

SCHOOL COUNSELING

School of Education: Seattle Pacific University

Program Assessment Plan and Report for 2016-2017

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Conceptual Framework

Vision Statement

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

Mission Statement

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

Four Commitments

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

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

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

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

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

School Counseling

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

Alignment of School Counseling Program to Conceptual Framework

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

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

School counselors

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

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

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

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

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

In each of the aforementioned areas, the program emphasizes the role of research in the knowledge and evaluation of programs that will help students succeed. It is a performance-based program in that students are required to demonstrate high standards of knowledge and skills while working with faculty and students in K-12 schools throughout

their program. Students completing this program will be able to support students and teachers in achieving the Washington State learning goals.

Philosophy of the School Counseling Program

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

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

Program Standards

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

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

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

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

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

- A. Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains;

B. Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems;

C. School and community resources to support student needs across the three domains;

D. Research relevant to the practice of school counseling.

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

A. The cultural, ethical, economic, legal, and political issues surrounding equity and student learning;

B. The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students;

C. The ways in which educational decisions, programs, and practices can be adapted to be culturally congruent and respectful of student and family differences.

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

A. Elements of safe and effective learning environments;

B. Effective approaches to build family and community partnerships to support student learning;

C. Systems change theories and models of collaboration in school settings;

D. The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.

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

A. Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;

B. The school counselor's role as member of and leader in the educational community;

C. Ethical and legal considerations specifically related to the practice of school counseling.

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

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. Students must earn a 4 or 3 on each of the items aligned with the six program standards to pass. Scores of 1 or 2 require revision.

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. If four of the six items are scored 2 or lower the student fails the exam and it must be retaken.

Initial Employment Survey and Summary of Program Statistics

The Initial Employment Survey is deployed by the program chair 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, and family advocacy. 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 beginning spring quarter 2018.

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 mostly of open ended items, and items asking about employment and induction.

Summative Course Assignment Rating

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

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

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

Timetable

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

Results

Completers

N	Female	Male	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
16	14	2	1			1		14	

Competency Standard Internship Evaluation

N = 17, Scores based on Site Supervisor from Spring 2017	Mean
Design and lead a comprehensive school counseling program aligned with the mission of the school.	2.65
Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes.	2.91
Use data to inform decision-making and demonstrate accountability.	2.88
Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program.	2.94
Select appropriate assessment strategies to evaluate student progress.	2.94
Consult with educators and parents/guardians to support student learning needs.	3.00
Assess the barriers that impede students' academic development and develop plans to address these barriers.	2.97
Conduct programs to enhance student development and prepare students for a range of post-secondary options.	2.85
Establish an environment of respect and rapport in order to serve the needs of all students	3.00
Respond effectively and lead others through crisis and disruption of the learning environment	2.94
Conduct individual and group counseling to meet identified student needs	2.97
Plan, lead and assess guidance programs to promote student development and future planning	2.71
Implement procedures for the assessment and management of high risk behaviors	2.59
Provide culturally relevant counseling, instruction, and communication	2.94
Collaborate with educators to address the academic language needs of students	2.87
Advocate for policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors	2.88
Engage in positive and productive relationships with colleagues, students, parents/guardians, and community partners	2.94
Assess and articulate school-wide needs and safety concerns	2.76
Advocate for school policies, programs, and services that enhance a positive school climate	2.85
Participates on teams to address school-wide needs and prepare for disasters or crises	2.68
Maintain current knowledge and skills through professional growth planning and participation in K-12 guidance teams, professional organizations and trainings.	2.94
Reflect upon the impact of their own practice, strengths, limitations, and biases and make adjustments as needed.	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.	2.94
Articulate, model and advocate for an appropriate school counselor identity and program.	2.88

Electronic Portfolio

N = 15					
1 – Needs improvement to 4 – Highly competent					
Program Standard Content	Course	Evidence	Mean	Min	Max
5.A. School Counseling Program	EDCO 6672: K-12 Comprehensive School Counseling	Group Presentation	3.73	3	4
5.B. Student Learning and Assessment	EDCO 6674: Assessment	Psych report critique	3.53	2	4
5.C. Counseling Theories and Techniques	EDCO 6931: Counseling Theory & Skills	Counseling Theory Spreadsheet	3.71	3	4
5.D. Equity, Advocacy, and Diversity	EDCO 6677: Multicultural Counseling	Multicultural Presentation	3.93	3	4
5.E. School Climate & Collaboration	EDCO 6670: Introduction to School Counseling	Observation Paper	3.93	3	4
5.F. Professional Identity and Ethical Practice	EDCO 6675: Legal & Ethical	Ethical Decision Making Model	3.80	3	4
= pass, = fail					

