



AAQEP Accreditation Self-Study

UTAH STATE UNIVERSITY

SCHOOL COUNSELOR EDUCATION PROGRAM

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Table of Contents

INTRODUCTION AND OVERVIEW	1
General History of Utah State University.....	1
Regional Campuses	2
Profile of the Emma Eccles Jones College of Education and Human Services.....	2
<i>Honors for the Emma Eccles Jones College of Education and Human Services:</i>	<i>2</i>
Profile of the School Counselor Education Program.....	3
Brief Introduction.....	3
The Department of Psychology.....	3
History of the School Counselor Education Program.....	4
Program Logic (rationale, standards, alignment, curricular coherence)	4
<i>Options</i>	<i>6</i>
<i>Enrollment.....</i>	<i>7</i>
<i>Staffing.....</i>	<i>7</i>
Self-study Overview	7
Standard 1: Completer Performance.....	9
Preliminary Steps	9
Exhibits content, pedagogical, and professional knowledge relevant to professional school counseling	10
<i>Grades in courses focusing on acquisition of content, pedagogical, and professional knowledge. ...</i>	<i>10</i>
<i>Cumulative GPA at the completion of the Professional School Counseling Program</i>	<i>12</i>
<i>Praxis II in Professional School Counseling scores.....</i>	<i>12</i>
<i>Internship Supervisor Evaluation rating scores focusing on content, pedagogical, and professional knowledge</i>	<i>13</i>
<i>Graduate Survey items focusing on content, pedagogical, and professional knowledge</i>	<i>20</i>
<i>Employer Survey items focusing on content, pedagogical, and professional knowledge.....</i>	<i>21</i>
Exhibits knowledge of learning and of learning theory including social, emotional, and academic dimensions	22
<i>Grades in courses focusing on acquisition of knowledge of learning and learning theory and its application</i>	<i>22</i>
<i>Practicum Supervisor Evaluation item ratings focusing acquisition of knowledge of learning and learning theory.....</i>	<i>23</i>
<i>Internship Supervisor Evaluation item ratings focusing acquisition of knowledge of learning and learning theory.....</i>	<i>24</i>
<i>Employer Survey items focusing acquisition of knowledge of learning and learning theory</i>	<i>25</i>

Exhibits knowledge of culturally responsive practice.....	25
<i>Grades in courses focusing on acquisition of knowledge related to culturally responsive practice ...</i>	<i>25</i>
<i>Practicum Supervisor Evaluation ratings of knowledge related to culturally responsive practice</i>	<i>26</i>
<i>Internship Supervisor Evaluation ratings of knowledge related to culturally responsive practice</i>	<i>27</i>
<i>Graduate Survey ratings of knowledge related to culturally responsive practice</i>	<i>28</i>
<i>Employer Survey ratings of knowledge related to culturally responsive practice</i>	<i>28</i>
Exhibits knowledge of assessment of and for student learning	29
<i>Grades in courses focusing on acquisition of knowledge of assessment of and for student learning</i>	<i>29</i>
<i>Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of assessment of and for student learning</i>	<i>29</i>
<i>Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of assessment of and for student learning</i>	<i>31</i>
<i>Employer Survey items focusing on acquisition of knowledge of assessment of and for student learning</i>	<i>32</i>
Exhibits knowledge of data literacy and the use of data to inform practice.....	32
<i>Grades in courses focusing on acquisition of knowledge of data literacy and the use of data to inform practice</i>	<i>32</i>
<i>Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice.....</i>	<i>33</i>
<i>Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice.....</i>	<i>33</i>
<i>Employer Survey items focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice.....</i>	<i>34</i>
Exhibits knowledge of the creation and development of positive learning and work environments....	35
<i>Grades in courses focusing on acquisition of knowledge of the creation and development of positive learning and work environments</i>	<i>35</i>
<i>Practicum Classroom Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments</i>	<i>36</i>
<i>Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments.....</i>	<i>37</i>
<i>Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments.....</i>	<i>38</i>
Exhibits dispositions and behaviors required for successful professional practice as a school counselor	40
<i>Practicum Classroom Supervisor Evaluation ratings focusing dispositions and behaviors required for successful professional practice as a school counselor</i>	<i>40</i>

<i>Internship Supervisor Evaluation ratings focusing on dispositions and behaviors required for successful professional practice as a school counselor</i>	44
<i>Graduate Survey items focusing on dispositions and behaviors required for successful professional practice as a school counselor</i>	45
<i>Employer Survey items focusing on dispositions and behaviors required for successful professional practice as a school counselor</i>	45
Standard 2: Completer Professional Competence and Growth	46
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.....	46
<i>VISTA and AmeriCorps Opportunities</i>	46
<i>Practicum and Internship Experiences</i>	46
<i>Employer Survey</i>	47
Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts	48
<i>Practicum Supervisor Evaluation</i>	48
<i>Internship Supervisor Evaluation</i>	49
<i>Graduate Survey</i>	50
<i>Employer Survey</i>	51
Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts	51
<i>Practicum Supervisor Evaluation</i>	51
<i>Internship Supervisor Evaluation</i>	52
<i>Employer Survey</i>	53
Support Students' Growth in International and Global Perspectives.....	54
Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection.....	54
<i>Practicum Supervisor Evaluation</i>	55
<i>Internship Supervisor Evaluation</i>	55
<i>Employer Survey</i>	56
<i>Practicum Classroom Supervisor Evaluation</i>	56
Collaborate with Colleagues to Support Professional Learning	58
<i>Program Courses</i>	58
<i>Employer Survey</i>	59
Standard 3: Quality Program Practices	60

Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable.....	60
Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships in K-12 schools and districts.....	61
Engages multiple stakeholders, including program completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation	62
Engages multiple stakeholders, including program completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation	68
Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards.....	69
<i>Admission Requirements</i>	69
<i>Demographics of Admitted Students</i>	69
<i>GPA at Admission</i>	69
<i>Exam Scores at Admission</i>	70
<i>Prerequisites</i>	71
<i>Letters of Recommendation</i>	71
<i>Statement of Purpose</i>	71
Monitors student progress	71
<i>Non-experiential and Experiential Checklist</i>	71
<i>Program of Study</i>	72
<i>Practicum Supervisor Evaluation</i>	72
<i>Practicum Classroom Supervisor Evaluation</i>	72
<i>Internship Supervisor Evaluation</i>	72
<i>Grades required for Mastery</i>	74
<i>Praxis passing score required for graduation & processing of licensing</i>	74
<i>Graduation Memorandum</i>	75
<i>Licensure form for processing of licensing</i>	75
Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system	76
Maintains capacity for quality reflected in staffing, resources, operational processes and institutional commitment	79
Standard 4: Program Engagement in System Improvement	80
Partnerships and Stakeholder Collaboration	80
<i>Engages with partners and stakeholders to support high needs schools</i>	80
<i>Participates in efforts to reduce disparities in educational outcomes</i>	84

<i>Seeks to meet state and local workforce needs</i>	86
<i>Seeks to diversify the educator workforce through recruitment and support</i>	86
<i>Meets obligations and mandates established by the state, states, or jurisdictions in which it operates</i>	88
<i>Supports Completer entry and/or continuation into their professional role, as appropriate to the credential or degree earned</i>	90
<i>Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs</i>	91
<i>Investigates its own effectiveness relative to institutional and programmatic mission and commitments</i>	92
Conclusion: Findings and Recommendations	93
General Conclusions	93
<i>Standard 1: Completer Performance</i>	93
<i>Standard 2: Completer Professional Growth and Competence</i>	93
<i>Standard 3: Quality Program Practices</i>	94
<i>Standard 4: Program Engagement in System Improvement</i>	95
FINDINGS AND RECOMMENDATIONS	96
Appendix A: Candidate recruitment, selection, monitoring, described and documented	103
Appendix B: Completer support and follow-up described and documented	104
Job Opening Opportunity for Graduates	106
National Conferences	107
Legislation Action	107
USU Sponsored Professional Development	109
Appendix C: Capacity described and documented	111
Description of Program Faculty	115
Appendix D: Internal Audit – Specification and Investigation of the Quality Control System	123
Appendix E: Jurisdictional Obligations Met	135
Appendix F: Missional Commitments and Distinct Contributions	135
Missional Commitments and Distinct Contributions	135
<i>RCDE Format</i>	135
<i>AmeriCorps and Vista Programs</i>	135
<i>Program promotion and recruitment strategies</i>	135
<i>We seek to support the goal of diversification of the educator workforce</i>	136
Appendix G: Data Quality	139

INTRODUCTION AND OVERVIEW

General History of Utah State University

Utah State University is Utah's land-grant and space grant institution. Its Carnegie classification is RU/H, a research university with high research activity.

President Abraham Lincoln signed the Morrill Land-Grant Colleges Act on July 2, 1862, opening the way for the establishment of a new college in each state and territory. The intent of the Morrill Act in creating these new schools was to provide opportunities for higher education and practical learning to the people in each state, especially those in more rural areas. Nearly twenty-six years later, on March 8, 1888, the Utah State Legislature passed the Lund Bill, and the Agricultural College of Utah (UAC) was created. In the spirit of the Land Grant Act, the Lund Bill stated: "The leading object of the Agricultural College of Utah shall be to teach such branches of learning as are related to agriculture and the mechanic arts, and such other scientific and classified studies as shall promote the liberal and practical education of the industrial classes in the several pursuits of the professions of life." Conspicuously absent from the legislative language was the authorization of a teacher preparation curriculum, which was to remain part of the mission of the University of Utah in Salt Lake City.

As Utah grew in population and the need for schoolteachers increased, the Utah State Legislature authorized the Agricultural College of Utah in 1921 to offer rural related teacher education programs under its own name. A new Department of Education was established at the Agricultural College of Utah and became part of the School of General Science. In 1923, the National Summer School was founded at ACU, bringing in Knute Rockne, Frederick Jackson Turner, and other distinguished faculty from Harvard, Stanford, Columbia, and elsewhere. For the next three consecutive summers, farmers, educators, and their families flocked to Logan to learn from the visiting scholars. Many of them lived in a tent city located in the grove of trees east of the quad. The sessions of this educational experiment were remarkably successful. Over thirteen hundred students were enrolled in the first session, coming from twenty-four states and five foreign countries. The 1925 Summer School was even more impressive and brought distinguished scholars like Columbia University's William H. Kilpatrick, John Dewey's associate and interpreter of his philosophy, to instruct the attendees. Finally, on March 8, 1927, Utah's Governor George H. Dern signed Utah's Course of Study Bill (Senate Bill No. 97), which authorized the College to "give courses for the preparation of teachers . . . such as to meet the certification requirements of the State Board of Education." The new School of Education was assigned to the College of Arts and Sciences. The following year, the newly launched School of Education established a teacher training school, which is now known as the Edith Bowen Laboratory School. The new School of Education was made independent of the School of Arts and Sciences in 1932 with the naming of Dr. E.A. Jacobsen as its first full time Dean. In 1957, Utah's Agricultural College became Utah State University and the School of Education became the College of Education.

On April 23, 2008, Utah State University announced it was naming its prestigious college of education the Emma Eccles Jones College of Education and Human Services in honor of a \$25 million gift from the Emma Eccles Jones Foundation. The gift made possible the design and construction of a new building, The Emma Eccles Jones Center for Early Childhood Education, and five endowed chairs in early childhood education.

Regional Campuses

In keeping with the original land-grant mission of providing educational opportunities for people living in rural and remote areas of the state, and consistent with the early efforts of the National Summer School of the 1920's, Utah State University's Regional Campuses currently serve a significant portion of the university's total enrollment. Teacher, counselor, and administrator preparation programs at USU are well represented in regional campus offerings. Distance education extends USU's and the Emma Eccles Jones College of Education and Human Services' reach to provide higher education to students throughout Utah and around the world. Through distance education, Utah State University has the ability to deliver classes via interactive broadcast to every county in Utah. Great effort is taken to ensure that the quality of the regional campus courses is equivalent to the courses offered on the main campus. We are one university, geographically dispersed. Students can enroll in programs at all of the regional campuses, which are located in Brigham City, Uintah Basin, and Tooele. There are additional smaller sites where students can take classes. A complete map of USU's regional campuses can be viewed here: regionalcampuses.usu.edu. Not every program is available at every campus due to Board of Regents policy (R315) that regulates service areas for all of the public institutions of higher education in Utah: higheredutah.org

Profile of the Emma Eccles Jones College of Education and Human Services

The Emma Eccles Jones College of Education and Human Services offers preparation programs for prospective teachers, school counselors, and administrators and supervisors in education. It also provides preparation for professionals in human services areas and corporate settings.

The Emma Eccles Jones College of Education and Human Services is the largest college at Utah State University with 5,621 students (2016). Enrollment in the college grew from 2013 to 2016 by 11.6%. Student enrollment in the RCDE College of Education programs during the same time period has increased from 2,237 to 2,549, an increase of 13.9%.

The College is comprised of seven departments: Communicative Disorders and Deaf Education, Human Development and Family Studies, Kinesiology and Health Science, Instructional Technology and Learning Sciences, Psychology, the School of Teacher Education and Leadership, and Special Education and Rehabilitation.

The College is also home to the following: the Emma Eccles Jones Center for Early Childhood Education, the Center for Persons with Disabilities, the Sorensen Legacy Foundation Center for Clinical Excellence, the National Center for Hearing Assessment and Management, the Dolores Dore Eccles Center for Early Care and Education, the Edith Bowen Laboratory School, and the Sound Beginnings Program (for children with cochlear implants or digital hearing aids).

