SCHOOL COUNSELING

School of Education: Seattle Pacific University

Program Assessment Plan and Report for 2019-2020

Contents

Conceptual Framework

Vision Statement

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

Mission Statement

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

Four Commitments

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

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

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

Competence - Effective educators demonstrate competence in carrying out their respective roles in learning communities. As competent practitioners, SOE graduates are expected to demonstrate excellence and mastery in their

ability to plan and deliver instruction, use technology to support the learning of all students, and address the diverse needs of all students and their communities.

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

School Counseling

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

Alignment of School Counseling Program to Conceptual Framework

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

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

School counselors

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

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

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

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

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

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

Philosophy of the School Counseling Program

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

1. Educate students in the profession's history, developmental and counseling theoretical foundation, research, and best practices;

2. Prepare students for excellence in the professional use of skills in counseling, collaboration, consultation and referral, coordination of comprehensive school counseling programs, and evaluation/assessment;

3. Assist students experience the ongoing and direct application of classroom learning to the school counseling context;

4. Instruct students using research-based developmental theory and research to effectively assist all children and youth (and their families), including those with special needs and diverse backgrounds.

5. Help students integrate their whole person as they serve as professional school counselors. As faculty and students, we will seek to model Christian principles such as love, honesty, integrity, compassion, self-discipline, congruence, redemption, commitment, and community.

Program Standards

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

> A. History, philosophy, and trends in school counseling and educational systems;

> B. Best practices of school counseling and guidance program design and implementation;

> C. Methods of evaluation for school counseling programs and counseling outcomes.

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

> A. The factors influencing student development, achievement and engagement in school;

> B. Current Washington State learning goals, assessments, and requirements;

> C. Group dynamics and team facilitation strategies to enable students to overcome barriers to learning;

D. Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.

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

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

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

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

D. Research relevant to the practice of school counseling.

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

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

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

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

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

A. Elements of safe and effective learning environments;

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

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

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

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

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

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

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

(Program standards are adapted from Professional Educator Standards Board, Standard 5 - School Counselor Program Approval Standards established in WAC 181-78A-220 https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/school-counselor-benchmarks/)

CACREP Standards

SECTION II PROFESSIONAL IDENTITY

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

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

   a.   history and philosophy of the counseling profession;

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

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

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

   e.   counseling supervision models, practices, and processes;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    a.   career development theories and decision-making models;

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

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

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

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

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

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

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

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

    b.   counselor characteristics and behaviors that influence helping processes;

    c.   essential interviewing and counseling skills;

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

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

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

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

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

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

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

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

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

e.   direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-

informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

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

Assessments

Competency Standards Internship Evaluation

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

Comprehensive Exams

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

Initial Employment Survey and Summary of Program Statistics

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

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

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

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

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

End-of-Program Survey

The End-of-Program Survey includes several items surveying candidate perceptions of program features and counseling knowledge and skill, such as effectiveness of adjuncts, multiculturalism, family advocacy and site supervision. Items are scaled 1-Strongly disagree to 5-Strongly agree. There are three open-ended questions inviting feedback from completers

on scaled items, program strengths, recommendations, and other comments. Additional items ask about program administration and these are rated 1-Poor to 5-Excellent.

Completer Survey

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

School Counseling Student Evaluation of Site and University Supervisor

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

Field Supervisor Evaluation of School Counseling Students

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

Employer Survey

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

Summative Course Assignment Rating

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

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

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

Timetable

Stage and Date	Information	Collection
Selection: up to April 1	Dispositions Cultural competence Knowledge of profession Letters of recommendation Interview Writing sample	Graduate Admissions Selection committee
Each Quarter	Summative Course Assignment Rating to review student performance at meetings GPA	Director of Assessment Program faculty Graduate programs manager

Program End	Comprehensive exams End-of-Program Survey SC Student Evaluation of Supervisors Field Supervisor of SC Students Initial Employment Survey & Program Stats	Graduate programs manager Director of Assessment Program Chair
First Year: December	Completer Survey	Director of Assessment
1.5 years after program completion	Employer Survey	Director of Assessment

Results

Completers

	N	Female	Male	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Unknown
2019-2020	23	17	6	3	0	5	0	1	15	1	2