Comprehensive Exams

N = 40						
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	3.38	3.28	3.53	3.38	3.55
Max	5	5	5	5	5	5
Min	2	2	1	1	1	2
36 = pass, 4 = fail and required rewrite						

Initial Employment Survey and Summary of Program Statistics

		Which single choice best describes your current employment?				
Eligible	Responded	Other	Counselor/behavioral health provider	Teacher	School counselor in a WA private school	School counselor in WA public school
15	13	1	1	1	1	9

	2017-2016	2016-2015	2015-2014
Number of Graduates	16	16	17
Credentialing examinations pass rate	100%	100%	100%
Program Completion Rate	83%	94%	100%
Job Placement	87%	100%	82%

End of Program Survey

N = 15 1-Strongly disagree to 5-Strongly agree	Average
EDCO (school counseling) core courses are useful/relevant to my professional development.	4.33
EDU foundations classes are useful/relevant to my professional development.	3.13
The full-time (Drs. Edwards, Hyun, Eunhui) school counseling faculty were effective educators.	3.87
The part-time (Adjunct) school counseling faculty were effective educators.	3.20
I was prepared to facilitate a comprehensive school counseling program.	4.27
The spiritual distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.20
The multiculturalism distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.80
The child development distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.67
I was well supervised in my practicum and internship experiences by my SITE Supervisor (school counselor on site).	4.47

1-Poor to 5-Excellent	Average
Advisement prior to being admitted to the program	4.00
General orientation as the program began	3.60
Advisement after being admitted to the program	3.13
Field placement	2.47
Course registration advisement	3.43
Communication from Certification Office regarding certification requirements	2.93

Graduation requirement advisement	3.73
Job placement activities like resume writing	2.73
Student financial services such as financial aid	3.33
Computer information services such as email and Canvas	3.64
Library resources such as access to books and periodicals	4.13
What is your overall evaluation of the program?	3.47
Preparation to work with diverse students and parents	3.93

1-Not at all to 5-Absolutely	Mean
Would you recommend this program to a colleague?	3.40

Strengths of the Program	Recommendations for the Program	Other Comments

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	6	1 teacher in WA public school				5

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
Internship and schooling	High School	White River
Being an intern at the school while in grad school and being bilingual in Spanish.	Middle School	Mukilteo
Mentioning my use of data in my interview	K-8	N/A - Independent
5 years of experience in education, bicultural and bilingual	Elementary	Renton
Completed my practicum at the school I applied for, and solid references	Elementary	No response
No comment provided	Elementary	No response

N = 4
 Items scaled *Poorly Prepared* 1 to *Well Prepared* 5 (except the last three items, scaled 1 Poor to 5 Excellent).

	Mode
History, philosophy, and trends in school counseling and educational systems	5
Best practices of school counseling and guidance program design and implementation	4
The factors influencing student development, achievement and engagement in school	4
Current Washington State learning goals, assessments, and requirements	4
Group dynamics and team facilitation strategies to enable students to overcome barriers to learning	4
Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	4
Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains	5
Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems	4
School and community resources to support student needs across the three domains Research relevant to the practice of school counseling.	NA
The cultural, ethical, economic, legal, and political issues surrounding equity and student learning	NA
The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students	3
The ways educational decisions, programs, & practices can be adapted to be culturally congruent and respectful of student and family differences.	NA
Elements of safe and effective learning environments	4
Effective approaches to build family and community partnerships to support student learning	4
Systems change theories and models of collaboration in school settings	5
The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.	2
Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling	4
The school counselor's role as member of and leader in the educational community	5
Ethical and legal considerations specifically related to the practice of school counseling.	5
Program quality	4
Preparation to work with diverse students and parents	NA
Would you recommend this program to a colleague?	4

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

School Counseling Student Evaluation of Site and University Supervisor

This survey will be used to gather feedback beginning spring quarter 2018.