Honors for the Emma Eccles Jones College of Education and Human Services:

U.S. News and World Report magazine has ranked the graduate programs in the university's Emma Eccles Jones College of Education and Human Services among the top tier of colleges of education in the nation—the only such program in the Intermountain West and Desert Southwest to achieve and maintain this distinction. In 2017, the magazine ranked the college 26th in the nation overall against all graduate colleges of education, and the college ranked 6th in the nation in total research dollars. The College's dean, Beth Foley, said: "The amount and scope of the research we do only aids in our ongoing commitment to be pioneers in education. Potential educators and students looking to learn from and

work with some of the nation's best now know the Emma Eccles Jones College is a leader when it comes to producing quality teachers and offering innovative research opportunities.”

The *U.S. News and World Report* bases its rankings on a weighted average of 11 quality measures, including peer assessments, faculty resources, faculty awards and GRE scores for doctoral students.

Profile of the School Counselor Education Program

Brief Introduction

Utah State University's Department of Psychology offers a nationally accredited master's level program of study that qualifies graduates for professional licensure in School Counseling. The program is specifically designed to train individuals for school counseling positions in grades K-12 within public and private schools in elementary, middle, and high school settings. Graduates of the program also find placement in academic advisement centers located at public and private colleges and universities. Training is provided in the design and implementation of school-based, systemic counseling programs. Specific coursework is formulated to train students in a broad range of skills including:

- Career development and college and career readiness
- Behavior and educational assessment and intervention
- Ethical, legal and professional standards
- Individual and group counseling for diverse populations
- Consultation in the schools

The website for the program is <https://psychology.usu.edu/academics/grad/med-counselor/index>.

The Department of Psychology

The Professional School Counselor Education Program is housed in USU's Department of Psychology. The department graduates about 130 bachelor's-level and an additional 50 – 60 graduate students across their MEd, EDS, and PhD programs per year. The Psychology undergraduate program has an enrollment of over 500 majors. Courses offered through the department provide a strong foundation for careers in Psychology, Business, Education, Law, Medicine, and numerous other professions. The Psychology Department offers nine graduate programs: MEd: Professional School Counselor Education, EDS: School Psychology, and PhDs in the following areas: Behavior Analysis, Brain and Cognition, Combined Clinical/Counseling/School, Combined Clinical/Counseling, Neuroscience, Quantitative Psychology, and Socio-behavioral Epidemiology. The School Counselor Education Program is TEAC/CAEP approved, and is in the review process for AAQEP approval. The School Psychology program is NASP-approved and the PhD Clinical/Counseling/School program is APA accredited. The USU Psychology Community Clinic offers mental health counseling services to the public. The clinic and other Utah agencies, including K-12 schools, provide graduate students in clinical and school programs rich opportunities to engage in applied school and/or clinical experiences.

Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American School Counselor Association (ASCA) require high quality, robust experiential components in school counselor training programs, and this self-report will provide ample

evidence USU responds to those standards. An enormous asset for Psychology undergraduate- and graduate-level students is the research conducted by the department. Faculty members are heavily involved in research in diverse arenas. Please utilize this link to read about current research going on in the Department of Psychology <https://psychology.usu.edu/>

History of the School Counselor Education Program

Utah State University's master's degree program in Professional School Counselor Education is offered through the Psychology Department located in the Emma Eccles Jones College of Education and Human Services. The Program was offered exclusively as an on-campus program until 1997. At that time Dr. Keith Checketts, Professor of Psychology, School Counseling program faculty member, and serving on the Utah State Board of Education, recognized the critical shortage of school counselors in rural areas in Utah. He was also cognizant of the obligation Utah's land grant institution had to offer training to Utahans across the state. Under Checketts' leadership, the Psychology department faculty adjusted the on-campus School Counseling Program to facilitate a part-time, evening design offered using two formats in alternating years. The two formats work this way: 1) In odd-numbered years the program utilizes Utah Educational Network (UEN) featuring a live, two-way, interactive video broadcast to 12 – 16 sites (selection of sites varies some from year to year based upon students' location) across the state of Utah. 2) Even-numbered years the program is offered in Kaysville, Utah utilizing face-to-face instructorship. Instructors and curriculum are the same for the two formats. Beginning with fall semester 1997 students were admitted to the first statewide program which was carried live via UEN to sites across the state. Through the cooperative efforts of USU's Departments of Psychology and Regional Campus and Distance Education (RCDE), the program has been offered each year since that time to students in both urban and rural areas across the State. Graduates of the program are working as school counselors in public and private schools in 32 of 42 school districts. USU's Professional School Counselor Education Program (see page 10) has supported Dr. Checketts' vision of having professional school counselors available to serve the needs of Utah's children and youth located across the state of Utah.

The School Counselor Education Program is no longer offered as an on-campus program. Students in the Logan area accepted to the program are RCDE students who attend classes utilizing a face-to-face format.

Program Logic (rationale, standards, alignment, curricular coherence)

The over-arching goal of the faculty of the School Counselor Education Program is for students to develop the knowledge, skills, and professional dispositions of competent, caring and effective school counselors. Throughout this Self-Study, we provide evidence that we are successful in reaching our overarching goal. In this section we provide evidence that our program utilizes curriculum aligned with national and state standards.

Standards

In January 2003, the Utah State Board of Education approved the Standards for the Utah School Counselor Education training programs. The standards are located here: <https://cehs.usu.edu/evidence-room/2003StandardsforUtahSchoolCounselorEducationPrograms.pdf>. The Utah standards were at that

time, and continue to be worded very closely to the training standards of the Council for Accreditation of Counseling and Related Education Program (CACREP). The rationale for adopting the CACREP standards of training is that the training standards require high quality didactic curriculum and robust experiential components in school counselor training which other accrediting bodies for counselor training do not. For example, the American Psychological Association (APA) offers accreditation only for doctoral graduate programs in Combined-Clinical-Counseling-School Psychology, NOT School Counseling.

While the CACREP standards are widely accepted for School Counselor training, USU opted to seek accreditation with AAQEP rather than CACREP because:

1. CACREP requires that training programs must have a minimum of three faculty members who have PhD degrees in Educational Psychology, and those degrees must be from CACREP-accredited institutions of higher education. Meeting this requirement is not possible due a lack of financial resources. In addition, the faculty of the School Counselor Education program and the Department of Psychology disagree with the premise that outstanding training in school counseling can only be achieved by programs adhering to the CACREP requirement for a minimum of three faculty members who hold PhD degrees in Educational Psychology from CACREP-accredited programs.

2. Accreditation by AAQEP, an agency dedicated to accrediting educator preparation programs, recognizes the school-based context of school counseling at a level that met the satisfaction of the faculty.

Standards Alignment and Curricular Coherence

As mentioned above, the Utah State Board of Education approved the Standards for the Utah School Counselor training programs, which were very closely aligned with CACREP standards for school counselors in 2003. The Utah State University School Counselor Education Program adopted the standards in 2004, and the Program has aligned curriculum to the standards continuously since that time. In 2016, CACREP released a revision of their training standards, which the Utah Association for Counselor Education officially adopted in April 2018. The updated Utah standards can be found on the Utah State Board of Education website here: <https://www.schools.utah.gov/file/4d373a7e-808b-41a8-8e85-2ed8d30d62d3>. During the time waiting for state-level approval of the revised CACREP standards, USU carefully reviewed the standards, and made a tentative plan for implementing them into program curriculum. The plan was implemented following state approval of the standards.

Notably, also in 2016, the Utah Association for Counselor Education implemented the new *Utah College and Career Readiness Program Model*. Please view the model at <https://www.schools.utah.gov/file/5ff1f145-c2c4-4fe5-b8bc-61c744a27f51>. Not a model for training school counselors, but rather a method for *practicing* effective school counseling in K-12 schools, the new Utah Model is closely aligned with the American School Counselor Association (ASCA) Framework. In addition, the new Utah model reflects the state's commitment to significantly increase career literacy and readiness, and incorporates additional competency-based programmatic approaches, which are on the cutting edge of national school counseling best practices. Collaborators on the Utah model include nationally recognized school counseling leaders and professionals. Following a formal, structured review by the faculty, during academic year 2017-2018, the standards for training Utah School Counselors (CACREP-informed), and the new Utah Model were adopted, and integrated into Program

curriculum via revised course learning objectives. Evidence of faculty participation in the review and revision resides in faculty meeting agendas and minutes during academic year 2017-18. Follow this link for review <https://cehs.usu.edu/evidence-room/Faculty%20Curriculum%20Review%20Minutes%2007%2031%2017.pdf>.

Next, please review the revised learning objectives as they were assigned to courses in USU's training program using this link: [New Learning Objectives by Course](#). Each and every learning objective appears on at least one syllabus of the 15 courses required for program completion. Implementation of these learning objectives is identified in specific assignments, readings, and assessments in the course syllabus where they are assigned.

Before leaving the topic of standards alignment and curricular coherence, it is also important to inform reviewers of this report that in addition to integrating the new CACREP training standards, and the new Utah Model for College and Career Readiness, review of the newly developed (2018) training standards of the American School Counselor Association (ASCA) was undertaken. Although ASCA does NOT accredit counselor training programs, in 2018 the association released, for the first time, the ASCA School Counselor Preparation Program Standards. The standards are located on the internet here: <https://www.schoolcounselor.org/asca/media/asca/home/ASCA-CAEP-SPA-Standards.pdf>.

To guide our review, USU's school counselor training program created a matrix, designed to analyze concordance between the CACREP standards for school counselor training, and the ASCA Training Standards. Our analysis found that for every ASCA training standard, there was a corresponding CACREP standard. Further, our analysis concluded that CACREP exceeded ASCA in requirements for school counselor training. The matrix can be viewed using this link: [CACREP-ASCA Concordance Matrix](#).

Options

USU's M.Ed. program in School Counseling is single-stranded, culminating in K-12 licensure in school counseling for all successful completers. Students in the Program select sites for experiential work, based on personal interest. Students are strongly encouraged to select different levels for the 150-clock hour practicum and the 600-clock hour internship for several reasons. First, doing so provides an opportunity for students to experience the profession in at least two different levels, prior to applying for a permanent position at one level. Second, students are able to make connections with possible employers in two schools and districts, instead of just one. Third, the faculty believes that engagement with different professionals and schools provides students with an increased opportunity to interact with varied personalities and settings, giving students an opportunity to develop increased flexibility and expanded insight. Table 1 below introduces very basic data for the percentage of students who engaged in work in more than one setting across practicum and internship in our target cohorts. Analysis regarding outcomes for graduates, based upon completing practicum and internship in more than one setting, will be undertaken and reported in the first annual report. We list this as a goal in the Conclusion section.

Table 1. Percentage of students who completed the Practicum and the Internship at different levels

2012 cohort	2013 cohort	2014 cohort
50%	48%	74%

Regardless of the number of sites selected, students who successfully complete the experiential components of practicum and internship are eligible for K-12 licensure upon completion of program requirements. Graduates also find placement in advisement and career centers of post-secondary institutions.

Enrollment

Students enter and progress through the program in cohorts, with students beginning and finishing with the same students in every class. Typically, students participate in two years of course work followed by internship, finishing the program in 30 to 36 months, dependent upon their choice of a full- or part-time internship. The face-to-face cohort, which meets in Kaysville, is typically comprised of approximately 32 students living within driving distance of the USU Kaysville Education Center. Statewide cohorts are larger, as illustrated in Table 2, because we accept qualified students from locations across the state.

Table 2. Number of Students, by Cohort

Cohort Start Date	Statewide/Kaysville	Number of Students
2012	Kaysville	30
2013	Statewide	58
2014	Kaysville	31

Applicant geographic location is not a factor in the admission process of the program. We accept qualified applicants first and then activate sites within approximately one-hour driving time of the student's home. A salient goal of the program is to have students meet together in dyads or larger groups to facilitate and encourage student interaction. While this fluctuates from year to year, in our 2017 cohort we have only five solo sites out of 14 total regional sites. Students at solo sites have opportunities to interact with one another during small group activities because program instructors use broadcast capabilities to keep selected microphones and receivers active while audio devices at the other sites are muted. In addition, students exchange ideas and develop support systems to lessen the feeling of isolation. Being able to interact in even smaller groups at individual sites provides students with an increased sense of community and closeness. Use of the student management system CANVAS invites additional opportunity for student interaction through discussion board posts, email, and chats.

Staffing

A program director, twelve-member faculty, and an academic advisor administer the School Counselor Education program. Each faculty member is uniquely qualified to teach the course or courses for which she or he is responsible. Faculty qualifications appear in Appendix C.

Self-study Overview

Although a team of four members of the Professional School Counselor Education program faculty and staff authored the written self-study report, it reflects the efforts of the entire faculty. The

USU Professional School Counselor Education program is committed to ongoing data collection as part of its internal quality assurance process. The program utilizes a multi-method, multi-source approach to collect data for program monitoring and improvement. Much of the data is collected annually, while some, such as the Praxis Crosswalk, are undertaken on a one-time basis. This data is included as part of the self-study and to substantiate cases made herein.