Competency Standard Internship Evaluation

N = 15 Scores based on Site Supervisor from Spring 2020	Mean 2017	Mean 2019	Mean 2020
Design and lead a comprehensive school counseling program aligned with the mission of the school.	2.89	2.84	2.82
Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes.	2.95	2.93	2.83
Use data to inform decision-making and demonstrate accountability.	3.00	2.96	2.7
Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program.	2.95	3.00	2.91
Select appropriate assessment strategies to evaluate student progress.	2.95	2.83	2.79
Consult with educators and parents/guardians to support student learning needs.	3.00	3.00	2.93
Assess the barriers that impede students' academic development and develop plans to address these barriers.	3.00	3.00	2.89
Conduct programs to enhance student development and prepare students for a range of post-secondary options.	2.89	2.91	2.6
Establish an environment of respect and rapport in order to serve the needs of all students	3.00	3.00	3
Respond effectively and lead others through crisis and disruption of the learning environment	2.82	2.90	2.9
Conduct individual and group counseling to meet identified student needs	2.95	2.95	2.95
Plan, lead and assess guidance programs to promote student development and future planning	2.95	2.98	2.82
Implement procedures for the assessment and management of high risk behaviors	2.63	2.80	2.64
Provide culturally relevant counseling, instruction, and communication	2.89	2.91	2.87
Collaborate with educators to address the academic language needs of students	2.89	2.91	2.81
Advocate for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors	2.95	2.82	2.82
Engage in positive and productive relationships with colleagues, students, parents/guardians, and community partners	3.00	3.00	3
Assess and articulate school-wide needs and safety concerns	2.87	2.93	2.75
Advocate for school policies, programs, and services that enhance a positive school climate	2.89	2.88	2.83
Participates on teams to address school-wide needs and prepare for disasters or crises	2.71	2.91	2.86
Maintain current knowledge & skills through professional growth planning & participation in K-12 guidance teams, professional org and trainings.	2.95	2.98	3
Reflect upon the impact of their own practice, strengths, limitations, and biases and make adjustments as needed.	3.00	2.98	3
Articulate, model and advocate for an appropriate school counselor identity and program.	3.00	2.98	2.87
Apply and adhere to the ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.	2.95	2.96	3

Comprehensive Exams 2020

Multiple Choice	Open Ended	Total Points*	%
80	21	101	89
59	6	65	57
82	22	104	92
80	22	102	90
78	18	96	85
80	18	98	86
74	23	97	85
68	21	89	79
81	21	102	90
80	19	99	87
84	18	102	90
77	14	91	80
73	16	89	79
77	21	98	86
78	18	95	79
84	16	100	88
79	21	100	88
80	20	100	88
76	14	90	79
80	19	99	87
63	17	80	70
82	18	100	88
79	17	96	85
70	16	86	76
85	20	105	93

* Note. Total points available = (89 multiple choice and 6 open-ended, worth 4 pts each). A percentage of 75 or greater must be earned for passing. N = 23.

*Two students retook exam to successfully pass

Example open-ended responses, n = 3
School counselors could create community partnerships to involve the families/leaders of the Muslim community to come to meetings on policy decisions. Create a Muslim group where students can be together, share experiences, support one another which could also merge into a club where they showcase who they are as a community. (2 points)

As an advocate for all students, school counselors are charged with providing services that are equitable and accessible to a culturally diverse population of students. It is within the school counselor's role to design and lead a comprehensive school counseling program that is culturally sensitive to students of diverse populations. In regard to those students identified in the student success team meeting, the school counselor will want to identify current achievement gaps and challenges faced by this student population as they prepare their school counseling program

and curriculum. The school counselor should learn how privilege and oppression affect the Muslim student population and inform the others on the student success team. Most importantly, every student should be treated with utmost respect and dignity. In order to do this, the school counselor must advocate for the success of all student by creating a climate that is accepting of the strengths of culturally diverse students; this includes collaborating with other educators, students, families, and communities to ensure the needs of all student populations are being met. As an advocate for the students of the Muslim population, the school counselor can promote the use of inclusive language, challenge others and themselves to avoid stereotypes, confronting negativity surrounding the Muslim culture, promote multicultural events that celebrate Muslim culture, and continue to educate themselves and others about related issues. (4 points)

It is the job of the school counselor to ensure that all students are treated with dignity and respect as unique individuals and that we respect student and family values, beliefs, and cultural backgrounds. We have to take great care to avoid imposing personal beliefs and values related to one's religion, culture or ethnicity. A SC must strive to contribute to a safe, respectful, nondiscriminatory school environment where all members demonstrate respect and civility. As a new population at the school, the SC needs to identify resources needed to optimize their education. (3 points)

Initial Employment Survey (See results of Completer Survey below) and Summary of Program Statistics 2020

	2019-2020	2018-2019	2018-2017	2017-2016	2016-2015	2015-2014	2014-2013	2013-2012	2012-2011
Number of Graduates	23	29	19	16	16	17	12	10	22
Credentialing examination pass rate	100%*	100%	100%	100%	100%	100%	100%	100%	100%
Program Completion Rate	77%	87.8%	97%	83%	94%	100%	72%	86%	71%
Job Placement		93%	100%	87%	100%	82%	100%	80%	100%
*Two students retook exam to successfully pass									

End of Program Survey 2020

N = 11 1-Strongly disagree to 5-Strongly agree	Mean 2018	Mean 2019	Mean 2020
EDCO (school counseling) core courses are useful/relevant to my professional development.	4.33	4.38	3.27**
EDU foundations classes are useful/relevant to my professional development.	3.33	4.1	3.18
The full-time (Drs. Edwards, Hyun, Eunhui) school counseling faculty were effective educators.	3.92	3.38	2.90
The part-time (Adjunct) school counseling faculty were effective educators.	2.58	4.11	3.72
I was prepared to facilitate a comprehensive school counseling program.	4.25	4.11	3.36
SPU's Christian faith commitment was evident throughout the program.	2.92	3.5	2.45
A commitment to multicultural competence was emphasized throughout the program.*	4.17	4.2	3.72
An emphasis on developmentally appropriate school counseling interventions and a knowledge of student development were emphasized throughout the program.*	3.42	3.5	3.36
I received the supervision needed to support my growth throughout my practicum experiences by my SITE SUPERVISOR (e.g. counselor employed by my site).*	4.33	4.5	3.54