Field Supervisor Evaluation of School Counseling Students

N = 9 Based on your experience with this SPU School Counselor student, please indicate the extent to which our programs prepared them for their work with you.	Mean
Commitment to personal and professional growth	3.56
Commitment to his/her profession	3.78
Knowledge of and commitment to high ethical standards	3.67
Active engagement with professional organizations and activities pertinent to the profession	3.33
Commitment to supervision and feedback	3.56
Knowledge and application of individual counseling theories	3.56
Knowledge and application of group counseling theories	3.44
Knowledge and application of theories of human growth and development	3.56
Knowledge and application of assessment/appraisal processes	3.33
Knowledge and application of career/lifestyle development counseling theories	3.44
Knowledge and application of developing effective counseling relationships	3.78
Knowledge of multicultural/pluralistic characteristics of diverse cultural groups	3.67
Knowledge and application of current and emerging technological resources for counselors	3.33
Knowledge of research and program eval & the ability to read, critique, & utilize pro research literature	3.56
Knowledge and application of evidence based practices	3.44

Open-Ended Comments

Employer Survey

Results forthcoming

Summative Course Assignment Rating

Summer 2016

EDCO6130 Strengths Based Class Management			
Name	Final Paper 30 points possible	Percent	Summative Course Assignment Rating Scale
	28.5	95	4
	26.5	88	3
	30	100	4
	27	90	4
	27.6	92	4
	29	97	4
	26.5	88	3
	27	90	4

EDCO 6675 Legal & Ethical Issues in School Counseling									
Name	Personal Values Essay (30 points possible)	%	Rating	District Policy Critique (30 points possible)	%	Rating	Ethical Decision Making Paper (30 points possible)	%	Rating
	28	93	4	29	97	4	27	90	4
	28	93	4	27	90	4	28	93	4
	27	90	4	26	87	3	28	93	4
	27	90	4	29	97	4	30	100	4
	29	97	4	30	100	4	28	93	4
	29	97	4	27	90	4	30	100	4
	28	93	4	30	100	4	27	90	4
	29	97	4	27	90	4	28	93	4
	28	93	4	29	97	4	28	93	4
	30	100	4	30	100	4	30	100	4
	30	100	4	28	93	4	28	93	4
	30	100	4	29	97	4	27	90	4
	26	87	3	27	90	4	30	100	4
	27	90	4	27	90	4	27	90	4
	27	90	4	27	90	4	28	93	4
	30	100	4	30	100	4	28	93	4

EDCO 6679 Career Counseling in Schools			
Name	Career Counseling Practice Session 65 points possible	Percent	Summative Course Assignment Rating Scale
	63	97	4
	63	97	4
	60	92	4
	59	91	4
	65	100	4
	65	100	4
	65	100	4
	60	92	4
	65	100	4
	65	100	4
	65	100	4
	65	100	4
	65	100	4
	65	100	4
	65	100	4
	65	100	4
	65	100	4
	65	100	4
	38	58	0
	65	100	4
	65	100	4

Autumn 2016

EDCO 6671 Counseling Theory & Skills			
Name	Videotaped Counseling Session 30 points possible	%	Summative
	28.6	95	4
	27.67	92	4
	26.7	89	3
	26.4	88	3
	27.13	90	4
	28.27	94	4
	27.26	91	4
	27.13	90	4
	27.73	92	4
	28.27	94	4
	27.46	92	4
	27.73	92	4
	28.6	95	4
	26.67	89	3
	27.6	92	4
	27.4	91	4
	27.13	90	4
	27.4	91	4

EDCO 6677 Multicultural Counseling in Schools						
Name	Cultural Identity Development Paper 100 points possible	%	Summative	Creative Cultural Project - Presentation 100 points possible	%	Summative
	100	100	4	98	98	4
	100	100	4	100	100	4
	80	80	3	90	90	4
	87	87	3	88	88	3
	90	90	4	88	88	3
	95	95	4	94	94	4
	98	98	4	96	96	4
	89	89	3	90	90	4
	94	94	4	96	96	4
	85	85	3	94	94	4
	100	100	4	98	98	4
	95	95	4	98	98	4
	98	98	4	98	98	4
	84	84	3	90	90	4
	85	85	3	90	90	4
	100	100	4	100	100	4

EDCO 6681 School Family Community Partnerships			
Name	Genogram 100 points possible	%	Summative
	90	90	4
	90	90	4
	98	98	4
	90	90	4
	94	94	4
	96	96	4
	94	94	4
	88	88	3
	96	96	4
	98	98	4
	100	100	4
	98	98	4
	94	94	4
	98	98	4
	95	95	4
	100	100	4
	98	98	4