Name	Respondent or Source	Type
Demographic data	Admission applications/student level	categorical
GPA at various time points	University database/student level	quantitative
Course grades	University database/student level	quantitative
Praxis II Scores	ETS/student level	quantitative
Practicum Classroom Supervisor Evaluation	Classroom supervisors/student level	quantitative and qualitative
Practicum Supervisor Evaluation	Practicum supervisors/student level	quantitative and qualitative
Internship Supervisor Evaluation	Internship supervisors/student level	quantitative and qualitative
Graduate Survey Results	Graduates/non-identified student level	quantitative and qualitative
CEHS Completer Survey Results	Graduates/non-identified student level	quantitative and qualitative
Employment information	Graduate or state database	qualitative
Employer Survey Results	Employers/non-identified student level	quantitative and qualitative
Minutes of faculty meetings	Permanent product from monthly faculty meetings	qualitative
Pilot test of new Practicum and Internship Evaluation forms	Supervisors/instrument level	quantitative and qualitative
2016 CACREP Standards including those for School Counseling, New Utah Model, and Praxis Crosswalk alignment	Faculty members/course level	quantitative and qualitative

Standard 1: Completer Performance

The American School Counselor Association (ASCA) provides school counselor competencies that “outline the knowledge, abilities, skills, and attitudes that ensure that school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K -12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.” (ASCA National Model, p. 29) The USU School Counselor Education program is committed to providing students with that knowledge and facilitating the development of the abilities, skills, and attitudes as part of their training.

Preliminary Steps

In 2017, ETS (Educational Testing Service) published their Professional School Counselor Praxis Curriculum Crosswalk. The Curriculum Crosswalks are test-specific charts that facilitate programs confirming that they offer courses that provide the necessary content knowledge for professional licensure exams and to meet national standards. The Professional School Counselor Praxis Exam covers four areas: Foundations, Delivery, Management, and Accountability.

In the spring and early summer of 2017, the USU School Counseling faculty each independently completed the 181-item crosswalk for each of their courses. They were asked to complete the crosswalk using a 5-point behaviorally-anchored scale indicating the degree to which they focused on each element of the crosswalk in their course. The Praxis Crosswalk is provided in the School Counseling Evidence room at <https://cehs.usu.edu/evidence-room/Praxis%20Crosswalk%20-%20Instructions%20to%20USU%20Faculty.pdf>. The data collected was then analyzed looking at patterns across the program to ensure adequate coverage of content, pedagogical, and professional knowledge. The results were provided to the faculty in a meeting on July 31, 2017 and facilitated a discussion related to possible additions and changes to course curricula and course alignment (Please access the faculty meeting minutes by accessing the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/Faculty%20Curriculum%20Review%20Minutes%2007%2031%2017.pdf>). The results of the crosswalk yielded seven items of 183 total items with a low level of endorsement, suggesting that the items were not *potentially* being adequately covered by the program coursework. These included:

- Knows the relevance of Title IX of the Education Amendments of 1972 (P.L. 92-318) to education and school activities
- Describes Title IX as it relates to student rights
- Is familiar with Title II of the Education Amendments of 1976 (P.L. 94-482) and the Carl D. Perkins Career and Technical Education Act (P.L. 109-270), and their relevance to equal opportunities in career counseling
- Recognizes the impact of Title II and the Perkins Act on equal opportunities in career counseling
- Describes how to facilitate grade-level student meetings
- Describes the process of group academic advising
- Describes how to conduct school-wide assemblies

Subsequent discussions of the faculty during faculty meetings lead to the decision that several *items* (not areas) required increased attention within the curriculum, while other items were believed to be covered adequately, and did not merit any programmatic changes.

The faculty identified an additional 10 to 12 *items* (not areas) related to the curriculum that they felt needed increased focus on the basis of their interactions with students and data sources such as graduate surveys:

- Peer mediation/conflict resolution
- Utah model vs ASCA model (systemic assessment of comparative language)
- History and role of school counseling
- Rtl
- Career literacy (beyond exploration and development)
- Instruction and pedagogical theory
- How to provide consultation
- Social networking, online bullying
- Staying mentally healthy/avoiding burnout
- Research
- Motivation
- Common medications affecting mood and learning

There was strong agreement that aside from these items, the coursework offered by the program was addressing key content areas thoroughly. Following the presentation and discussion, a decision was made to change the Grant Writing course from a required course to an elective and to add a new course; *Collaborative Classroom Instruction, Leadership and Professional Topics* beginning in Spring 2019. As part of this process other instructors also modified course objectives to ensure adequate coverage of areas relevant to the successful practice of school counseling from the standpoint of their courses. The course objectives for each course offering is provided in the evidence room. Given the alignment of the courses offered by the program with CACREP and ASCA standards and the Praxis Crosswalk, it is believed that student grades in the courses are a valid and reliable indicator of student competence.

Exhibits content, pedagogical, and professional knowledge relevant to professional school counseling

In addition to the use of student course grades as evidence of content, pedagogical, and professional school counseling, this self-study provides other sources to support our claims including Praxis II Test scores in the content area of Professional School Counseling, overall GPA in the program, selected rating items from the Practicum Classroom Supervisor Evaluation, selected domain scores and individual rating items from the Internship Supervisor Evaluation, as well as salient items from both our Graduate Survey and Employer Survey.

Grades in courses focusing on acquisition of content, pedagogical, and professional knowledge.

Students in the program take a series of thirteen courses that focus on ensuring they gain the professional, pedagogical, and content knowledge necessary to successfully practice as a school counselor. Mean grades for each course exceed 3.66 (A-) for all courses except PSY 6330, Principles of Psychological Measurement and Test Theory where mean course grades ranged from 3.31 to 3.40, still well within the acceptable range for the program. This pattern of grades serves as evidence of student knowledge and skills in course content.

Table 1.1 Student Grades in USU courses in the Professional School Counseling program

	2012	2013	2014	Combined
PSY 6530 Developmental Psychology	Mean = 3.96 Range: 3.33 - 4.00 SD = 0.145 N = 30	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.226 N = 58	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.225 N = 31	Mean = 3.85 Range: 3.33 - 4.00 SD = 0.215 N = 119
PSY 6330 Principles of Psych Measurement and Test Theory	Mean = 3.40 Range: 2.33 - 4.00 SD = 0.345 N = 30	Mean = 3.31 Range: 2.00 - 4.00 SD = 0.515 N = 58	Mean = 3.32 Range: 2.33 - 4.00 SD = 0.468 N = 31	Mean = 3.34 Range: 2.00 - 4.00 SD = 0.463 N = 119
PSY 6460 Ethical Legal and Professional Issues in School Counseling	Mean = 3.92 Range: 3.33- 4.00 SD = .168 N = 30	Mean = 3.97 Range: 3.00- 4.00 SD = .143 N = 58	Mean = 4.00 Range: 4.00- 4.00 SD = 0 N = 3	Mean = 3.97 Range: 3.00-4.00 SD = .143 N = 119
PSY 6240 Comprehensive School Counseling Programs	Mean = 3.97 Range: 3.67 - 4.00 SD = 0.101 N = 30	Mean = 3.86 Range: 2.67 - 4.00 SD = 0.295 N = 57	Mean = 3.74 Range: 2.00 - 4.00 SD = 0.469 N = 31	Mean = 3.86 Range: 2.00 - 4.00 SD = 0.327 N = 118
PSY 6350 Intro to Theories of Intervention in Psychology	Mean = 3.68 Range: 3.00 - 4.00 SD = .0270 N = 30	Mean = 3.68 Range: 2.67 - 4.00 SD = 0.312 N = 58	Mean = 3.71 Range: 2.67 - 4.00 SD = 0.319 N = 31	Mean = 3.68 Range: 2.67 - 4.00 SD = 0.302 N = 119
PSY 6340 Consultation in the Schools	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 30	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 58	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 31	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 119
PSY 6260 Career Development	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 30	Mean = 3.97 Range: 3.00 - 4.00 SD = .143 N = 58	Mean = 3.93 Range: 3.30 - 4.00 SD = .165 N = 31	Mean = 3.97 Range: 3.00 - 4.00 SD = .133 N = 119
PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 - 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 - 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 - 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 - 4.00 SD = 0.218 N = 119
PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 - 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 - 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 - 4.00 SD = 0.153 N = 119
PSY 6420 Group Counseling in Schools	Mean = 3.76 Range: 3.00 - 4.00 SD = 0.327 N = 30	Mean = 3.82 Range: 3.00 - 4.00 SD = 0.308 N = 58	Mean = 3.95 Range: 2.33 - 4.00 SD = 0.300 N = 31	Mean = 3.84 Range: 2.33 - 4.00 SD = 0.316 N = 119

PSY 6390 Program Evaluation in the Schools	Mean = 3.99 Range: 3.67 – 4.00 SD = 0.060 N = 30	Mean = 3.93 Range: 3.33 – 4.00 SD = 0.162 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.151 N = 31	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.141 N = 119
PSY 6810 College and Career Readiness for School Counselors	Mean = 3.97 Range: 3.33 – 4.00 SD = 0.135 N = 30	Mean = 3.95 Range: 3.00 – 4.00 SD = 0.174 N = 58	Mean = 3.98 Range: 3.67 – 4.00 SD = 0.082 N = 31	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.145 N = 119
PSY 6700 Grant Writing for School Counselors	Mean = 3.97 Range: 3.67 – 4.00 SD = 0.102 N = 29	Mean = 3.97 Range: 3.33 – 4.00 SD = 0.113 N = 58	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.180 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.130 N = 118

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate only one course, PSY 6240 evidenced a difference among cohorts ($F = 3.771$, $df = 3$, $p \leq 0.026$), with the 2012 cohort performing statistically significantly better than the 2014 cohort. There were no other statistically significant differences observed across cohorts for any other courses.

Cumulative GPA at the completion of the Professional School Counseling Program

The mean GPA for students at the completion of the program is at least 3.85 for all cohorts. This is consistent with an excellent grasp of the content, pedagogical, and professional knowledge required as part of the coursework. In fact, across the three cohorts focused on in this self-study, only two students completed the program with GPAs of less than 3.50.

Table 1.2 Cumulative GPA in School Counseling Program

Cohort Group	2012	2013	2014	Combined
	Mean = 3.88 Range: 3.62 – 4.00 SD = 0.093 N = 30	Mean = 3.85 Range: 3.15 – 4.00 SD = 0.143 N = 58	Mean = 3.86 Range: 3.44 – 4.00 SD = 0.129 N = 31	Mean = 3.86 Range: 3.15 – 4.00 SD = 0.128 N = 119

*Note: There are differences in sample size for each cohort across variables due to variability in the data available for each student based on unique patterns of engagement in the program.

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts.

Praxis II in Professional School Counseling scores

Since Utah began requiring the Praxis II for Professional School Counselors for licensure as a school counselor, our students have demonstrated high levels of proficiency in the areas assessed by the exam. Praxis test scores range from 100 – 200 with the “Average” range being 162 – 176. In the state of Utah, the current qualifying score is 164, one of only two states to set the bar that high. Prior to 2013, the qualifying score was 159 in keeping with the national mode. All of our completers have successfully passed the Praxis II exam for Professional School Counselors suggesting that they have demonstrated high levels of proficiency in the content, pedagogical, and professional knowledge necessary to function

as a school counselor (Table 1.3a below). Although all of our completers have successfully passed the Praxis II test, a few (four in the past three years) have needed to take the exam multiple times, to obtain a qualifying score (see table 1.3b below).

Table 1.3a Praxis II Scores on the Professional School Counselor exam

Cohort Group	2012	2013	2014	Combined
	Mean = 173.67 Range: 159 - 184 SD = 6.748 N = 30	Mean = 175.43 Range: 164 - 187 SD = 6.044 N = 58	Mean = 175.03 Range: 167 - 185 SD = 4.564 N = 31	Mean = 174.88 Range: 159 - 187 SD = 5.889 N = 119
Qualifying Score Rate	100%	100%	100%	100%

There were no statistically significant differences across cohorts for Praxis scores.

Table 1.3b Students obtaining a qualifying score on the Praxis II exam on their first attempt

Cohort Group	2012	2013	2014	Combined
Number of Students Qualifying on 1st Attempt	N = 30	N = 54*	N = 31	N = 115
Qualifying Score on 1st Attempt Rate	100%	93.10%	100%	96.64%

* Three students took the Praxis II exam twice to obtain a qualifying score, one student took the exam three times to reach a qualifying score

At the current time, our data is not sufficient to determine whether the differential performance across cohorts is a one-time cohort effect or whether there are real differences in the performance of the face-to-face and the distance (IVC) cohorts. This merits further examination.

Internship Supervisor Evaluation rating scores focusing on content, pedagogical, and professional knowledge

During their third year in the program, students complete a 600 hour, school-based internship experience. They are supervised by Utah highly qualified level 2 school counselors who oversee students functioning in the role of school counselors. Level 2 counselors possess an intermediate level license indicating that in addition to having met all requirements for initial licensure and have demonstrated at least three years of successful practice as a school counselor.

Supervisors rate students using a 9-point scale ranging from 1 = *Very Poor* to 9 = *Outstanding*, with a rating of 5 = *Average*. Ratings are provided on four or five items assessing knowledge, skills, and abilities within each of 12 different domains. Domain scores are the mean of each of the items within a particular domain. Some interns had multiple evaluators for the internship experience. When that was

the case, the mean scores for each item were computed, thereby reflecting multiple ratings in a single score for each student. This approach allowed for equal representation of all students. Analysis of the data suggests that supervisor ratings of students are very positive. Mean domain scores were all within the range of 7.81 to 8.39 suggesting that supervisors felt that internship students had a strong grasp of the content and professional knowledge needed to succeed as school counselors.