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

**scale changed from a five point to a four point scale

1-Poor to 5-Excellent	Mean 2018	Mean 2019	Mean 2020

Advisement prior to being admitted to the program	3.83	3.22	3.36
Advisement after being admitted to the program*	4.00	3.11	2.18
Advisement after being admitted to the program	2.83	3.27	2.63
Practicum and Internship Placement support*	3.08	2.40	2.18
Course registration advisement	4.00	4.00	3.09
Communication from Certification Office regarding certification requirements	3.00	3.78	2.27
Graduation requirement advisement	3.83	3.72	3.0
Job placement activities (e.g resume writing, interview skills, etc.)	3.58	2.8	3.0
Support provided by the SPU library and the Education Librarian, such as access to books, periodicals, usage of library resources, help with research and literature review, etc.*	4.17	4.11	3.45
Program quality	3.91	3.72	3.0
Preparation to work with diverse students and parents	4.17	4.22	3.54

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

1-Not at all to 5-Absolutely	Mean 2018	Mean 2019	Mean 2020
Would you recommend this program to a colleague?	3.92	3.83	3.18

Strengths of the Program	Recommendations for the Program	Why did you choose the program at SPU compared to other programs? What factors lead to your decision?

Completer Survey

Note. Responses gathered January 2021

		Which single choice best describes your current employment?						
Eligible	Responded	Other	School counselor in a WA private school	School counselor in private school outside WA	School counselor in public school outside WA	School counselor in WA public school	Unemployed, seeking position in education	Employed, but not in field of education
24	13					11	1	1

If you are working as a school counselor, which two or three factors do you believe helped you secure employment?	Which level best describes your school?	District name
Internship and schooling	Elementary	Clover Park
Attending job fairs, applying broadly	Elementary	Northshore
Internship within the district of employment, Principal referral	Middle School	Northshore
Previous school experience and solid references	Alternative	Auburn
Having a degree, doing my internship in a high achieving school	High School	Issaquah
	Junior High	
Same school as my internship	High School	Shoreline
My experience and ability to showcase my accomplishments	Middle School	Renton
Well regarded program, references from internship	Elementary	Seattle
SPU alum worked at the school I applied to. Strong ASCA knowledge	High School	Eastside Catholic
Flexibility, willing to commute, online abilities	Elementary	Riverview

N = 13 Items scaled *Poorly Prepared* 1 to *Well Prepared* 4 (except last three items rated poor to excellent)	
	Mean
History, philosophy, and trends in school counseling and educational systems	3.36
Best practices of school counseling and guidance program design and implementation	3.45
The factors influencing student development, achievement and engagement in school	3.36
Current Washington State learning goals, assessments, and requirements	2.55
Group dynamics and team facilitation strategies to enable students to overcome barriers to learning	3.18
Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	3.45
Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains	3.64
Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems	3.18
School and community resources to support student needs across the three domains Research relevant to the practice of school counseling.	2.91
The cultural, ethical, economic, legal, and political issues surrounding equity and student learning	3.55
The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students	3.27
The ways educational decisions, programs, & practices can be adapted to be culturally congruent and respectful of student and family differences.	3.36
Elements of safe and effective learning environments	3.55
Effective approaches to build family and community partnerships to support student learning	3.09
Systems change theories and models of collaboration in school settings	3.82
The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.	2.82
Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling	3.64

The school counselor's role as member of and leader in the educational community	3.73
Ethical and legal considerations specifically related to the practice of school counseling.	3.73
Program quality	3.00
Preparation to work with diverse students and parents	3.27
Would you recommend this program to a colleague?	3.36

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

Candidate Evaluation of Site Supervisor and University Supervisor 2020

N = 10
Items scaled *Poorly Prepared* 1 to *Well Prepared* or excellent 4

Item: **Consider whether your site supervisor:**	Mean Score
Had knowledge of the program's expectations, requirements, and evaluation procedures	3.8
Assigned responsibilities based on counselor competency standards	3.9
Established a plan for conferencing to provide feedback about progress	3.8
Understood that counseling competence develops over time	4.0
Helped me progress toward independent activity by the end of internship	4.0
Provided one hour of individual or triadic supervision per week	Yes (10)
Attended a supervision workshop in autumn to prepare for supervising	Yes (10)
Completed the Counseling Competency Standards form at the end of each quarter	Yes (10)
What is your overall evaluation of your site supervisor?	4.0
Additional feedback about your site supervisor	

N = 10
Items scaled *strongly disagree 1 to strongly agree 4*

Item: **Consider whether your university supervisor:**	Mean Score
Arranged conference sessions with me and my site supervisor	3.5
Conducted conferences about my progress with the site supervisor	3.5
Provided mentoring, such as discussing my strengths and weaknesses	3.6
Was available for consultation	3.8
Took feedback from me and the site supervisor on progress toward meeting competencies	3.7

