-Strongly disagree to 5-Strongly agree	M
EDCO (school counseling) core courses are useful/relevant to my professional development.	4.64
EDU foundations classes are useful/relevant to my professional development.	3.45
The full-time (Drs. Edwards, Hyun) school counseling faculty were effective educators.	4.18
The part-time (Adjunct) school counseling faculty were effective educators.	3.82
I was prepared to facilitate a comprehensive school counseling program.	4.55
The spiritual distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.91
The multiculturalism distinctive of the program was integrated into the whole program (courses, practicum, internship).	4.18
The family advocacy distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.82
The child development distinctive of the program was integrated into the whole program (courses, practicum, internship).	4.09
I was well supervised in my practicum and internship experiences by my SITE Supervisor (school counselor on site).	4.55

1-Poor to 5-Excellent	M
Application process and requirements	4.36
Student financial services such as financial aid	3.90
Admission and orientation to the program	4.73
Advisement across the program	3.82
Course registration	4.36
Communication of graduation requirements	3.91
Certification paperwork and requirements	2.91
Job placement activities like resume and job fair	3.36
General campus facilities such as classrooms	4.36
Computer information services such as email and Blackboard	4.18

Library resources such as access to books and periodicals	4.36
Program quality	4.45
Preparation to work with diverse students and parents	4.36

1-Not at all to 5-Absolutely	M
Would you recommend this program to a colleague?	4.45

<b>Open ended comments</b>
Having one professor (Dr. So-an-so) teach the majority of the classes made learning much more difficult. Her lack of experience in the actual field becomes a barrier the more she is the only one teaching. Site supervisors were very helpful, though directions from the University were not.
My opinion on classes: Classes that should be a full quarter rather than the quick summer quarter: SPED, Legal/Ethical Classes that should be done over summer quarter: Ed block classes, K-12 comprehensive

Strengths of the Program	Recommendations for the Program	Other Comments
Cohort Model	More diversity in teaching. More role-playing with situations and less student presentations on random topics. The program lacks heavily on what is actually done in the schools. Professors should not expect site supervisor's to know what counts under which standards. There should be more clear examples provided. Practicum is structured well, however internship is not. Lack of clear guidelines resulted in less experiences.	Classroom Management should be done same quarter as group counseling. Special Education is too intense for summer quarter, however k-12 would easily make a better summer class. Internship class should focus more on what you are doing in internship and less on random student presentations.
I greatly appreciate how the program uses a theoretical foundation, and utilizes your strengths so you feel prepared to create a school counseling program that you will confident in implementing. I also thought all of the counseling foundation classes were excellent in preparing us for practicum and internship. I feel very prepared to enter the field as a professional.	I feel that some of the classes were not placed well within the program plan. For example, I found the Group Counseling course to be very challenging because we were learning how to run a small group, while also doing so, which is not a very effective way to learn. We were also only critiqued during once as our final for the course, and did not receive feedback throughout our 6-week groups, which was challenging. Also, Legal and Ethical and Special Education are both classes that were only offered in the summer. I felt that these classes had very dense content, and have very strong and practical	Overall, I am very happy with my program experience, and am proud to have graduated from SPU!

	<p>implications for us as future professionals, which made it extra challenging for them to be taught in such short 5-week summer quarters. I also felt that Psychoeducational Assessment could have been taught in a 5-week summer quarter, or more paired with the Special Education course in a regular 10-week quarter. Lastly, I felt that many of the EDU courses were unnecessary. Especially Education Research II, in which I did not learn anything applicable to school counseling, and it felt like an enormous waste of time, money, and resources. I felt similarly to Moral Issues in Education.</p>	
<p>Blakley Island was a highlight. This was an amazing setting and allowed the cohort to get to know one another and begin a very amazing journey. I cannot think of a better way to start a graduate program. I appreciated the counseling classes where we learned theory and practical counseling strategies. The instructors were willing to meet with students after or outside of class which was outstanding. I valued the systems thinking knowledge which continues to positively influence my work today. I also valued the motivational interviewing information and strategies that we learned from Chris.</p>	<p>June taught too many classes during our three years. There was one year where she taught all but one class and this was too much instruction from one professor. I appreciated having multiple profs in order to receive multiple viewpoints and different areas of expertise. There was also a course where we did not have an instructor until a couple hours before it began and the students felt the effect of this. It was frustrating that students knew there was no instructor and staff seemed unaware and/or unconcerned by this. I felt sorry for the instructor who was unprepared with the curriculum. Ideally it would have benefited the students to have things lined up ahead of time so the person was prepared to teach and so the students felt they and the program were valued. It would be helpful if grad students had access to the career center for advise on resume and cover letter building. I would appreciate an additional course on how to specifically support student and families in regards to drug and alcohol abuse. We briefly covered this in "At Risk" but it is such a prevalent issues in the schools that we'd benefit from an additional course.</p>	<p>Overall, I learned a lot and appreciated the information that I received because of the program structure and instructors.</p>
<p>It is clear the faculty in this program are passionate about the field and want students to be prepared and equipped with the necessary tools to be successful school counselors. The cohort model is absolutely essential and a huge benefit of this program.</p>	<p>I would like to have seen a greater range of instructors to receive diverse feedback. Communication on course and program requirements could have been clearer and delineated more regularly. Support in finding a suitable practicum and internship placement would be helpful. Providing clearer expectations in the role as an intern would be very helpful, as there was not a lot of consistency among interns/sites, especially the role the university supervisors should play.</p>	<p>No response</p>