Table 1.4 Internship Supervisor ratings by domain

	2012	2013	2014	Combined
Professional School Counselor Identity	Mean = 8.36 Range: 7.00 – 9.00 SD = 0.571 N = 30	Mean = 8.25 Range: 5.40 – 9.00 SD = 0.835 N = 57	Mean = 8.30 Range: 7.00 – 9.00 SD = 0.645 N = 31	Mean = 8.29 Range: 5.40 – 9.00 SD = 0.829 N = 118
Social & Cultural Diversity	Mean = 8.15 Range: 6.88 – 9.00 SD = 0.641 N = 30	Mean = 7.81 Range: 5.50 – 9.00 SD = 1.052 N = 51	Mean = 8.10 Range: 6.625 – 9.00 SD = 0.702 N = 30	Mean = 8.10 Range: 5.50 – 9.00 SD = 0.876 N = 111
Human Growth & Development	Mean = 8.03 Range: 6.40 – 9.00 SD = 0.678 N = 29	Mean = 7.96 Range: 5.00 – 9.00 SD = 0.990 N = 55	Mean = 8.14 Range: 6.20 – 9.00 SD = 0.722 N = 29	Mean = 8.02 Range: 5.00 – 9.00 SD = 0.850 N = 113
Career Development	Mean = 8.16 Range: 6.88 – 9.00 SD = 0.670 N = 29	Mean = 7.99 Range: 5.25 – 9.00 SD = 1.019 N = 52	Mean = 8.15 Range: 5.88 – 9.00 SD = 0.700 N = 27	Mean = 8.08 Range: 5.25 – 9.00 SD = 0.859 N = 108
Helping Relationships	Mean = 8.27 Range: 6.60 – 9.00 SD = 0.683 N = 29	Mean = 7.99 Range: 5.20 – 9.00 SD = 1.006 N = 55	Mean = 8.08 Range: 6.40 – 9.00 SD = 0.734 N = 30	Mean = 8.09 Range: 5.20 – 9.00 SD = 0.866 N = 114
Group Work	Mean = 8.12 Range: 6.75 – 9.00 SD = 0.736 N = 30	Mean = 7.87 Range: 5.50 – 9.00 SD = 0.901 N = 50	Mean = 7.87 Range: 6.00 – 9.00 SD = 0.858 N = 25	Mean = 7.94 Range: 5.00 – 9.00 SD = 0.846 N = 105
Assessment	Mean = 7.90 Range: 6.25 – 9.00 SD = 0.852 N = 27	Mean = 7.91 Range: 5.00 – 9.00 SD = 1.071 N = 52	Mean = 7.94 Range: 5.00 – 9.00 SD = 0.967 N = 23	Mean = 7.91 Range: 5.00 – 9.00 SD = 0.985 N = 102
Research & Program Evaluation	Mean = 8.27 Range: 6.13 – 9.00 SD = 0.778	Mean = 7.89 Range: 5.25 – 9.00 SD = 1.062	Mean = 7.98 Range: 5.25 – 9.00 SD = 1.00	Mean = 8.02 Range: 5.25 – 9.00 SD = 0.981

	N = 29	N = 52	N = 20	N = 101
Comprehensive Counseling & Guidance Program Management	Mean = 8.28 Range: 7.00 – 9.00 SD = 0.627 N = 25	Mean = 8.07 Range: 5.60 – 9.00 SD = 0.928 N = 53	Mean = 8.10 Range: 6.30 – 9.00 SD = 0.842 N = 22	Mean = 8.13 Range: 5.60 – 9.00 SD = 0.840 N = 100
Foundations of School Counseling	Mean = 8.12 Range: 7.00 – 9.00 SD = 0.670 N = 27	Mean = 8.02 Range: 5.75 – 9.00 SD = 0.824 N = 55	Mean = 7.93 Range: 5.63 – 9.00 SD = 0.803 N = 29	Mean = 8.02 Range: 5.63 – 9.00 SD = 0.779 N = 111
Contextual Dimensions of School Counseling	Mean = 8.39 Range: 7.00 – 9.00 SD = 0.591 N = 30	Mean = 8.23 Range: 5.88 – 9.00 SD = 0.829 N = 55	Mean = 8.26 Range: 6.25 – 9.00 SD = 0.742 N = 29	Mean = 8.28 Range: 5.88 – 9.00 SD = 0.747 N = 114
Additional Knowledge & Skill Requirements	Mean = 7.85 Range: 6.50 – 9.00 SD = 0.849 N = 24	Mean = 7.70 Range: 6.00 – 9.00 SD = 1.170 N = 43	Mean = 7.91 Range: 6.00 – 9.00 SD = 1.049 N = 18	Mean = 7.78 Range: 6.00 – 9.00 SD = 1.055 N = 85

* Ratings of interns were completed using a 9-point Likert scale where 9 = Outstanding, 8 = Excellent, 7 = Well Above Average, 6 = Slightly Above Average, 5 = Average, 4 = Slightly Below Average, 3 = Well Below Average, 2 = Poor, 1 = Very Poor; Several raters deviated from the provided scale and awarded ratings of 10

** N varies within cohort because not every intern had experiences and received ratings within each item of each domain.

*** Item ranges are not whole numbers because domain scores are a composite of four or five individual items.

The comparison of means for the domain ratings for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts.

Additionally, we examined internship supervisor ratings of individual items related to content, pedagogical, and professional knowledge to assess the performance of our completers. Mean scores ranged from a low of 7.49 for the 2012 cohort for item 12-2 *Demonstrates an awareness of the need for seeking and securing enhancement funding for program expansion*, to a high of 8.58 for the 2012 cohort for item 11-1 *Demonstrates the ability to collaborate with administration, teachers, support personnel and community resources to support a student or guidance program*. These scores suggest that internship supervisors perceive that our students possess the content, pedagogical, and professional knowledge necessary to be a school counselor. Remarkably, only one student received a rating of anything less than *Average* (5) and that was for a single student in the 2014 cohort who received a score of 4 from one of their two supervisors for the item 7-4 *Ability to conduct assessments that consider multiple sources of information*. These rating scores indicate that internship supervisors believe our students possess the content, pedagogical, and professional knowledge necessary to be effective school counselors.

Table 1.5 Internship Supervisor ratings for selected items related to content, pedagogical, and professional knowledge

	2012	2013	2014	Overall
Social and Cultural Diversity				
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.98 Range: 6.5 – 9.00 SD = 0.815 N = 30	Mean = 7.653 Range: 5.0 –9.0 SD = 1.119 N = 54	Mean = 8.08 Range: 7.0 – 9.0 SD = 0.734 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.971 N = 114
Human Growth and Development				
3-2 Demonstrates skills in assisting in successful transitions for students	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.795 N = 29	Mean = 8.05 Range: 5.0 – 9.0 SD = 1.070 N = 57	Mean = 8.11 Range: 6.5 –9.0 SD = 0.769 N = 31	Mean = 8.07 Range: 5.0 –9.0 SD = 0.927 N = 117
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.844 N = 30	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.124 N = 57	Mean = 8.30 Range: 6.5 –9.0 SD = 0.786 N = 31	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.986 N = 118
3-4 Demonstrates strategies for facilitating optimal personal, career, and academic development	Mean = 8.10 Range: 6.0 – 9.0 SD = 0.814 N = 30	Mean = 7.92 Range: 5.0 –9.0 SD = 1.038 N = 57	Mean = 8.20 Range: 6.0 –9.0 SD = 0.771 N = 31	Mean = 8.04 Range: 5.0 –9.0 SD = 0.920 N = 118
3-5 Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology	Mean = 7.95 Range: 5.5 – 9.0 SD = 0.834 N = 30	Mean = 7.85 Range: 5.0 –9.0 SD = 1.137 N = 55	Mean = 7.88 Range: 6.0 –9.0 SD = 0.922 N = 30	Mean = 7.88 Range: 5.0– 9.0 SD = 1.004 N = 115
Career Development				
4-1 Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP (Plan for CCR) process	Mean = 8.03 Range: 6.0 – 9.0 SD = 0.880 N = 30	Mean = 7.95 Range: 5.0 –9.0 SD = 1.133 N = 57	Mean = 8.05 Range: 6.5 –9.0 SD =0.654 N = 28	Mean = 7.99 Range: 5.0 – 9.0 SD = 0.965 N = 114
4-4 Demonstrates an understanding of the relationship between economic and labor	Mean = 8.04 Range: 6.5 – 9.0 SD = 0.876 N = 29	Mean = 7.79 Range: 5.0 – 9.0 SD = 1.170 N = 54	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.929 N = 28	Mean = 7.91 Range: 5.0 – 9.0 SD = 1.040

market factors and career development				N =111
Helping Relationships				
5-1 Demonstrates an understanding of essential interviewing and counseling skills	Mean = 8.32 Range: 6.5 - 9.0 SD = 0.737 N = 30	Mean = 7.94 Range: 5.0 – 9.0 SD = 1.055 N = 57	Mean = 8.16 Range: 7.0 – 9.0 SD = 0.787 N = 31	Mean = 8.09 Range: 5.0 – 9.0 SD = 0.923 N = 118
5-2 Demonstrates knowledge of counseling theories that effectively conceptualizes client presentation and selects and implements appropriate counseling interventions	Mean = 8.22 Range: 7.0 – 9.0 SD = 0.727 N = 30	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.188 N = 55	Mean = 7.97 Range: 6.0 – 9.0 SD = 0.900 N = 30	Mean = 7.94 Range: 5.0 – 9.0 SD = 1.020 N = 115
5-3 Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions	Mean = 8.07 Range: 5.5 – 9.0 SD = 0.874 N = 29	Mean = 7.84 Range: 5.0 – 9.0 SD = 1.144 N = 57	Mean = 7.97 Range: 5.0 – 9.0 SD = 0.903 N = 31	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.018 N = 117
5-5 Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)	Mean = 8.45 Range: 6.0 – 9.0 SD = 0.770 N = 30	Mean = 8.21 Range: 5.0 – 9.0 SD = 0.942 N = 57	Mean = 8.28 Range: 7.0 – 9.0 SD = 0.672 N = 31	Mean = 8.25 Range: 5.0 – 9.0 SD = 0.840 N = 118
Group				
6-1 Demonstrates an understanding of group dynamics and processes	Mean = 8.12 Range: 7.0 – 9.0 SD = 0.784 N = 30	Mean = 7.96 Range: 6.0 – 9.0 SD = 0.862 N = 50	Mean = 7.86 Range: 6.0 – 9.0 SD = 0.799 N = 28	Mean = 7.98 Range: 6.0 – 9.0 SD = 0.823 N = 108
6-2 Demonstrates knowledge of group leadership styles and approaches	Mean = 8.12 Range: 6.0 – 9.0 SD = 0.784 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.956 N = 51	Mean = 7.65 Range: 6.0 – 9.0 SD = 0.959 N = 28	Mean = 7.87 Range: 5.0 – 9.0 SD = 0.920 N = 109
6-4 Demonstrates an understanding of ethical and legal considerations	Mean = 8.15 Range: 7.0 – 9.0 SD = 0.767	Mean = 7.93 Range: 5.0 -9.0 SD = 0.949	Mean = 7.86 Range: 6.0 – 9.0 SD = 0.915	Mean = 7.97 Range: 5.0 – 9.0

for engaging elementary and secondary students in group work	N = 30	N = 51	N = 29	SD = 0.893 N = 110
Assessment				
7-1 Demonstrates an understanding of individual and group approaches to assessment and evaluation	Mean = 7.98 Range: 7.0 – 9.0 SD = 0.713 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.026 N = 56	Mean = 7.76 Range: 5.5 – 9.0 SD = 0.991 N = 28	Mean = 7.90 Range: 5.0 – 9.0 SD = 0.940 N = 114
7-2 Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.937 N = 29	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.099 N = 56	Mean = 7.90 Range: 5.5 – 9.0 SD = 1.046 N = 27	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.037 N = 112
7-3 Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.078 N = 27	Mean = 7.75 Range: 5.0 – 9.0 SD = 1.180 N = 56	Mean = 7.86 Range: 6.5 – 9.0 SD = 0.952 N = 25	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.097 N = 108
7-4 Ability to conduct assessments that consider multiple sources of information	Mean = 7.97 Range: 6.5-9.0 SD = 0.916 N = 29	Mean = 7.95 Range: 5.0-9.0 SD = 1.130 N = 52	Mean = 8.00 Range: 4.5-9.0 SD = 1.070 N = 25	Mean = 7.97 Range: 4.5-9.0 SD = 1.051 N = 106
Research and Program Evaluation				
8-1 Demonstrates an understanding of the importance of research in the school counseling progression as a tool for evaluation of programs and interventions	Mean = 8.30 Range: 6.5 -9.0 SD = 0.761 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.208 N = 56	Mean = 7.80 Range: 5.5 – 9.0 SD = 0.954 N = 29	Mean = 7.99 Range: 5.0 – 9.0 SD = 1.054 N = 115
8-2 Demonstrates an understanding of procedures for data gathering, analysis, and presentation	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.957 N = 30	Mean = 7.99 Range: 5.0 – 9.0 SD = 1.043 N = 55	Mean = 7.96 Range: 5.5 – 9.0 SD = 0.987 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.001 N = 114
8-3 Demonstrates and understanding of the ways that technology and statistical methods are used in conducting research and program evaluation	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.878 N = 30	Mean = 7.80 Range: 5.0 – 9.0 SD = 1.136 N = 56	Mean = 7.89 Range: 5.5 – 9.0 SD = 0.944 N = 27	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.035 N = 113