Observed and conducted supervision during the year	3.7
Provided advisement on time-sensitive issues when my site supervisor was not available	3.6
Discussed any issues that arose with me and my site supervisor	NA
What is your overall evaluation of your university supervisor?	3.7
Additional feedback about your university supervisor	

Strengths	Weaknesses	Other

Field Supervisor Evaluation of School Counseling Students 2020

N = 15	
Items scaled *Poorly Prepared* 1 to *Well Prepared* 4	
Item	Mean Score
Commitment to personal and professional growth	3.8
Commitment to his/her profession	3.73
Knowledge of and commitment to high ethical standards	3.87
Active engagement with professional organizations and activities pertinent to the profession	3.53
Commitment to supervision and feedback	3.73
Knowledge and application of individual counseling theories	3.8
Knowledge and application of group counseling theories	3.67
Knowledge and application of theories of human growth and development	3.73
Knowledge and application of assessment/appraisal processes	3.4
Knowledge and application of career/lifestyle development counseling theories	3.53
Knowledge and application of developing effective counseling relationships	3.73
Knowledge of multicultural/pluralistic characteristics of diverse cultural groups	3.67
Knowledge and application of current and emerging technological resources for counselors	3.6
Knowledge of research and program evaluation and the ability to read, critique, and utilize professional research literature	3.6
Knowledge and application of evidence based practices	3.6

Employer Survey

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

Additional Comments:

Summative Course Assignment Rating

Summer 2019 – EDCO 6672

EDCO 6672 K-12 Comprehensive School Counseling					
CSCP Presentation Copy 30 points possible	%	Summative Course Assignment Rating	Comprehensive School Counseling Program Manual 100 points possible	%	Summative Course Assignment Rating
28	98	4	98	98	4
27	93	4	93	93	4
27	93	4	93	93	4
27	96	4	96	96	4
25	93	4	93	93	4
28	98	4	98	98	4
27	94	4	94	94	4
27	95	4	95	95	4
27	95	4	95	95	4
27	94	4	94	94	4
27	94	4	94	94	4
27	96	4	96	96	4
27	96	4	96	96	4
27	93	4	93	93	4
25	93	4	93	93	4
27	93	4	93	93	4
28	98	4	98	98	4
27	95	4	95	95	4
25	93	4	93	93	4
27	95	4	95	95	4
27	96	4	96	96	4
28	98	4	98	98	4
27	94	4	94	94	4

Summer 2019 – EDCO 6679 Career – There are two sections (60100 and 60506)

EDCO 6679		
Career Counseling Practice Session 20 points possible	%	Summative Course Assignment Rating Scale
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
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20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4
20	100	4

Summer 2019 – EDCO 6681 – Include genogram and final project

EDCO 6681 School Family Community Partnerships		
Genogram 25 points possible	%	Summative
23	92	4
23	92	4
22.5	90	4
23	92	4
22.5	90	4
24	96	4
23	92	4
24	96	4
22.5	90	4
22.5	90	4
21	84	3
21.5	86	3
22.5	90	4
22.5	90	4
23.5	94	4
24.5	98	4
22	88	3
22.5	90	4
23	92	4
24	96	4
22.5	90	4
23.5	94	4
24	96	4
22.5	90	4
22.5	90	4
22	88	3
24	96	4
24.5	98	4

Autumn 2019 – EDCO 6600

EDCO 6600: Introduction to Systems Theory					
Metaphor (25 points)	%	Summative Course Assignment Rating	"Paper" 25 points possible	%	Summative Course Assignment Rating
25	100	4	23	92	4
25	100	4	25	100	4
25	100	4	21	84	3
25	100	4	23	92	4
25	100	4	22	88	3
25	100	4	24	96	4
25	100	4	24	96	4
25	100	4	21	84	3
25	100	4	21	84	3
25	100	4	20	80	3
25	100	4	25	100	4
25	100	4	24	96	4
25	100	4	24	96	4
25	100	4	23	92	4
25	100	4	22	88	3
25	100	4	24	96	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	21	84	3
25	100	4	24	96	4
25	100	4	24	96	4
25	100	4	24	96	4
25	100	4	24	96	4
25	100	4	23	92	4
25	100	4	25	100	4

Autumn 2019 – EDCO 6670

EDCO 6670 Introduction to School Counseling		
Professional Website 150 points possible	%	Summative
148	98	4
135	90	4
132	88	3
140	93	4
121	80	3
139	92	4
148	98	4
149	99	4
120	80	3
131	87	3
147	98	4
148	98	4
142	94	4
138	92	4
134	89	3
147	98	4
150	100	4
141	94	4
138	92	4
144	96	4
143	95	4
148	98	4

Autumn 2019 – EDCO 6676 – Staff Presentation, ACEs Online Training, Book Review

EDCO 6676 Resiliency and Students At-Risk: Assessment & Intervention					
Book review 100 points possible	%	Summative Course Assignment Rating	Staff Presentation 130 points possible	%	Summative Course Assignment Rating
99	99	4	115	88	3
96	96	4	126	97	4