Dedication of current professors. Connection with the larger school counseling community.	More professors and adjunct professors to get a wider range of perspective and experience.	No response
The Cohort Model	change SPED class a full quarter class more opportunity for mentorship from professors	No response
Preparation and adjunct professors	Uniformity regarding University supervisor expectations. More oversight and coaching of site supervisors.	No response
Chris was a huge strength (to me) and when he left, I feel that Cher (especially) and June both stepped up a lot to fill his void. I felt that the courses were very comprehensive not only in breadth, but also depth. I am very confident going into the counseling field.	June has a lot of knowledge, but it would have been nice to not have so many classes by her. I understand the situation was difficult since a teacher was lost during my program, and I also understand that this is in the process of being fixed. Also, Bella was an awesome adjunct because of her strong knowledge and experience base in the topics she taught. I wish more of the adjunct professors were also knowledgeable in the topics they taught. I felt like some of them were just thrown into the class. One of them was at Blakely Island with us so I felt like she was just a fellow student teaching us. This bothered me because I paid a lot of money for classes that were taught by what I perceived as classmates. I wanted to have a holistic and comprehensive learning experience brought to my by veteran professional school counselors - that knew what they were talking about. I only felt that in a little more that half my classes.	That program was great, but I think it could have been better and will be better as after they hire more professors - so long as the professors have actual counseling experience and knowledge.
Faculty who truly care about the students and our development.	I felt that there could be a stronger focus of development of counseling skills and theory - it was just enough to scratch the surface and develop basic skills, but I feel that it could have been a stronger focus. I felt that I did a lot of practice and research on my own for the sake of my own development - not required by the program.	No response
The cohort model, the classes required, the long practicum and internship, really everything. I feel very prepared to be a school counselor my first day. Also, I had a lot of experience within the program to talk about during my interviews.	I think the internship class needs to be focused on internship and not be small presentations about random subjects from our classmates. A lot of people were pretty desperate for some supervision and discussion about their internship experiences and we rarely had time to discuss. I know numerous people including myself including this feedback on the course evals from Fall and Winter and nothing changed.	Cher and June were wonderful. I think our cohort was a little strapped for support with Chris leaving, June's sabbatical, and Cher's couple of surgeries. But none of that could be avoided, and I think Cher/June did a great job trying to still be there for us. I wish, though, the university would have done a better job supporting them at that time.

<p>-availability of the professors throughout the program -rigor of courses and its application to the school counseling profession - networking opportunities and guest speakers in the profession/community -Chi Sigma Iota (CSI) counseling honor society -cohort model: staying with the same group of students throughout all 3 years</p>	<p>-change certain summer courses to be offered as quarter classes (such as SPED and legal ethical) -change course order to have certain classes be congruent when taking internship - more observation of school counselors throughout the program (similar to the requirements of intro to school counseling 20 hours of observation)</p>	<p>No response</p>
--	---	--------------------

## Completer Survey

		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
16	4					4

Items scaled *Poorly Prepared* 1 to *Well Prepared* 5 (except the last three items, scaled 1 Poor to 5 Excellent).