Comprehensive Counseling and Guidance Program Management				
9-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.873 N = 30	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.974 N = 57	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.916 N = 31	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.930 N = 118
9-2 Ability to develop and implement individual planning that supports the SEOP (Plan for CCR) process at the secondary level	Mean = 8.31 Range: 6.5 – 9.0 SD = 0.725 N = 29	Mean = 8.12 Range: 5.0 – 9.0 SD = 1.040 N = 56	Mean = 8.29 Range: 6.0 – 9.0 SD = 0.763 N = 28	Mean = 8.21 Range: 5.0 -9.0 SD = 0.901 N =113
9-3 Ability to plan and present guidance curriculum to students	Mean = 8.38 Range: 6.0 – 9.0 SD = 0.751 N = 30	Mean = 8.22 Range: 5.0 – 9.0 SD = 0.943 N = 57	Mean = 8.20 Range: 6.0 – 9.0 SD = 0.867 N = 30	Mean = 8.26 Range: 5.0 – 9.0 SD = 0.875 N = 117
9-4 Ability to present guidance curriculum to school personnel and parents	Mean = 8.19 Range: 6.0 – 9.0 SD = 0.722 N = 26	Mean = 8.10 Range: 5.0 – 9.0 SD = 1.078 N = 54	Mean = 7.96 Range: 6.0 – 9.0 SD = 0.932 N = 28	Mean = 8.09 Range: 5.0 – 9.0 SD = 0.961 N = 108
9-5 Demonstrates the ability to design and implement preventive, developmental and organized systems for delivering responsive services	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.716 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.152 N = 56	Mean = 7.87 Range: 6.0 – 9.0 SD = 0.947 N = 27	Mean = 8.00 Range: 5.0 – 9.0 SD = 1.009 N =113
Foundations of School Counseling				
10-3 Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.989 N = 29	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.011 N = 57	Mean = 7.69 Range: 5.0 – 9.0 SD = 1.089 N = 29	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.022 N = 115
10-4 Demonstrates knowledge of current and emerging technology in school guidance counseling, and implements	Mean = 8.10 Range: 6.0 – 9.0 SD = 0.824 N = 30	Mean = 8.07 Range: 6.0 – 9.0 SD = 0.769 N = 57	Mean = 8.03 Range: 6.0 – 9.0 SD = 0.803 N = 31	Mean = 8.07 Range: 6.0 – 9.0 SD = 0.786 N = 118

appropriate new technologies				
Contextual Dimensions of School Counseling				
11-3 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.771 N = 30	Mean = 8.08 Range: 5.5 – 9.0 SD = 0.947 N = 57	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.039 N = 30	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.930 N = 117
11-4 Demonstrates knowledge of prevention and crisis intervention strategies	Mean = 8.23 Range: 6.5 - 9.0 SD = 0.763 N = 30	Mean = 7.91 Range: 5.0 – 9.0 SD = 1.219 N = 55	Mean = 7.98 Range: 6.0 - 9.0 SD = 0.939 N = 30	Mean = 8.01 Range: 5.0 – 9.0 SD = 1.046 N = 115
Additional Skill and Knowledge Requirements				
12-1 Demonstrates ability to prepare and implement an action plan and/or school counseling calendar	Mean = 8.21 Range: 6.5 – 9.0 SD = 0.738 N = 29	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.060 N = 57	Mean = 7.95 Range: 5.5 – 9.0 SD = 0.879 N = 31	Mean = 7.99 Range: 5.0 – 9.0 SD = 0.943 N = 117

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Graduate Survey items focusing on content, pedagogical, and professional knowledge

In spring 2018, a survey of past graduates that consisted of demographic and quantitative items, as well as open-ended questions was distributed via email to 245 individuals who had graduated from the program. Two reminder emails were sent to potential respondents to encourage their participation. A total of 73 completers responded to the survey (29.80% response rate). Completers were asked to complete a variety of rating items using a 5-point scale where 1 = *Poor* and 5 = *Excellent*. Three items were identified that address the claim that completers exhibit content, pedagogical, and professional knowledge for success as a school counselor. While completers' responses to the items concerning skills required to be an effective counselor and training in College and Career Readiness as having mean scores in the above average range, their ratings for the item concerning preparation to use technology to promote student learning and support the school comprehensive guidance system as somewhat lower ($X = 3.66$, $SD = 1.017$), but still within the average range.

Table 1.6 Items from the Completer (Graduate) Survey relevant to content, pedagogical, and professional knowledge

How well do you feel your training in the program prepared you to use technology to promote student learning and support the school comprehensive guidance system?	Mean = 3.66 Range: 1.0 – 5.0 SD = 1.017 N = 73
Please rate your preparation in terms of the skills required to be an effective counselor.	Mean = 4.21 Range: 2.0 – 5.0 SD = 0.768

	N = 72
How well do you think the program trained you in College and Career Readiness?	Mean = 4.18 Range: 2.0 – 5.0 SD = 0.714 N = 73

Employer Survey items focusing on content, pedagogical, and professional knowledge

In spring 2018, each of our completers was contacted via email and asked to forward a survey to their employer. They were informed that the purpose of the survey was to collect feedback from the employer on the completer’s performance and the USU Professional School Counseling program. The survey consisted of demographic items about the setting and the employee, as well as both quantitative items asking them to rate their employee’s skills and knowledge (using a 5-point scale where 1 = *Poor* and 5 = *Excellent*), as well as their satisfaction with the completer. Email reminders were sent to increase participation. Despite this, the return rate was very poor with only 21 of 245 possible responses collected (8.57%). Employers who provided responses rated the USU graduates very positively in terms of their knowledge, with almost all mean ratings in the *Very Good* to *Excellent* range. The following table provides descriptive statistics for key items from the Employer Survey:

Table 1.7 Items from the Employer Survey relevant to content, pedagogical, and professional knowledge

How would you rate the USU graduate’s performance in the following area?	
--Understands successful approaches to assessment and evaluation	Mean = 4.76 Range: 3.0 – 5.0 SD = 0.625 N = 21
--Use of essential interviewing and counseling skills	Mean = 4.81 Range: 4.0 – 5.0 SD = 0.402 N = 21
--Use of group counseling skills and interventions	Mean = 4.55 Range: 3.0 – 5.0 SD = 0.686 N = 20
--Understands and successfully implements the Utah School Comprehensive Counseling and Guidance Program (or your state program)	Mean = 4.71 Range: 3.0 – 5.0 SD = 0.561 N = 21
--Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	Mean = 4.76 Range: 2.0 – 5.0 SD = 0.700 N = 21
--Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	Mean = 4.81 Range: 4.0 – 5.0 SD = 0.402 N = 21

--Ability to plan and present guidance curriculum to students, school personnel and parents	Mean = 4.76 Range: 0.436 SD = 4.0 – 5.0 N = 21
--Demonstrates knowledge of prevention and crisis intervention strategies	Mean = 4.71 Range: 4.0 - 5.0 SD = 0.463 N = 21

Exhibits knowledge of learning and of learning theory including social, emotional, and academic dimensions

As school counselors are tasked with supporting and promoting every students' success in school, it is vital that they have thorough knowledge of learning and learning theory. Students in the program have multiple opportunities to demonstrate this knowledge through coursework, as well as their practicum and internship experiences.

Grades in courses focusing on acquisition of knowledge of learning and learning theory and its application

Although there are no courses included in the program that focus solely on learning and learning theory, there are three courses that focus on various aspects of learning, learning theory, and its application. Students have demonstrated their knowledge in these areas as evidenced by their strong performance and grades in these courses where the mean grade is in the A- range. Across the three courses for all three cohorts only two students received grades of less than a B.

Table 1.8 Grades in courses focusing on acquisition of knowledge of learners and of learning theory and its application

	2012	2013	2014	Combined
PSY 6530 Developmental Psychology	Mean = 3.96 Range: 3.33 - 4.00 SD = 0.145 N = 30	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.226 N = 58	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.225 N = 31	Mean = 3.85 Range: 3.33 – 4.00 SD = 0.215 N = 119
PSY 6260 Career Development	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.97 Range: 3.00 – 4.00 SD = .143 N = 58	Mean = 3.93 Range: 3.30 – 4.00 SD = .165 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = .133 N = 119
PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 – 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 – 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 – 4.00 SD = 0.218 N = 119

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate no statistically significant differences among cohorts.

Practicum Supervisor Evaluation item ratings focusing acquisition of knowledge of learning and learning theory

Beginning in the spring of their second year, students have the opportunity to apply their learning in a semester-long practicum experience. This consists of 50 hours of classwork and 150 hours in a school setting. Highly qualified, level 2, licensed school counselors provide on-site individual supervision to students in the school setting; and additional highly qualified, *level 2* school counselors meet with them weekly in small group classroom settings for group supervision during practicum class. On-site supervisors complete an evaluation form for each student providing both the student and the program feedback on the student’s performance during practicum. Supervisors rate students using a 9-point scale ranging from 1 = *Very Poor* to 9 = *Outstanding*, with a rating of 5 = *Average*.

Although students completing practicum are inexperienced and have yet to complete their coursework, ratings by their supervisors suggest that they already demonstrate much of the knowledge related to learning and learning theories necessary to be effective as a school counselor. Mean scores for each cohort suggest solidly above average knowledge. Furthermore, no student earned scores below a 5 or Average for any of the items within these areas.

Table 1.9 Practicum Supervisor Evaluation rating items related to learning and learning theories and their application

	2012	2013	2014	Overall
Human Growth and Development				
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.076 N = 31	Mean = 8.23 Range: 6.0 – 9.0 SD = 0.894 N = 56	Mean = 7.97 Range: 5.0 – 9.0 SD = 1.118 N = 29	Mean = 8.08 Range: 5.0 – 9.0 SD = 1.006 N = 116
3-4 Demonstrates strategies for facilitating optimal personal, career, and academic development	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.957 N = 31	Mean = 8.18 Range: 5.0 – 9.0 SD = 0.966 N = 57	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.892 N = 31	Mean = 8.14 Range: 5.0 – 9.0 SD = 0.938 N = 119
3-5 Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.056 N = 26	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.937 N = 52	Mean = 7.59 Range: 5.0 – 9.0 SD = 1.086 N = 29	Mean = 7.94 Range: 5.0 – 9.0 SD = 1.026 N = 107
Career Development				
4-1 Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP (Plan for CCR) process	Mean = 8.14 Range: 5.0 – 9.0 SD = 0.953 N = 29	Mean = 8.28 Range: 5.0 – 9.0 SD = 0.878 N = 54	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.995 N = 30	Mean = 8.20 Range: 5.0 – 9.0 SD = 0.925 N = 113

Internship Supervisor Evaluation item ratings focusing acquisition of knowledge of learning and learning theory

As explained previously in this section, third year students complete a 600-hour internship in a school setting, where they are supervised by highly qualified, level 2 school counselors. At the end of the semester the supervisor rates each student on four to five items within 12 different domain areas.

Supervisor ratings for the items related to knowledge of learning, learning theories, and their application were very strong, falling solidly in the above average range. In general, our students demonstrate a strong knowledge base related to learning and learning differences that facilitates them being able to support student success in their role as school counselors.

Table 1.10 Internship Supervisor ratings for selected items related to learning, learning theories, and their application

	2012	2013	2014	Overall
Human Growth and Development				
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.844 N = 30	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.124 N = 57	Mean = 8.30 Range: 6.5 – 9.0 SD = 0.786 N = 31	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.986 N = 118
3-4 Demonstrates strategies for facilitating optimal personal, career, and academic development	Mean = 8.10 Range: 6.0 – 9.0 SD = 0.814 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.038 N = 57	Mean = 8.20 Range: 6.0 – 9.0 SD = 0.771 N = 31	Mean = 8.04 Range: 5.0 – 9.0 SD = 0.920 N = 118
3-5 Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology	Mean = 7.95 Range: 5.5 – 9.0 SD = 0.864 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 1.156 N = 55	Mean = 7.88 Range: 6.0 – 9.0 SD = 0.922 N = 30	Mean = 7.88 Range: 5.0 – 9.0 SD = 1.018 N = 115
Career Development				
4-1 Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP (Plan for CCR) process	Mean = 8.03 Range: 6.0 – 9.0 SD = 0.880 N = 30	Mean = 7.95 Range: 5.0 – 9.0 SD = 1.133 N = 57	Mean = 8.05 Range: 6.5 – 9.0 SD = 0.654 N = 28	Mean = 7.99 Range: 5.0 – 9.0 SD = 0.965 N = 115
Group				
6-3 Demonstrates use of developmentally appropriate group counseling skills and interventions	Mean = 8.07 Range: 6.0 – 9.0 SD = 0.828 N = 30	Mean = 7.80 Range: 5.0 – 9.0 SD = 1.054 N = 52	Mean = 7.80 Range: 6.0 – 9.0 SD = 0.936 N = 26	Mean = 7.87 Range: 5.0 – 9.0 SD = 0.967 N = 108

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Employer Survey items focusing acquisition of knowledge of learning and learning theory

Employers who responded to our survey, rated our completers as being very able to apply learning theory in recognizing the need for accommodating individual differences and designing appropriate modifications of strategies for the students they work with. Although there was a single outlier in the data, with one graduate having below average skills, the vast majority of employers rated our completers as having excellent skills in this area, as evidence by a mean score of 4.76 out of a possible 5.

Table 1.11 Employer Survey items related to learning, learning theories, and their application

How would you rate the USU graduate’s performance in the following area?	
--Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	Mean = 4.76 Range: 2.0 – 5.0 SD = 0.700 N = 21

Exhibits knowledge of culturally responsive practice

School aged populations in the United States are becoming increasingly diverse. The USU Professional School Counseling program recognizes the importance of training school counselors who possess the attitudes, knowledge, and skills needed for culturally responsive practice. Within this section is presented evidence in the form of grades, Practicum Supervisor Evaluations, Internship Supervisor Evaluations, and responses to items on both the Completer (Graduate) and Employer Surveys.