EDCO 6600 Introduction to Systems Theory			
Name	Final Paper (50 points possible)	Percent	Summary Course Assignment Rating
		0%	0
	44	88%	3
	44	88%	3
	44	88%	3
	44	88%	3
	44	88%	3
	43	86%	3
	44.5	89%	3
	44	88%	3
	44	88%	3
	46	92%	4
	49	98%	4
	46	92%	4
	46.5	93%	4
	49	98%	4
	47	94%	4
	48	96%	4
	46	92%	4
	48	96%	4
	47	94%	4
	45	90%	4
	46	92%	4
	45	90%	4
	45	90%	4
	45	90%	4
	48	96%	4
	47	94%	4
	46	92%	4
	46	92%	4
	47	94%	4
	46	92%	4
	47	94%	4
	45	90%	4

Winter 2017

EDCO 6673 Group Counseling Practicum						
	Proposal of your own group counseling 10 points possible	%	Summative Course Assignment Rating	Self-evaluation 25 points possible	%	Summative Course Assignment Rating
	9	90	4	23	92	4
	9	90	4	17	68	1
	9	90	4	21	84	3
	9	90	4	25	100	4
	9.5	95	4	23	92	4
	9	90	4	25	100	4
	9	90	4	23	92	4
	10	100	4	25	100	4
	9.5	95	4	24	96	4
	9.5	95	4	21	84	3
	9.5	95	4	21	84	3
	10	100	4	25	100	4
	9.5	95	4		0	0
		0	0	19	76	2
	10	100	4	23	92	4
	9	90	4	23	92	4
	9.5	95	4	25	100	4
	10	100	4	25	100	4

EDCO 6882 Positive Psychology						
	Intervention Project Group Paper 15 points possible	%	Summative Course Assignment Rating	Intervention Project Group Oral Presentation 20 points possible	%	Summative Course Assignment Rating
	14	93	4	20	100	4
	12	80	3	18	90	4
	14	93	4	20	100	4
	12	80	3	18	90	4
	13	87	3	18	90	4
	12	80	3	19	95	4
	14	93	4	20	100	4
	13	87	3	19	95	4
	12	80	3	20	100	4
	12	80	3	19	95	4
	13	87	3	19	95	4
	14	93	4	20	100	4
	12	80	3	18	90	4
	14	93	4	20	100	4
	14	93	4	20	100	4
	13	87	3	18	90	4
	12	80	3	19	95	4
	13	87	3	18	90	4
	12	80	3	18	90	4
	12	80	3	19	95	4
	13	87	3	19	95	4
	12	80	3	20	100	4
	13	87	3	18	90	4
	12	80	3	20	100	4
	14	93	4	20	100	4
	12	80	3	19	95	4
	12	80	3	19	95	4
	12	80	3	20	100	4
	12	80	3	19	95	4
	14	93	4	20	100	4
	12	80	3	19	95	4
	12	80	3	19	95	4
	13	87	3	19	95	4

EDCO 6930 Individual Counseling Practicum I						
	Final Tape Review 30 points possible	%	Summative Course Assignment Rating	Annotated bibliography 45 points possible	%	Summative Course Assignment Rating
	27	90	4	45	100	4
	29.5	98	4	45	100	4
	27	90	4	41	91	4
	26	87	3	43	96	4
	25	83	3	44	98	4
	28.5	95	4	45	100	4
	29	97	4	45	100	4
	27	90	4	45	100	4
	28	93	4	45	100	4
	29	97	4	45	100	4
	28	93	4	45	100	4
	29	97	4	45	100	4
	27	90	4	45	100	4
	25	83	3	45	100	4
	28	93	4	45	100	4
	29.5	98	4	44	98	4
	27	90	4	45	100	4
	29.5	98	4	45	100	4

Spring 2017

EDCO 6672 K-12 Comprehensive School Counseling						
	CSCP Presentation Copy 30 points possible	%	Summative Course Assignment Rating	Closing the Equity and Opportunity Gap Research Paper 40 points possible	%	Summative Course Assignment Rating
	36	90	4	27	90	4
	37	93	4	29	97	4
	37	93	4	27	90	4
	37	93	4	27	90	4
	39	98	4	27	90	4
	39	98	4	27	90	4
	38	95	4	29	97	4
	38	95	4	28	93	4
	35	88	3	28	93	4
	36	90	4	28	93	4
	35	88	3	26	87	3
	38	95	4	30	100	4
	37	93	4	27	90	4
	35	88	3	26	87	3
	36	90	4	20	67	1
	37	93	4	28	93	4
	37	93	4	27	90	4
	39	98	4	30	100	4