History, philosophy, and trends in school counseling and educational systems;	3.75
Best practices of school counseling and guidance program design and implementation;	4.00
The factors influencing student development, achievement and engagement in school;	3.50
Current Washington State learning goals, assessments, and requirements;	3.50
Group dynamics and team facilitation strategies to enable students to overcome barriers to learning;	4.00
Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	4.00
Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains;	3.75
Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems;	3.50
School and community resources to support student needs across the three domains; Research relevant to the practice of school counseling.	4.00
The cultural, ethical, economic, legal, and political issues surrounding equity and student learning;	4.00
The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students;	4.00
Ways in which educational decisions, programs, practices can be adapted to be culturally congruent and respectful of student and family differences.	4.25
Elements of safe and effective learning environments;	4.00
Effective approaches to build family and community partnerships to support student learning;	4.00
Systems change theories and models of collaboration in school settings;	4.25
The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.	3.50
Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	4.25
The school counselor's role as member of and leader in the educational community;	4.00
Ethical and legal considerations specifically related to the practice of school counseling.	4.00
Program quality	3.50
Preparation to work with diverse students and parents	3.25
Would you recommend this program to a colleague?	3.75

Program strengths	Program weaknesses
Professors care about students, Christian values, small class sizes	same professor taught too many of the classes, not enough variety of teachers, a lot of program changes throughout three years

Community/cohort, diversity, length of practicum/internship	Actual strategies for students to use. Program assumes students have skills which isn't true for those in/from trauma
Internship, practicum, course content	Need more staff support

<b>If you are working as a school counselor, which two or three factors do you believe helped you secure employment?</b>	<b>Which level best describes your school?</b>
Knowing a principal in the district, experience in the educational field	Middle School
Willingness to adapt and learn, positive, previous experience with trauma	Alternative High School
Practicing and Internship experience, the district also knew SPU was a graduate program that really prepares students to do well in the field and is well respected	High School
No response	High School

## Professional Educator Advisory Board Recommendations

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

Recommendations gathered 11/16/2016

The program chair shared information on changing course requirements in the master's program to slowly add more courses as the program seeks to meet the new CACREP accreditation standard of requiring 90 credits for the master's degree. The program will thus include coursework both for ESA certification and mental health licensure. This addition will make the program more competitive because of the high number of credits. CACREP will require this program change to be in place by the next review in 2023, so the program should have the new requirements set up by 2020. This upcoming year's entrants will be offered a package of 3 elective courses that will help them seek LMHC. The program will slowly add more courses until they reach 90 credits.

PEAB members support this plan and would like to participate in advocating for maintaining CACREP. PEAB members suggested getting WSCA involved and suggested revising assessment data collection items to gear toward school counseling rather than teacher certification.

PEAB members shared that they are impressed with the large first year cohort, and the number of students coming from out of state, the high quality of incoming students, and the number of men and students of color. PEAB members asked the how program may need to be adjusted to accommodate larger numbers in courses. Faculty responded that some courses will require two sections. CSI is also working to create a strong community and cohort focus, including matching a first-year student with a second-year student mentor.

All 16 graduates received school counseling positions in a variety of school district. In addition, more students are finding positions south of Seattle, and one out of state.

Recommendations gathered 2/22/2017

A PEAB member wondered if the committee and program administrators need to visit every cohort every year since there seems to be similar feedback across years. The program chair mentioned students are in different places growing through the program. Multiple visits connect more students with PEAB, but visits do seem to be more meaningful for 1st and 2nd year cohorts, especially since see 3rd year students attend banquet with members. PEAB proposed change for that such as prioritize seeing 1st and 2<sup>nd</sup> cohort of students or, alternatively, if it can fit in 3rd year then that may be most efficient. The program chair suggested to look at trends in feedback. Let feedback dictate frequency of visits. The committee also suggested additional connection with students through internship, or to assist with the interview process for job application.

## Chair and Faculty Response with Recommendations

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

Recommendations gathered 11/16/2016

The program chair proposed three changes to the School Counseling program, including reducing credit requirements in several courses, splitting counseling theory and skills into two courses, adding a package of elective courses, and changing practicum to 6 credits.

The rationale for these changes emerges from student program evaluations over several years. These changes were delayed until the department received CACREP re-accreditation. Site supervisors and the School Counseling PEAB noted that students feel overwhelmed by the content of some courses. They suggested the program divide courses and add new courses with title changes. In order to maintain the same number of credits required for the program,

faculty propose reducing the number of credits in practicum courses. In addition, one foundations course will be eliminated from program requirements.

The program will also add a package of three electives courses in preparation for the next CACREP accreditation visit in 2023. All CACREP programs must increase their required credits to 90 by the next accreditation visit. By adding a mental health component to the program, not only will this help the program move toward meeting the 90-credit requirement but these new courses fit specific requirements for LMHC, and will bolster students' preparation for application.

Recommendations gathered 2/22/2017

The School Counseling team is revising its system to process course-level assessment data. The program chair called CACREP programs to understand their models. For example, it is necessary to show standards in syllabi, and then addressed in assignments, then collect artifacts for program improvement. Program administrators know which CACREP standards should be included in each course. Systematic recording of rubrics for assessing course-level assignments under review. Additional considerations for revision: collecting data at end of each quarter, discuss student progress, and then report to PEAB on how those items were collected.