Grades in courses focusing on acquisition of knowledge related to culturally responsive practice

In addition to a course titled Diversity Issues in Treatment and Assessment, students take two other courses that include a major focus on the impact of culture and culturally responsive practice. The table 1.11 provides a summary of the information regarding student performance in courses focused on the acquisition of knowledge related to culturally responsive practice. Although both the practicum and internship courses (PSY 6370 and PSY 6250) focus on knowledge and development of these skills, the courses are graded on a pass/fail basis. This grading format does not lend itself to being included in an analysis of course grades. Additionally, richer information regarding student learning in the practicum and internship experiences can be garnered from the Supervisor Evaluations.

As is the case in the previous discussion of grades, students across cohorts performed at high levels, with mean grades in excess of 3.67 (A-) in all courses. Nearly all students received grades of at least B (3.00) for each of these courses, with a single student receiving a grade of C+ (2.33) in PSY 6130 in 2013.

Table 1.12 Grades in courses focusing on acquisition of knowledge related to culturally responsive practice

	2012	2013	2014	Combined
PSY 6530 Developmental Psychology	Mean = 3.96 Range: 3.33 - 4.00 SD = 0.145 N = 30	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.226 N = 58	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.225 N = 31	Mean = 3.85 Range: 3.33 – 4.00 SD = 0.215 N = 119
PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 – 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 – 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 – 4.00 SD = 0.218 N = 119

PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.153 N = 119
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The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate no statistically significant differences among cohorts.

Practicum Supervisor Evaluation ratings of knowledge related to culturally responsive practice

Practicum supervisors rate their practicum students on seven items related to culturally responsive practice. These students, who have yet to complete their coursework, receive positive ratings (mean ratings range from 7.59 to 8.66, where 9.00 = *Outstanding*) from their supervisors suggesting that they have strong knowledge related to culturally responsive practice.

Table 1.13 Practicum Supervisor Evaluation ratings for selected items related to culturally responsive practice

	2012	2013	2014	Overall
Social and Cultural Diversity				
2-1 Awareness of own culture and its impact on counseling activities	Mean = 7.94 Range: 6.0 – 9.0 SD = 0.914 N = 32	Mean = 8.14 Range: 6.0 - 9.0 SD = 0.789 N = 57	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.819 N = 28	Mean = 8.13 Range: 6.0 – 9.0 SD = 0.836 N = 117
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.107 N = 27	Mean = 8.06 Range: 5.0 – 9.0 SD = 0.998 N = 54	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.849 N = 26	Mean = 8.01 Range: 5.0 – 9.0 SD = 0.986 N = 107
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.21 Range: 7.0 – 9.0 SD = 0.819 N = 29	Mean = 8.12 Range: 5.0 – 9.0 SD = 0.983 N = 52	Mean = 8.15 Range: 7.0 – 9.0 SD = 0.818 N = 27	Mean = 8.15 Range: 5.0 – 9.0 SD = 0.895 N = 108
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.872 N = 29	Mean = 8.04 Range: 5.0 – 9.0 SD = 0.922 N = 48	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.854 N = 27	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.887 N = 104
Human Growth and Development				
3-1 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.21 Range: 6.0 – 9.0 SD = 0.861 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.428 N = 57	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.125 N = 30	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.227 N = 116
3-5 Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior,	Mean = 7.92 Range: 5.0 – 9.0	Mean = 8.15 Range: 6.0 – 9.0	Mean = 7.59 Range: 5.0 – 9.0	Mean = 7.94 Range: 5.0 – 9.0

addictive behavior, and psychopathology	SD = 1.056 N = 26	SD = 0.937 N = 52	SD = 1.086 N = 29	SD = 1.026 N = 107
Contextual Dimensions of School Counseling				
9-1 Advocates for all students	Mean = 8.66 Range: 7.0 – 9.0 SD = 0.602 N = 32	Mean = 8.58 Range: 6.0 – 9.0 SD = 0.724 N = 58	Mean = 8.42 Range: 5.0 – 9.0 SD = 0.848 N = 31	Mean = 8.56 Range: 5.0 – 9.0 SD = 0.728 N = 121

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Practicum Supervisor Evaluation.

Internship Supervisor Evaluation ratings of knowledge related to culturally responsive practice

Internship supervisors rate their student interns on the same seven items related to culturally responsive practice as practicum supervisors. The student interns also receive positive ratings (mean ratings range from 7.82 to 8.53, where 9.00 = *Outstanding*) from their supervisors suggesting that they have strong knowledge related to culturally responsive practice.

Table 1.14 Internship Supervisor ratings for selected items related to culturally responsive practice

	2012	2013	2014	Overall
Social and Cultural Diversity				
2-1 Awareness of own culture and its impact on counseling activities	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.667 N = 30	Mean = 8.27 Range: 6.0 – 9.0 SD = 0.666 N = 56	Mean = 8.20 Range: 6.5 – 9.0 SD = 0.641 N = 31	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.774 N = 117
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.98 Range: 6.5 – 9.00 SD = 0.815 N = 30	Mean = 7.653 Range: 5.0 – 9.0 SD = 1.119 N = 54	Mean = 8.08 Range: 7.0 – 9.0 SD = 0.734 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.971 N = 114
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.23 Range: 7.0 – 9.0 SD = 0.653 N = 30	Mean = 7.89 Range: 5.0 – 9.0 SD = 1.173 N = 55	Mean = 8.07 Range: 6.5 – 9.0 SD = 0.793 N = 31	Mean = 8.02 Range: 5.0 – 9.0 SD = 0.969 N = 116
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.830 N = 30	Mean = 7.76 Range: 5.5 – 9.0 SD = 1.296 N = 53	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.774 N = 31	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.047 N = 114
Human Growth and Development				

3-1 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 6.0 – 9.0 SD = 0.809 N = 30	Mean = 8.07 Range: 5.0 – 9.0 SD = 1.013 N = 57	Mean = 8.12 Range: 6.0 – 9.0 SD = 0.729 N = 30	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.890 N = 117
Contextual Dimensions of School Counseling				
11-1 Advocates for all students	Mean = 8.53 Range: 7.0 – 9.0 SD = 0.558 N = 30	Mean = 8.52 Range: 7.0 – 9.0 SD = 0.676 N = 57	Mean = 8.51 Range: 7.5 – 9.0 SD = 0.579 N = 31	Mean = 8.53 Range: 7.0 – 9.0 SD = 0.619 N = 118

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Graduate Survey ratings of knowledge related to culturally responsive practice

As described previously in this self-study, graduates of the program were asked to complete a survey pertaining to their experiences at USU, in the program, and about their professional practice. Consisting of a variety of rating items using a 5-point scale where 1 = *Poor* and 5 = *Excellent*, one item specifically addressed culturally responsive practice. All graduates completing the survey rated their preparation to deal with issues surrounding diversity as in the *Average to Excellent* range suggesting that they feel they have strong knowledge related to culturally responsive practice.

Table 1.15 Graduate Survey items related to culturally responsive practice

How well do you feel your training in the program prepared you to deal with issues surrounding diversity/multiculturalism in your school(s)?	Mean = 4.32 Range: 3.0 - 5.0 SD = 0.743 N = 73
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Employer Survey ratings of knowledge related to culturally responsive practice

Employers who responded to our survey, rated our completers as demonstrating strong knowledge of culturally responsive practice. Although there was a moderate degree of variability in ratings, the vast majority of employers rated our completers as having excellent skills in this area, as evidenced by mean scores of 4.43 and 4.67 out of a possible 5.

Table 1.16 Employer Survey items related to culturally responsive practice

How would you rate the USU graduate’s performance in the following area?	
--Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	Mean = 4.43 Range: 1.0 – 5.0 SD = 1.028 N = 21
--Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 4.67 Range: 1.0 -5.0 SD = .966 N = 21

Exhibits knowledge of assessment of and for student learning

With ESSA there is increased focus on assessment of and for student learning. Students in our program receive didactic coursework in assessment, and then have the opportunity to apply that knowledge in the practicum and internship experiences

Grades in courses focusing on acquisition of knowledge of assessment of and for student learning

Students in the program take two courses related to assessment of and for student learning. One of the classes they are required to take in their first semester of the program, PSY 6330 Principles of Psychological Measurement and Test Theory, is for most students the most difficult class in the curriculum. It is also the course with the lowest mean grades ($X = 3.34$) and the greatest variability in grades ($SD = 0.463$, Range 2.00 – 4.00). Discussions with students suggest two reasons for this. The first is that they find the coursework very novel and challenging; the second is that this is their first experience with the expectations and requirements of graduate school. Regardless of this, student performance in this course is generally strong suggesting that most students finish the course with a good understanding of assessment. Student performance in the other class that includes a major focus on assessment of and for student learning, PSY 6130 Evidence-Based Practice: School Interventions, suggest that most students demonstrate good mastery in this area and are able to apply their knowledge of assessment of and for student learning to working with students to facilitate their success.

Table 1.17 *Grades in courses focusing on acquisition of knowledge of assessment of and for student learning*

	2012	2013	2014	Combined
PSY 6330 Principles of Psych Measurement and Test Theory	Mean = 3.40 Range: 2.33 - 4.00 SD = 0.345 N = 30	Mean = 3.31 Range: 2.00 - 4.00 SD = 0.515 N = 5	Mean = 3.32 Range: 2.33 - 4.00 SD = 0.468 N = 31	Mean = 3.34 Range: 2.00 – 4.00 SD = 0.463 N = 119
PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 – 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 – 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 – 4.00 SD = 0.218 N = 119
PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.153 N = 119

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate no statistically significant differences among cohorts

Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of assessment of and for student learning

Practicum provides students with an opportunity to apply their knowledge of assessment of and for student learning and their supervisors have the opportunity to evaluate their knowledge and skills in this area. Highly qualified, level 2 supervisors rate our students very positively in this area with no students receiving any rating below *Average* and for several items and cohorts, no students receiving ratings of less than *Slightly Above Average* or *Well Above Average*. Practicum supervisors rated our students most

strongly in their assessment skills related to career development and their monitoring of the impact of student learning related to comprehensive guidance programs; however, their knowledge of assessment in general was still rated as approaching mastery.

Table 1.18 Practicum Supervisor Evaluation rating items related to assessment of and for student learning

	2012	2013	2014	Overall
Career Development				
4-3 Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies	Mean = 8.21 Range: 7.0 – 9.0 SD = 0.686 N = 28	Mean = 8.22 Range: 5.0 – 9.0 SD = 0.945 N = 54	Mean = 8.10 Range: 6.0 – 9.0 SD = 0.845 N = 30	Mean = 8.19 Range: 5.0 – 9.0 SD = 0.855 N = 112
Assessment				
6-1 Demonstrates an understanding of individual and group approaches to assessment and evaluation	Mean = 7.85 Range: 6.0 – 9.0 SD = 0.949 N = 27	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.021 N = 47	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.157 N = 29	Mean = 7.94 Range: 5.0 – 9.0 SD = 1.037 N = 103
6-2 Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques	Mean = 7.79 Range: 5.0 – 9.0 SD = 1.250 N = 24	Mean = 7.87 Range: 6.0 – 9.0 SD = 0.992 N = 47	Mean = 7.89 Range: 5.0 – 9.0 SD = 1.086 N = 27	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.075 N = 98
6-3 Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results	Mean = 8.05 Range: 6.0 – 9.0 SD = 1.026 N = 19	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.070 N = 44	Mean = 7.88 Range: 5.0 – 9.0 SD = 1.154 N = 24	Mean = 7.91 Range: 5.0 – 9.0 SD = 1.074 N = 87
6-4 Ability to conduct assessments that consider multiple sources of information	Mean = 7.71 Range: 5.0 – 9.0 SD = 1.347 N = 21	Mean = 7.83 Range: .0 – 9.0 SD = 1.035 N = 40	Mean = 8.12 Range: 5.0 – 9.0 SD = 0.971 N = 25	Mean = 7.88 Range: 5.0 – 9.0 SD = 1.100 N = 86
Contextual Dimensions of School Counseling				
9 -2 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.26 Range: 7.0 – 9.0 SD = 0.864 N = 23	Mean = 8.28 Range: 6.0 – 9.0 SD = 0.885 N = 53	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.964 N = 29	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.903 N = 105

Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of assessment of and for student learning

Internship provides students with a more intensive opportunity to apply their knowledge of assessment of and for student learning. Here too, highly qualified, level 2 supervisors rate our students very positively in this area with all mean ratings falling into the high end of the *Slightly Above Average* to *Well Above Average*. These ratings of our students by their internship supervisors suggest that our students demonstrate high levels of knowledge in the area of assessment of and for student learning.

Table 1.19 internship Supervisor Evaluation rating items related to assessment of and for student learning

	2012	2013	2014	Overall
Career Development				
4-3 Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies	Mean = 8.22 Range: 7.0 – 9.0 SD = 0.691 N = 30	Mean = 8.02 Range: 5.0 – 9.0 SD = 1.115 N = 56	Mean = 8.19 Range: 6.0 – 9.0 SD = 0.806 N = 29	Mean = 8.11 Range: 5.0 – 9.0 SD = 0.943 N = 115
Assessment				
7-1 Demonstrates an understanding of individual and group approaches to assessment and evaluation	Mean = 7.98 Range: 7.0 – 9.0 SD = 0.713 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.026 N = 56	Mean = 7.76 Range: 5.5 – 9.0 SD = 0.991 N = 28	Mean = 7.90 Range: 5.0 – 9.0 SD = 0.940 N = 114
7-2 Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.937 N = 29	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.099 N = 56	Mean = 7.90 Range: 5.5 – 9.0 SD = 1.046 N = 27	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.037 N = 112
7-3 Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.078 N = 27	Mean = 7.75 Range: 5.0 – 9.0 SD = 1.180 N = 56	Mean = 7.86 Range: 6.5 – 9.0 SD = 0.952 N = 25	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.097 N = 108
7-4 Ability to conduct assessments that consider multiple sources of information	Mean = 7.97 Range: 6.5- 9.0 SD = 0.916 N = 29	Mean = 7.95 Range: 5.0- 9.0 SD = 1.130 N = 52	Mean = 8.00 Range: 4.5- 9.0 SD = 1.070 N = 25	Mean = 7.97 Range: 4.5- 9.0 SD = 1.051 N = 106
Contextual Dimensions of School Counseling				
11-3 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.771 N = 30	Mean = 8.08 Range: 5.5 – 9.0 SD = 0.947 N = 57	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.039 N = 30	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.930 N = 117

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Employer Survey items focusing on acquisition of knowledge of assessment of and for student learning

The Employer Survey provides employers the opportunity to rate our completers on their knowledge of assessment of and for student learning. Based upon the descriptive statistics provided in Table 1.20, it can be inferred that our completers demonstrate a very strong knowledge of assessment of and for student learning with all employers reporting that our completers possess at least *Average* levels of knowledge and skills in this area.