EDCO 6674 Introduction to Psychoeducational Assessment						
	Test Write-Up 20 points possible	%	Summative Course Assignment Rating	Peer Evaluation Form 5 points possible	%	Summative Course Assignment Rating
	19	95	4	5	100	4
	17.5	88	3	4.8	96	4
	19	95	4	5	100	4
	12	60	1	4.3	86	3
	18	90	4	5	100	4
	16	80	3	4.7	94	4
	19.5	98	4	5	100	4
	19.5	98	4	5	100	4
	19.5	98	4	4.8	96	4
	17.5	88	3	4.7	94	4
	18	90	4	5	100	4
	17.5	88	3	5	100	4
	20	100	4	5	100	4
	19	95	4	5	100	4
	19.5	98	4	5	100	4
	16.5	83	3	5	100	4
	19	95	4	5	100	4
	19.5	98	4	3.5	70	2
	17.5	88	3	5	100	4
	19.5	98	4	5	100	4
	17.5	88	3	4	80	3
	18.5	93	4	5	100	4
	17	85	3	5	100	4
	17.5	88	3	5	100	4
	19.5	98	4	5	100	4
	18.5	93	4	5	100	4
	18	90	4	5	100	4
	20	100	4	5	100	4
	20	100	4	5	100	4
	17.5	88	3	5	100	4
	18.5	93	4	5	100	4
	19	95	4	4.7	94	4

EDCO 6676 Resiliency and Students At-Risk: Assessment & Intervention									
Name	Article Review 20 points possible	%	Summative Course Assignment Rating	Book review 100 points possible	%	Summative Course Assignment Rating	Staff Presentation 170 points possible	%	Summative Course Assignment Rating
	20	100	4	96	96	4	165	97	4
	19	95	4	96	96	4	167	98	4
	13	65	1	90	90	4	167	98	4
	17	85	3	86	86	3	170	100	4
	17	85	3	99	99	4	168	99	4
	20	100	4	91	91	4	166	98	4
	20	100	4	94	94	4	167	98	4
	19	95	4	100	100	4	167	98	4
	17	85	3	90	90	4	168	99	4
	19	95	4	100	100	4	165	97	4
	15	75	2	99	99	4	165	97	4
	16	80	3	96	96	4	165	97	4
	20	100	4	100	100	4	170	100	4
	18	90	4	92	92	4	165	97	4
	17	85	3	88	88	3	165	97	4
	17	85	3	90	90	4	166	98	4
	17	85	3	100	100	4	165	97	4
	17	85	3	88	88	3	170	100	4
	20	100	4	88	88	3	166	98	4
	20	100	4	94	94	4	166	98	4
	17	85	3	82	82	3	165	97	4
	18	90	4	100	100	4	170	100	4
	17	85	3	90	90	4	165	97	4
	18	90	4	90	90	4	170	100	4
	18	90	4	100	100	4	168	99	4
	20	100	4	94	94	4	168	99	4
	17	85	3	90	90	4	168	99	4
	19	95	4	92	92	4	165	97	4
	17	85	3	100	100	4	167	98	4
	18	90	4	94	94	4	165	97	4
	16	80	3	84	84	3	167	98	4

EDCO 6931 Individual Counseling Practicum II			
	Tape for Final Review 30 points possible	%	Summative Course Assignment Rating
	29	97	4
	30	100	4
	30	100	4
	27	90	4
	27	90	4
	30	100	4
	29	97	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	30	100	4
	28	93	4
	30	100	4
	27	90	4
	30	100	4

Professional Educator Advisory Board Recommendations

Recommendations gathered 11/15/2017.

PEAB members reviewed the end of program survey for 2017 graduates. 15 students responded. The survey includes questions specific to program, as well as more general questions relating to library resources, program administration and advisement, overall program quality, and whether the student would recommend the program.