100	100	4	121	93	4
82	82	3	126	97	4
93	93	4	126	97	4
88	88	3	122	94	4
93	93	4	115	88	3
96	96	4	121	93	4
89	89	3	125	96	4
94	94	4	115	88	3
97	97	4	125	96	4
89	89	3	126	97	4
89	89	3	115	88	3
93	93	4	121	93	4
98	98	4	126	97	4
100	100	4	122	94	4
92	92	4	125	96	4
96	96	4	126	97	4
84	84	3	126	97	4
94	94	4	126	97	4
96	96	4	122	94	4
100	100	4	121	93	4

Autumn 2019 – EDCO 6677

EDCO 6677 Multicultural Counseling in the Schools					
Cultural Identity Development Paper 25 points possible	%	Summative	School Counseling Cultural Intervention Project (25 points)	%	Summative
24	96	4	25	100	4
23	92	4	25	100	4
24	96	4	25	100	4

24	96	4	25	100	4
24	96	4	25	100	4
25	100	4	25	100	4
24	96	4	25	100	4
25	100	4	25	100	4
23	92	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
24	96	4	25	100	4
24	96	4	25	100	4
21	100	4	25	100	4
24	96	4	25	100	4
24	96	4	25	100	4
24	96	4	25	100	4
25	100	4	25	100	4
24	96	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
0	0	0	25	100	4
0	0	0	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4

25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4
25	100	4	25	100	4

Autumn 2019 – EDCO 6683 Group Counseling Theory (Previously 6673)

EDCO 6673: Group Counseling Practicum					
Proposal of your own group counseling program 40 points possible	%	Summative Course Assignment Rating	Journal 10 points possible	%	Summative Course Assignment Rating
37	92.5	4	10	100	4
38	95	4	10	100	4
39	97.5	4	10	100	4
37	92.5	4	10	100	4
39	97.5	4	10	100	4
38	95	4	10	100	4
35	87.5	3	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	0	0	0
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4

39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
38	95	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
39	97.5	4	10	100	4
37	92.5	4	10	100	4
39	97.5	4	10	100	4
40	100	4	10	100	4

Autumn 2019 – EDCO 6685 Counseling Theory

EDCO 6685 Counseling Theory		
Theory Grid 10 points possible	%	Summative
10	100	4
10	100	4
10	100	4
10	100	4
10	100	4
10	100	4
10	100	4
10	100	4
10	100	4
10	100	4
10	100	4

10	100	4			
10	100	4			
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10	100	4			
10	100	4			
10	100	4			
10	100	4			
10	100	4			

Autumn 2019 – EDCO 6686 Counseling Skills

EDCO 6686 Counseling Skills and Techniques					
Videotaped Counseling Session (30)	%	Summative	Case Analysis (20 pts)	%	Summative
27	90	4	18.5	92.5	4
25.9	86	3	17	85	3
28.1	93.6	4	19	95	4
27.4	91.3	4	20	100	4
27.5	91.6	4	18	90	4
27.2	90.6	4	20	100	4
26.9	89.6	3	19.5	97.5	4
23.8	79.3	2	17	85	3
25.4	84.6	3	20	100	4
26.6	86.7	3	15	75	2
29	96.7	4	19	95	4
26.5	88.3	3	18.5	92.5	4
28.1	93.6	4	20	100	4

28.4	94.6	4	17	85	3
27.4	91.3	4	20	100	4
26.1	87	3	16.5	82.5	3
26.6	86.7	3	19.5	97.5	4
27.1	90.3	4	18.5	92.5	4
28.4	94.6	4	20	100	4
26.3	87.6	3	17.5	87.5	3
28.3	94.3	4	18.5	92.5	4
27	90	4	19.5	97.5	4
27.4	91.3	4	19.5	97.5	4
29	96.7	4	18	90	4
27.2	90.6	4	19.5	97.5	4
26.1	87	3	16.5	82.5	3
28.9	96.3	4	20	100	4
26.1	87	3	18	90	4

Autumn 2019 – EDCO 6901 *(This is an elective course this year)* **– Case Study**

EDCO 6901		
Case Study	%	Summative Course Assignment Rating
N/A		

Winter 2020- EDCO 6130 Strengths-Based Classroom Management for School Counselors

EDCO 6130 Strengths-Based Classroom Management for School Counselors								
Lesson plan (10 points possible)	%	Summative	Final paper (30 points possible)	%	Summative	Classroom Guidance Delivery (36 points possible)	%	Summative
10	100	4	27	90	4	33	92	4
10	100	4	26.5	88.3	3	0	0	0