Table 1.20 Employer Survey items related to assessment of and for student learning

How would you rate the USU graduate's performance in the following area?	
--Understands successful approaches to assessment and evaluation	Mean = 4.76 Range: 3.0 – 5.0 SD = 0.625 N = 21

Exhibits knowledge of data literacy and the use of data to inform practice

In this age of increased accountability, knowledge of data literacy and the use of data to inform practice is a key facet in the practice of profession school counseling. Our students receive didactic instruction and opportunities to apply their learning as part of their coursework. Additionally, supervisors at the practicum, internship, and post graduate employment level also rate their knowledge in this area.

Grades in courses focusing on acquisition of knowledge of data literacy and the use of data to inform practice

Students in the USU Professional School Counseling program take two courses that include a major focus on knowledge of data literacy and the use of data to inform practice. One course, PSY 6390 Program Evaluation in the Schools is solely focused on the topic. Students in both of these courses perform very well with mean grades of at least 3.89 for all cohorts, suggesting that students have a strong mastery of course content related to data literacy and the use of data to inform their professional practice.

Table 1.21 Grades in course focusing on acquisition of knowledge of data literacy and the use of data to inform practice

PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 – 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 – 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 – 4.00 SD = 0.218 N = 119
PSY 6390 Program Evaluation in the Schools	Mean = 3.99 Range: 3.67 – 4.00 SD = 0.060 N = 30	Mean = 3.93 Range: 3.33 – 4.00 SD = 0.162 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.151 N = 31	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.141 N = 119

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate no statistically significant differences among cohorts.

Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice

Practicum supervisors rate students on two items related to data literacy and the use of data to inform practice following their semester-long practicum experience. Ratings for individual students ranged from *Slightly Above Average* to *Outstanding*, with no student receiving less than a *Slightly Above Average* rating and all mean ratings falling into the *Excellent* range. Based upon these ratings it appears that practicum supervisors believe our students possess more than adequate knowledge of data literacy and the use of data to inform practice.

Table 1.22 Practicum Supervisor Evaluation rating items related to data literacy and use of data to inform practice

	2012	2013	2014	Overall
Comprehensive Counseling and Guidance Program Management				
7-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.847 N = 27	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.892 N = 57	Mean = 8.29 Range: 6.0 - 9.0 SD = 0.693 N = 31	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.825 N = 115
Contextual Dimensions of School Counseling				
9 -2 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.26 Range: 7.0 – 9.0 SD = 0.864 N = 23	Mean = 8.28 Range: 6.0 – 9.0 SD = 0.885 N = 53	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.964 N = 29	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.903 N = 105

Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice

Internship supervisors have the opportunity to rate students on six items related to data literacy and the use of data to inform practice following their 600-hour internship experience. Mean ratings for these items ranged from 7.80 to 8.35. In all but one instance, no student received any rating on these items below a rating of *Average*. Based upon these ratings, it appears that internship supervisors believe our students possess more than adequate knowledge of data literacy and the use of data to inform practice.

Table 1.23 Internship Supervisor Evaluation rating items related to data literacy and use of data to inform practice

	2012	2013	2014	Overall
Research and Program Evaluation				
8-1 Demonstrates an understanding of the importance of research in the school counseling progression as a tool	Mean = 8.30 Range: 6.5 - 9.0	Mean = 7.92 Range: 5.0 – 9.0	Mean = 7.80 Range: 5.5 – 9.0	Mean = 7.99 Range: 5.0 – 9.0

for evaluation of programs and interventions	SD = 0.761 N = 30	SD = 1.208 N = 56	SD = 0.954 N = 29	SD = 1.054 N = 115
8-2 Demonstrates an understanding of procedures for data gathering, analysis, and presentation	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.957 N = 30	Mean = 7.99 Range: 5.0 – 9.0 SD = 1.043 N = 55	Mean = 7.96 Range: 5.5 – 9.0 SD = 0.987 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.001 N = 114
8-3 Demonstrates and understanding of the ways that technology and statistical methods are used in conducting research and program evaluation	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.878 N = 30	Mean = 7.80 Range: 5.0 – 9.0 SD = 1.136 N = 56	Mean = 7.89 Range: 5.5 – 9.0 SD = 0.944 N = 27	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.035 N = 113
8-4 Ability to communicate research to administrators and policy makers	Mean = 8.35 Range: 5.00 – 9.00 SD = 0.974 N = 29	Mean = 7.82 Range: 5.00 – 9.00 SD = 1.100 N = 52	Mean = 7.88 Range: 4.50 – 9.00 SD = 1.191 N = 20	Mean = 7.98 Range: 4.50 – 9.00 SD = 1.098 N = 101
Comprehensive Counseling and Guidance Program Management				
9-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.873 N = 30	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.974 N = 57	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.916 N = 31	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.930 N = 118
Contextual Dimensions of School Counseling				
11-3 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.771 N = 30	Mean = 8.08 Range: 5.5 – 9.0 SD = 0.947 N = 57	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.039 N = 30	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.930 N = 117

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Employer Survey items focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice

The Employer Survey provides employers the opportunity to rate our completers in regards to their knowledge of data literacy and the use of data to inform practice. Their responses suggest that our completers demonstrate a very strong knowledge of assessment of data literacy and the use of data to inform practice, with all employers reporting that our completers possess at least *Average* levels of knowledge and skills in this area. The mean score of 4.81 suggests that our completers are perceived as having a high level of knowledge of data literacy.

Table 1.24 Employer Survey items related to data literacy and the use of data to inform practice

How would you rate the USU graduate's performance in the following area?	
--Understands procedures for data gathering, analysis, and presentation in program research and evaluation	Mean = 4.81 Range: 3.0 – 5.00 SD = 0.512 N = 21

Exhibits knowledge of the creation and development of positive learning and work environments

One of the key functions of school counselors is to facilitate the creation of positive learning and work environments so that all students can achieve success. Accordingly, multiple courses as well as the practicum and internship experiences include a focus on learning how to create and develop these positive environments.

Grades in courses focusing on acquisition of knowledge of the creation and development of positive learning and work environments

Students take six courses that include a focus on the creation and development of positive learning and work environments. Student performance in these courses is very strong, with no cohort earning less than a mean grade of 3.74 (> A-). By and large all students received grades of at least B in all these courses, with the exception of three students across the three cohorts who earned grades below that in PSY 6240 - Comprehensive School Counseling Programs. These course grades suggest mastery in the content related to knowledge of the creation and development of positive environments.

Table 1.25 Grades in courses focusing on acquisition of knowledge of the creation and development of positive learning and work environments

	2012	2013	2014	Combined
PSY 6530 Developmental Psychology	Mean = 3.96 Range: 3.33 - 4.00 SD = 0.145 N = 30	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.226 N = 58	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.225 N = 31	Mean = 3.85 Range: 3.33 – 4.00 SD = 0.215 N = 119
PSY 6240 Comprehensive School Counseling Programs	Mean = 3.97 Range: 3.67 – 4.00 SD = 0.101 N = 30	Mean = 3.86 Range: 2.67 – 4.00 SD = 0.295 N = 57	Mean = 3.74 Range: 2.00 – 4.00 SD = 0.469 N = 31	Mean = 3.86 Range: 2.00 – 4.00 SD = 0.327 N = 118
PSY 6340 Consultation in the Schools	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 58	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 31	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 119
PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.153 N = 119
PSY 6420 Group	Mean = 3.76 Range: 3.00 – 4.00 SD = 0.327	Mean = 3.82 Range: 3.00 – 4.00 SD = 0.308	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.300	Mean = 3.84 Range: 3.00 – 4.00 SD = 0.316

Counseling in Schools	N = 30	N = 58	N = 31	N = 119
PSY 6390 Program Evaluation in the Schools	Mean = 3.99 Range: 3.67 – 4.00 SD = 0.060 N = 30	Mean = 3.93 Range: 3.33 – 4.00 SD = 0.162 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.151 N = 31	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.141 N = 119

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate only one course, PSY 6240 evidenced a difference among cohorts ($F = 3.771$, $df = 3$, $p \leq 0.026$), with the 2012 cohort performing statistically significantly better than the 2014 cohort. There were no other statistically significant differences observed across cohorts for any other courses.

Practicum Classroom Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments

Ratings of our practicum students on the Practicum Classroom Supervisor Evaluation, provided by highly qualified, level 2 school counselors who are providing small group supervision to these students, suggest that the students have good knowledge pertaining to the creation and development of positive learning and work environments. Mean scores fall within the 4.67 to 4.94 range suggesting very strong skills in all areas.

Table 1.26 Practicum Classroom Supervisor Evaluation ratings items related to acquisition of knowledge of the creation and development of positive learning and work environments

	2012	2013	2014	Overall
14. Ability to balance administration needs with needs of the student/child	Mean = 4.77 Range: 4.00 - 5.00 SD = 0.429 N = 22	Mean = 4.67 Range: 4.00 - 5.00 SD = 0.474 N = 55	Mean = 4.77 Range: 4.00 - 5.00 SD = 0.425 N = 31	Mean = 4.72 Range: 4.00 - 5.00 SD = 0.450 N = 108
16. Respect accorded for school faculty	*	Mean = 4.81 Range: 3.00 - 5.00 SD = 0.441 N = 53	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.341 N = 31	Mean = 4.83 Range: 3.00 - 5.00 SD = 0.406 N = 84
17. Respect accorded to school administration	*	Mean = 4.79 Range: 4.00 - 5.00 SD = 0.409 N = 53	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.301 N = 31	Mean = 4.83 Range: 4.00 - 5.00 SD = 0.375 N = 84
19. Demonstration of being a team player at school site	*	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.336 N = 55	Mean = 4.94 Range: 4.00 - 5.00 SD = 0.250 N = 31	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.308 N = 86

* These items were not included in the evaluation until 2013

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Practicum Classroom Supervisor Evaluation.

Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments

Based on the ratings of the highly qualified, level 2 school counselors who supervised our practicum students, our students demonstrate high levels of knowledge of the creation and development of positive learning and work environments. For all eight items in this area, mean ratings ranged from 7.82 to 8.46 suggesting a very positive perception of student mastery of content in this area.

Table 1.27 Practicum Supervisor Evaluation rating items related to acquisition of knowledge of the creation and development of positive learning and work environments

	2012	2013	2014	Overall
Professional School Counselor Identity				
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.38 Range: 5.0 – 9.0 SD = 0.907 N = 32	Mean = 8.57 Range: 6.0 – 9.0 SD = 0.728 N = 58	Mean = 8.32 Range: 5.0 – 9.0 SD = 0.909 N = 31	Mean = 8.46 Range: 5.0 – 9.0 SD = 0.827 N = 121
Helping Relationships				
5-3 Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions	Mean = 8.18 Range: 7.0 – 9.0 SD = 0.772 N = 28	Mean = 8.02 Range: 5.0 – 9.0 SD = 0.951 N = 53	Mean = 7.97 Range: 5.0 – 9.0 SD = 1.080 N = 31	Mean = 8.05 Range: 5.0 – 9.0 SD = 0.943 N = 112
5-5 Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)	Mean = 8.38 Range: 7.0 – 9.0 SD = 0.660 N = 32	Mean = 8.46 Range: 6.0 – 9.0 SD = 0.751 N = 58	Mean = 8.32 Range: 5.0 – 9.0 SD = 0.871 N = 31	Mean = 8.40 Range: 5.0 – 9.0 SD = 0.757 N = 121
Comprehensive Counseling and Guidance Program Management				
7-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.847 N = 27	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.892 N = 57	Mean = 8.29 Range: 6.0 - 9.0 SD = 0.693 N = 31	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.825 N = 115
7-5 Demonstrates the ability to design and implement preventive, developmental and organized systems for delivering responsive services	Mean = 8.09 Range: 6.0 – 9.0 SD = 0.834 N = 27	Mean = 8.15 Range: 5.0 – 9.0 SD = 1.031 N = 48	Mean = 7.82 Range: 5.0 – 9.0 SD = 1.056 N = 28	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.993 N = 103
Foundations of School Counseling				
8-2 Applies leadership strategies designed to enhance the learning	Mean = 8.30 Range: 7.0 – 9.0	Mean = 8.16 Range: 4.0 – 9.0	Mean = 7.93 Range: 5.0 – 9.0	Mean = 8.13 Range: 4.0 – 9.0

environment, organization, and administration of the school	SD = 0.765 N = 23	SD = 1.120 N = 51	SD = 1.052 N = 28	SD = 1.031 N = 102
Contextual Dimensions of School Counseling				
9 -2 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.26 Range: 7.0 – 9.0 SD = 0.864 N = 23	Mean = 8.28 Range: 6.0 – 9.0 SD = 0.885 N = 53	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.964 N = 29	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.903 N = 105
Additional Skill and Knowledge Requirements				
10-1 Demonstrates ability to prepare and implement an action plan and/or school counseling calendar	Mean = 8.00 Range: 6.0 – 9.0 SD = 1.000 N = 19	Mean = 8.11 Range: 5.0 – 9.0 SD = 1.080 N = 46	Mean = 8.08 Range: 5.0 – 9.0 SD = 1.100 N = 24	Mean = 8.08 Range: 5.0 – 9.0 SD = 1.058 N = 89

Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments

Internship supervisors have the opportunity to evaluate student intern skills in regards to their knowledge of the creation and development of positive learning and work environments using ten items on the Internship Supervisor Evaluation tool. Mean cohort ratings for each of these items ranged from 7.84 to 8.45 suggesting that our students have a very strong grasp of the knowledge they need to successfully create and develop positive learning and work environments. Ratings indicate that supervisors believe they possess particularly good knowledge and skills in collaborating with administration, teachers, support personnel and community resources to support students and/or guidance programs.