June provided an additional handout with open ended comments from students where sensitive data has been removed. Cher added that during this cohort's second year in the program, Chris left, June was on sabbatical, and Cher was acting dean, chair of the program, and only faculty member in school counseling. Students were taught primarily by adjuncts. The comments are not reflective of the faculty who typically teach these classes. Matt is not surprised by this data based on past classroom visits. He is confident that this data will shift based on last year's very positive class visits.

June added that even though faculty provide information early on regarding internship placement, some students need more information. In response, the faculty created a Canvas site containing all practicum and internship documents, slideshows, presentations, and handbooks. Students are invited to join the site upon admission. Matt shared that in last year's class visit, students requested clear processes and procedures for internship and practicum. It sounds like this concern has been addressed with the Canvas site.

PEAB Recommendation

June also noticed more "neither agree nor disagree" responses in the quantitative data. One student only participated in the internship and had no context for the rest of the program, so that data point should perhaps be removed. Dave will look into it.

Chair and Faculty Response with Recommendations

For 2016-2017 Faculty response to program assessment was recorded in School Counselor University Program Review 2017 report, which was submitted to University Assessment Committee 1/23/2017.

Part 5. Future Plans

Identify the areas of concern for the next five-year period. Be sure to address any significant trends revealed in the data presented in Section 3A (Current Analysis: Student Learning Outcomes).

The program is accredited by CACREP until March 2019. In order to maintain CACREP accreditation, an interim report is due on October 1, 2018 addressing CACREP standard N and AA.4. If the report is not satisfactory, the CACREP board will deny accreditation at that time. The concerns raised by CACREP are 1) lack of "evidence of positive movement toward a 10:1 full time equivalent student to FTE faculty ratio" (CACREP Standard N) and 2) "evidence that the program has collected data related to student learning activities and data is being used in the program's comprehensive systematic program evaluation system" (CACREP Standard AA.4).

For 2017-2018 academic year, the total number of enrolled students is 81 (each student is between 2/3 and 1/2 full-time equivalent). The program has three full-time faculty (two tenure track and one on yearly contract). One strategy for meeting the required faculty to student ratio is by hiring additional faculty, such as additional regular or adjunct faculty to increase the number of instructors.

Once CACREP accreditation is granted, the program needs to prepare to meet CACREP 2016 standards in the renewal process (the program is currently subject to 2009 CACREP Standards). For the next CACREP accreditation cycle the program will need to increase required credits from 72 to 90. Seattle University has already started a 90-credit program that is CACREP accredited.

For the systematic program evaluation system (CACREP Standard AA.4), the program would like to implement TK-20. Now, however, the program utilizes Canvas for gathering scores on course level assignments.

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 member(s) responsible for ongoing assessment.

CACREP accreditation requires several hours of work from the school counseling program chair and director of assessment. For example, at the end of each quarter assignment scores for EDCO courses must be gathered from Canvas and compiled for analysis. Students not meeting standard on EDCO course assignments are provided with an intervention by school counselor faculty. In addition, syllabi must be audited for features necessary for maintaining accreditation, the SOE of website must be updated each year to show employment rates for school counselors, and a variety of additional tasks must be completed each year for accreditation. The school counselor chair and director of assessment receive credit release for this work. The School of Education will need to maintain its commitment to credit release for ensuring assessment work is completed each year. In addition, additional use of software such as TK-20 may simplify quarterly evaluation of course-level data. Accurate and timely data available from the Office of Institutional Research would also help with CACREP reporting.

The school counselor program must show a ratio of 1 full-time faculty member to every 10 full-time students. CACREP does not mandate a definition of full-time faculty or full-time student. Programs may use institution definitions for meeting the ratio requirement. If the program is accredited past 2018 the ratio is 1 faculty to every 12 students, but the number of credits increases from 72 to 90. There are different techniques for showing the program meets required ratios, such as hiring faculty or employing adjuncts. Nevertheless, there are other standards that may require hiring a regular faculty member to ensure the program meets accreditation requirements. The date for resolving ratio and faculty issues is at least 18 months in advance of reapproval (October 31, 2021).

Increasing the number of credits from 72 to 90 will significantly increase total tuition, and time to program completion. CACREP accredited programs in Washington will be subject to the 90-credit requirement. Programs approved using an alternative method (such as test) may not require 90 credits for school counselor certification. The effects of increasing tuition and time to certification may adversely affect CACREP accredited programs compared to those that are not CACREP accredited. School counselor faculty will need to monitor the effects of CACREP accreditation on enrollment, as well as PESB policy changes.