10	100	4	30	100	4	34	94	4
10	100	4	29	96.7	4	33	92	4
9.5	95	4	28	93.3	4	32.5	90	4
10	100	4	28	93.3	4	35	97	4
10	100	4	28	93.3	4	34.5	95.8	4
10	100	4	27.5	91.7	4	33.5	95.8	4
10	100	4	25	83.3	4	33.5	95.8	4
10	100	4	28	93.3	4	33	92	4
9.5	95	4	27.5	91.7	4	33.5	95.8	4
10	100	4	28.5	95	4	32.5	90	4
10	100	4	29.5	98.3	4	35	97	4
10	100	4	28	93.3	4	32	88.8	3
10	100	4	29.5	98.3	4	33.5	95.8	4
10	100	4	28	93.3	4	34	94	4
10	100	4	29.5	98.3	4	32.5	90	4
10	100	4	28	93.3	4	31.5	87.5	3
10	100	4	29.5	98.3	4	0	0	0
10	100	4	29.5	98.3	4	33	92	4
10	100	4	29.5	98.3	4	34	94	4
10	100	4	28	93.3	4	31	86	3
10	100	4	27.5	91.7	4	35	97	4
10	100	4	28	93.3	4	35	97	4
10	100	4	29.5	98.3	4	0	0	0
10	100	4	29.5	98.3	4	35	97	4
9.5	95	4	27.5	91.7	4	0	0	0
10	100	4	28.5	95	4	33	92	4
9.5	95	4	30	100	4	32	88.8	3

Winter 2020 – EDCO 6882

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
12	80	3	16.5	82.5	3	12
14.5	96.7	4	20	100	4	14.5
13	86.7	3	20	100	4	13
15	100	4	19.5	97.5	4	15
14.5	96.7	4	20	100	4	14.5
13	86.7	3	20	100	4	13
14.5	96.7	4	20	100	4	14.5
15	100	4	19.5	97.5	4	15
14.5	96.7	4	19.5	97.5	4	14.5
15	100	4	19.5	97.5	4	15
12	80	3	16.5	82.5	3	12
12	80	3	16.5	82.5	3	12
12	80	3	16.5	82.5	3	12
14.5	96.7	4	19.5	97.5	4	14.5
15	100	4	19.5	97.5	4	15
14.5	96.7	4	19.5	97.5	4	14.5
13	86.7	3	20	100	4	13
13	86.7	3	20	100	4	13
15	100	4	0	0	0	15
14.5	96.7	4	19.5	97.5	4	14.5

Winter 2020 – EDCO 6951 Topics: Individual Counseling Practicum I

EDCO 6930: Individual Counseling Practicum I					
Final Tape Review 36 points possible	%	Summative Course	Annotated bibliography 45 points possible	%	Summative Course Assignment Rating

		Assignment Rating			
34	94.4	4	45	100	4
31	86.1	3	45	100	4
35	97.2	4	45	100	4
33	91.6	4	45	100	4
32	88.8	3	44	97.7	4
35	0	0	45	100	4
0	0	0	44	97.7	4
36	100	4	45	100	4
31	86.1	3	45	100	4
36	100	4	33	73	2
33	91.6	4	45	100	4
33	91.6	4	45	100	4
32.5	90.2	4	45	100	4
33	91.6	4	0	0	0
36	100	4	43	95	4
33	91.6	4	45	100	4
31	86.1	3	45	100	4
31	86.1	3	45	100	4
31	86.1	3	45	100	4
32	88.8	3	38	84	3
31	86.1	3	43	95	4
30	83.3	3	44	97.7	4
31	86.1	3	39	0	0
0	0	0	45	100	4
31	86.1	3	45	100	4
32	88.8	3	43	95	4
34	94.4	4	0	0	0
36	100	4	45	100	4

Winter 2020 – EDCO 6903 Movie Family Analysis paper and Family History Project

Movie Family Analysis Paper (10 points possible)	%	Summative Course Assignment Rating	Family History Project	%	Summative Course Assignment Rating
10	100	4	20	100	4
10	100	4	20	100	4
10	100	4	20	100	4
10	100	4	20	100	4
0	0	0	20	0	0
10	100	4	0	0	0
10	100	4	20	100	4
10	100	4	20	100	4
10	100	4	20	100	4
10	100	4	20	100	4
10	100	4	20	100	4
		3			

Spring 2020 – EDCO 6674 Introduction to Psychoeducational Assessment

Psychological Construct Paper 20 points possible	%	Summative Course Assignment Rating	Child Find Project (15 points)	%	Summative Course Assignment Rating	Child Study Project Evaluation Form 6 points possible	%	Summative Course Assignment Rating
16.5	82.5	3	13.5	90	4	6	100	4
19	95	4	15	100	4	6	100	4
17.5	87.5	3	13.5	90	4	6	100	4
19	95	4	15	100	4	6	100	4
18.5	92.5	4	13.5	90	4	6	100	4
17	85	3	13.5	90	4	6	100	4
18.5	92.5	4	13.5	90	4	5.6	93.3	4
17.5	87.5	3	13.5	90	4	6	100	4

17.5	87.5	3	15	100	4	6	100	4
21	105	4	13.5	90	4	6	100	4
20.5	102.5	4	13.5	90	4	6	100	4
18.5	92.5	4	15	100	4	6	100	4
18.5	92.5	4	13.5	90	4	6	100	4
19	95	4	15	100	4	6	100	4
18.5	92.5	4	13.5	90	4	6	100	4
17	85	3	15	100	4	6	100	4
19	95	4	15	100	4	6	100	4
17.5	87.5	3	13.5	90	4	6	100	4
19	95	4	15	100	4	6	100	4

Spring 2020 – EDCO 6677

Cultural Identity Development Paper 25 points possible	%	Summative	School Counseling Cultural Intervention Project (25 points)	%	Summative
24	96	4	25	100	4
24	96	4	25	100	4
23	92	4	25	100	4
24	96	4	25	100	4
24	96	4	25	100	4
25	100	4	25	100	4
21	84	3	25	100	4
22	88	3	25	100	4
24	96	4	25	100	4
24	96	4	25	100	4
24	96	4	25	100	4
22	88	3	25	100	4

24	96	4	25	100	4
0	0		25	100	4
24	96	4	25	100	4
24	96	4	25	100	4
18	72	2	25	100	4
23	92	4	25	100	4
23	92	4	25	100	4
24	96	4	25	100	4

Spring 2020

EDCO 6951 Topics: Individual Counseling Practicum II – Include only Personal Theory Paper. *We didn't require the final tape review due to COVID19.*

EDCO 6951: Individual Counseling Practicum II					
Personal Theory Paper 20 points possible	%	Summative Course Assignment Rating	Tape for Final Review 45 points possible	%	Summative Course Assignment Rating
19	95	4	42.5	94	4
16	80	3	0	0	0
20	100	4	44	97.7	4
16.5	82.5	3	43	95.5	4
17.5	87.5	3	39	86.7	3
17	85	3	42	93	4
19	95	4	0	0	0
19	95	4	43	95.5	4
17	85	3	43	95.5	4
19.5	97.5	4	41	91	4
18	90	4	43	95.5	4
18	90	4	42	93	4
19	95	4	0	0	0
18	90	4	0	0	0
18.5	92.5	4	39	86.7	3

17.5	87.5	3	41	91	4
17.5	87.5	3	41	91	4
17.5	87.5	3	39	86.7	3
18	90	4	41	91	4
18.5	92.5	4	42	93	4
18.5	92.5	4	38	84	3
18	90	4	42	93	4
16	80	3	41	91	4
19	95	4	0	0	0
17.5	87.5	3	0	0	0
18.5	92.5	4	0	0	0
18.5	92.5	4	38	84	3
18	90	4	42	93	4

Spring 2020 – EDCO 6680 Research Paper and Section 504 Plan (Part 1 and Part 2)

EDCO 6680 Research Paper and Section 504 Plan (Part 1 and Part 2)								
Research Paper (50 points possible)	%	Summative Course Assignment Rating	Section 504 Plan Part 1 (40 points possible)	%	Summative Course Assignment Rating	Section 504 Plan Part 2 (30 points possible)	%	Summative Course Assignment Rating
48	96	4	36	90	4	28	93	4
39	78	2	33	82.5	3	26	86.7	3
46	92	4	37	92.5	4	28	93	4
50	100	4	39	97.5	4	28	93	4
50	100	4	40	100	4	27	90	4
40	80	3	37	92.5	4	30	100	4
50	100	4	37	92.5	4	29	96.7	4
33	66	1	39	97.5	4	30	100	4
50	100	4	37	92.5	4	29	96.7	4
50	100	4	35	87.5	3	29	96.7	4
46	92	4	38	95	4	28	93	4

50	100	4	40	100	4	30	100	4
50	100	4	38	95	4	27	90	4
50	100	4	40	100	4	29	96.7	4
50	100	4	34	85	3	30	100	4
46	92	4	37	92.5	4	30	100	4
50	100	4	36	90	4	29	96.7	4
44	88	3	37	92.5	4	29	96.7	4
50	100	4	40	100	4	27	90	4
50	100	4	38	95	4	28	93	4
50	100	4	40	100	4	28	93	4
49	98	4	40	100	4	30	100	4
50	100	4	38	95	4	29	0	0
50	100	4	38	95	4	29	96.7	4
47	94	4	35	87.5	3	28	93	4
50	100	4	38	95	4	30	100	4
50	100	4	40	100	4	29	96.7	4

Spring 2020 – EDCO 6902 Substance Use Counseling – Abstinence Recovery Exercise Paper and Counseling Practice Presentation

EDCO 6902 Substance Use Counseling					
Abstinence Recovery Exercise Paper (50 points possible)	%	Summative Course Assignment Rating	Counseling Practice Presentation 40 points possible	%	Summative Course Assignment Rating
47	94	4	40	100	4
50	100	4	40	100	4
47	94	4	38	95	4
50	100	4	40	100	4
49	98	4	35	87.5	4
49	98	4	40	100	4
48	96	4	40	100	4
47	94	4	40	100	4

Spring 2020 – EDCO 6951 Intro to Play Therapy in Schools (This was an elective) – Case Study Assignment

EDCO 6951 Intro to Play Therapy in Schools		
Case Study (40 points possible)	%	Summative Course Assignment Rating
37	92.5	4
40	100	4
40	100	4

Autumn 2019/Winter 2020/Spring 2020 – EDCO 6940 Internship : You can find the professional growth plan in Spring 2020

EDCO6940 School Counseling Internship												
	Professional Growth Plan 20 pt possible *(In spring quarter only)*	%	Summative Course Assignment Rating	Fall Competency Standard Form 30 pt pos	%	Summative Course Assignment Rating	Winter Competency Standard Form 10 pt pos	%	Summative Course Assignment Rating	Spring Competency Standard Form 30 pt pos	%	Summative Course Assignment Rating
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	9	90	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4

	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	0	0	
	20	100	4	20	100	4	10	100	4	10	100	4
	20	100	4	20	100	4	10	100	4	10	100	4

Professional Educator Advisory Board Recommendations

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

In response to the Program Assessment Plan and Report for 2019-2020, the School Counseling PEAB offers the following three recommendations for program modification:

1. Based on the End of Program Survey where 23 students were eligible to provide responses to the survey items, only 11 students completed the survey. The PEAB recommendation would be for faculty to consider this data and develop a strategy to achieve a higher number of students complete this assessment.

2. Based on the feedback received by students in the End of Program Survey, the lowest score of the assessed items was 'SPU's Christian faith commitment was evident throughout the program'. The PEAB recommendation would be for faculty to thoughtfully and prayerfully consider and articulate the programs current practices that would be considered (by students, faculty, Christian faith community and like-minded institutions) as an evidentiary commitment to the Christian faith throughout the program; and where feedback from these entities provides new insight, awareness and practices, these learnings would be processed among the faculty and shared with the PEAB. The PEAB would request that during the Winter 2022 PEAB meeting, the articulated findings of this investigation would be made an agenda item for discussion.

3. Based on the student Completer Survey, there were 24 eligible participants with 13 students completing the survey. The PEAB recommendation would be for faculty to consider this data and develop a strategy to achieve a higher number of students complete this assessment.

Chair and Faculty Response with Recommendations

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

Final and additional recommendations from the entire report will be gathered Winter 2021.

Background Information:

The cohort who responded to major surveys, the End of Program survey and the Completer survey, experienced major transitions that had happened in the program: a loss of a core faculty, absence of another core faculty, and a global pandemic throughout the third year. The lockdown in K-12 schools mandated by the state due to COVID-19 started in March 2020. The cohort responding to the End of Program Survey began their internship in August 2019, and they could not gather the internship hours during the lockdown, which lasted at least six weeks. One thing that also needs to be considered is that one student in this cohort was placed on Student Assistance Plan (SAP) and did not graduate. Their dissatisfaction with the SAP arrangement may be reflected in their responses to these surveys.

Strengths of the program that students shared in the survey are:

- Students generally felt very supported by site supervisors
- Employers felt our graduates were well prepared
- Students feel strongly about having faculty with K-12 experience

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

- The competency standards evaluation means are generally lower as compared to the previous three years.
- Most scores on the End of Program survey were lower compared to the previous three years.
- Students would like to learn from more diversity of faculty.
- Students would like additional support around the practicum/internship experience.

The lower scores in the competency standards evaluation of the interns can be temporary. The K-12 schools have moved to virtual learning due to COVID-19, and the scope of practice of school counselors has extended and may not fit the state benchmarks in the competency standards. The interns did whatever was needed to support students' learning transitioning from in-person learning to the virtual learning setting. The program chair and the director of clinical training will pay close attention to the following year's scores in the competency standards and analyze the trends.

It may not be surprising considering the historical trend of students' evaluation when the school counseling program went through significant transitions in addition to the global pandemic. However, the school counseling faculty are aware of the trend and discuss the following action items.

- The program hired a new faculty for a tenure track position. The new faculty, Dr. Jordan Shannon, joined the school counseling program in September 2020. Dr. Shannon is a male Black counselor educator whose current research focuses on the mental health help-seeking behaviors of Black college male students.
- While the program chair continues to provide academic advising for consistency across the cohorts, the rest of the faculty will serve as a social and career mentor. This format will be effective as of the admits of 2021.
- The program chair will make sure all core faculty teach at least one course for each program level (year one, two, and three), and each of them teaches a mix of in-person and online courses.
- Many students noted that they chose our program because of SPU's distinctive commitment to the Christian faith. However, the item related to the faith integration at the End of Program survey has usually been scored on the low end. The faculty want to be thoughtful about how we convey the message "everyone belongs here" and emphasize how the learning environment is inclusive of humanity's all dimensions while communicating our faith and mission more explicitly.
- Due to the significant changes in the school counseling faculty, the program was understaffed in the past years. The school counseling program has three core faculty in place; we hope to provide better support for students in their practicum and internship. While it's been challenging during the pandemic, we are proud that our students have demonstrated their resiliency.
- Student's appreciation of faculty's continuous involvement in K-12 settings is worth noting. Dr. Cher Edwards shares her externship was a fantastic opportunity to dig deeper into the counselor education work. As a result, the experience helped her be a better course instructor. The program will continue to look for an opportunity for faculty to get involved in K-12 settings so that both faculty and students get benefits.

X
June Hyun
Associate Professor, Chair