Table 1.28 Internship Supervisor Evaluation ratings for items related to acquisition of knowledge of the creation and development of positive learning and work environments

	2012	2013	2014	Overall
Professional School Counselor Identity				
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.807 N = 30	Mean = 8.21 Range: 5.0 – 9.0 SD = 0.892 N = 57	Mean = 8.38 Range: 6.5 – 9.0 SD = 0.679 N = 31	Mean = 8.27 Range: 5.0 – 9.0 SD = 0.816 N = 118
Helping Relationships				
5-3 Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions	Mean = 8.07 Range: 5.5 – 9.0 SD = 0.874 N = 29	Mean = 7.84 Range: 5.0 – 9.0 SD = 1.144 N = 57	Mean = 7.97 Range: 5.0 – 9.0 SD = 0.903 N = 31	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.018 N = 117
5-5 Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)	Mean = 8.45 Range: 6.0 – 9.0 SD = 0.770 N = 30	Mean = 8.21 Range: 5.0 – 9.0 SD = 0.942 N = 57	Mean = 8.28 Range: 7.0 – 9.0 SD = 0.672 N = 31	Mean = 8.25 Range: 5.0 – 9.0 SD = 0.840 N = 118

Comprehensive Counseling and Guidance Program Management				
9-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.873 N = 30	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.974 N = 57	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.916 N = 31	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.930 N = 118
9-5 Demonstrates the ability to design and implement preventive, developmental and organized systems for delivering responsive services	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.716 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.152 N = 56	Mean = 7.87 Range: 6.0 – 9.0 SD = 0.947 N = 27	Mean = 8.00 Range: 5.0 – 9.0 SD = 1.009 N = 113
Foundations of School Counseling				
10-2 Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school	Mean = 8.13 Range: 6.5 – 9.0 SD = 0.832 N = 28	Mean = 8.16 Range: 5.0 – 9.0 SD = 0.695 N = 58	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.050 N = 30	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.917 N = 114
Contextual Dimensions of School Counseling				
11-2 Demonstrates the ability to collaborate with administration, teachers, support personnel and community resources to support a student or guidance program	Mean = 8.43 Range: 7.0 – 9.0 SD = 0.619 N = 30	Mean = 8.39 Range: 5.5 – 9.0 SD = 0.653 N = 57	Mean = 8.31 Range: 6.0 – 9.0 SD = 0.846 N = 31	Mean = 8.38 Range: 5.5 – 9.0 SD = 0.772 N = 118
11-3 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or schoolwide settings	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.771 N = 30	Mean = 8.08 Range: 5.5 – 9.0 SD = 0.947 N = 57	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.039 N = 30	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.930 N = 117
11-4 Demonstrates knowledge of prevention and crisis intervention strategies	Mean = 8.23 Range: 6.5 – 9.0 SD = 0.763 N = 30	Mean = 7.91 Range: 5.0 – 9.0 SD = 1.219 N = 55	Mean = 7.98 Range: 6.0 – 9.0 SD = 0.939 N = 30	Mean = 8.01 Range: 5.0 – 9.0 SD = 1.046 N = 115
Additional Skill and Knowledge Requirements				
12-1 Demonstrates ability to prepare and implement an action plan and/or school counseling calendar	Mean = 8.21 Range: 6.5 – 9.0 SD = 0.738 N = 29	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.060 N = 57	Mean = 7.95 Range: 5.5 – 9.0 SD = 0.879 N = 31	Mean = 7.99 Range: 5.0 – 9.0 SD = 0.943 N = 117

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Employer Survey Items focusing on acquisition of knowledge of the creation and development of positive learning and work environments

The employers who chose to participate in the Employer Survey completed three items related to our graduates’ knowledge and skills in the creation and development of positive learning and work environments. As is evident in Table 1.29, our completers have strong knowledge in this area.

Table 1.29 Employer Survey items related to acquisition of knowledge of the creation and development of positive learning and work environments

How would you rate the USU graduate’s performance in the following area?	
--Applies leadership strategies designed to enhance the learning environment for all students	Mean = 4.74 Range: 2.0 – 5.0 SD = 0.806 N = 19
--Functions as an effective change agent in school improvement	Mean = 4.67 Range: 2.0 – 5.0 SD = 0.796 N = 21
--Demonstrates knowledge of prevention and crisis intervention strategies	Mean = 4.71 Range: 4.0 - 5.0 SD = 0.463 N = 21

Exhibits dispositions and behaviors required for successful professional practice as a school counselor

While at times it may seem difficult to quantify the dispositions and behaviors necessary for successful professional practice as a school counselor, the USU Professional School Counseling program has several rich sources of such information including ratings by practicum and internship supervisors, employers of our graduates, and our completers themselves. This is discussed within this section of the report

Practicum Classroom Supervisor Evaluation ratings focusing dispositions and behaviors required for successful professional practice as a school counselor

As previously described, second year students in practicum participate in small group supervision with highly qualified, level 2 school counselors for several hours each week. At the end of the semester the supervisor then rates each student using a 5-point scale ranging 1 = “Poor” to 5 = “Excellent”. Nearly half (nine items) of the content of the 20-item evaluation focuses on dispositions and behaviors associated with success as a school counselor. Mean ratings for the various behaviors ranged from a low of 4.41 for item 9, *Openness to feedback, constructive criticism from supervisor* for the 2012 cohort, to highs of 5.00 for two items for the 2014 cohort. For two items, *Openness to feedback, constructive criticism from supervisor* and *Openness to feedback, constructive criticism from peers*, there were statistically significant differences between cohorts. For the item pertaining to feedback from supervisors, the 2012 cohort performed more poorly than both the 2013 and 2014 cohorts. For the item pertaining to feedback from peers, the 2012 cohort earned ratings that were statistically significantly lower than ratings earned by the 2014 cohort. Overall ratings appear to be extremely high with ratings that exceed 4.75 (mean rating for an item for each cohort). It appears that even prior to completion our students demonstrate highly desirable disposition and behaviors that will contribute to their success as school counselors.

Table 1.30 Practicum Classroom Supervisor Evaluation items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

	2012	2013	2014	Overall
1. Diplomacy, tact in interactions with peers and supervisor during class	Mean = 4.77 Range: 4.00 - 5.00 SD = 0.429 N = 22	Mean = 4.91 Range: 4.00 - 5.00 SD = 0.290 N = 55	Mean = 4.97 Range: 4.00 - 5.00 SD = 0.180 N = 31	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.304 N = 108
3. Weekly preparation for class (completion of tasks and assignments)	Mean = 4.86 Range: 4.00 - 5.00 SD = 0.352 N = 22	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.434 N = 55	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.341 N = 31	Mean = 4.84 Range: 3.00 - 5.00 SD = 0.391 N = 108
4. Flexibility in approaching problems	Mean = 4.86 Range: 4.00 - 5.00 SD = 0.351 N = 22	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.475 N = 55	Mean = 4.84 Range: 4.00 - 5.00 SD = 0.374 N = 31	Mean = 4.83 Range: 3.00 - 5.00 SD = 0.421 N = 108
6. Initiative, ability to work without prompting	Mean = 4.77 Range: 4.00 - 5.00 SD = 0.429 N = 22	Mean = 4.91 Range: 4.00 - 5.00 SD = 0.290 N = 55	Mean = 4.81 Range: 4.00 - 5.00 SD = 0.402 N = 31	Mean = 4.85 Range: 4.00 - 5.00 SD = 0.357 N = 108
8. Openness to feedback, constructive criticism from peers	Mean = 4.76 Range: 3.00 - 5.00 SD = 0.539 N = 21	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.336 N = 55	Mean = 5.00 Range: 5.00 - 5.00 SD = 0.000 N = 31	Mean = 4.89 Range: 3.00 - 5.00 SD = 0.346 N = 107
9. Openness to feedback, constructive criticism from supervisor	Mean = 4.41 Range: 4.00 - 5.00 SD = 0.503 N = 22	Mean = 4.84 Range: 4.00 - 5.00 SD = 0.373 N = 55	Mean = 5.00 Range: 5.00 - 5.00 SD = 0.000 N = 31	Mean = 4.80 Range: 4.00 - 5.00 SD = 0.405 N = 108
10. Follow-through on recommendations and feedback	Mean = 4.73 Range: 3.00 - 5.00 SD = 0.551 N = 22	Mean = 4.80 Range: 4.00 - 5.00 SD = 0.404 N = 55	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.301 N = 31	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.414 N = 108
15. Ability to establish rapport/empathy for students in the school	*	Mean = 4.86 Range: 4.00 - 5.00 SD = 0.356 N = 55	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.301 N = 31	Mean = 4.72 Range: 4.00 - 5.00 SD = 0.336 N = 86
19. Demonstration of being a team player at school site	*	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.336	Mean = 4.94 Range: 4.00 - 5.00 SD = 0.250	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.308

		N = 55	N = 31	N = 86
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* These items were not included in the evaluation until 2013

ANOVA for Items of the Practicum Classroom Supervisor Evaluation

	<i>Df</i>	F	P
PCSE 1	2	2.815	.064
PCSE 3	2	0.218	.805
PCSE 4	2	0.093	.911
PCSE 6	2	1.513	.225
PCSE 8	2	3.209	.044*
PCSE 9	2	19.099	.000*
PCSE 10	2	1.242	.293
PCSE 15	2	0.413	.522
PCSE 19	2	1.319	.271

* $p < .05$

Multiple Comparisons of the Practicum Classroom Supervisor Evaluation

Dependent Variable*		Mean Difference	Std. Error	P	95% Confidence Interval	
Cohort	Cohort				Lower	Upper
PCSE 8						
2012	2013	-.1108	.0868	.446	-.326	.105
	2014	-.2381	.0957	.049	-.476	.000
2013	2012	.1108	.0868	.446	-.105	.326
	2014	-.1273	.0760	.251	-.316	.062
2014	2012	.2381	.0957	.049	.000	.476
	2014	.1273	.0760	.251	-.062	.316
PCSE 9						
2012	2013	-.4273	.0882	.000	-.646	-.208
	2014	-.5909	.0975	.000	-.833	-.349
2013	2012	.4273	.0882	.000	.208	.646
	2014	-.1636	.0786	.119	-.359	.031
2014	2012	.5909	.0975	.000	.349	.833
	2013	-.1636	.0786	.119	-.031	.359

* Only items identified as presenting a statistically significant difference on the basis of ANOVAs are included.

Practicum Supervisor Evaluation ratings focusing on dispositions and behaviors required for successful professional practice as a school counselor

Practicum supervisors have the opportunity to observe students in their first real-world exposure to the role of the school counselor. As part of the practicum evaluation they are asked to rate the practicum student on seven items related to dispositions and behaviors necessary for successful practice as a school counselor. As suggested by the data in Table 1.31, our students at the practicum level are performing well in this area. Interestingly, the item of greatest variability is *Arrives on time*, where ratings ranged from 3 to 9, is also a behavior that is likely most easily changed. Mean scores for all

items in this area ranged from 7.90 to 8.57, indicating that supervisors perceive our students as demonstrating the dispositions and behaviors required for successful professional practice as a school counselor.

Table 1.31 Practicum Supervisor Evaluation items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

	2012	2013	2014	Overall
Professional School Counselor Identity				
1-1 Proper attire, professional appearance	Mean = 8.23 Range: 6.0 – 9.0 SD = 0.956 N = 31	Mean = 8.47 Range: 5.0 – 9.0 SD = 0.883 N = 58	Mean = 8.16 Range: 5.0 – 9.0 SD = 1.036 N = 31	Mean = 8.33 Range: 5.0 – 9.0 SD = 0.945 N = 120
1-2 Arrives on time	Mean = 8.34 Range: 5.0 – 9.0 SD = 0.971 N = 32	Mean = 8.51 Range: 4.0 – 9.0 SD = 0.966 N = 57	Mean = 8.13 Range: 3.0 – 9.0 SD = 1.310 N = 31	Mean = 8.37 Range: 3.0 – 9.0 SD = 1.069 N = 120
1-3 Completes assignments on time	Mean = 8.50 Range: 5.0 – 9.0 SD = 0.916 N = 32	Mean = 8.57 Range: 5.0 – 9.0 SD = 0.861 N = 58	Mean = 8.42 Range: 5.0 – 9.0 SD = 0.958 N = 31	Mean = 8.51 Range: 5.0 – 9.0 SD = 0.896 N = 121
1-4 Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students	Mean = 8.38 Range: 6.0 – 9.0 SD = 0.976 N = 32	Mean = 8.54 Range: 5.0 – 9.0 SD = 0.800 N = 58	Mean = 8.48 Range: 5.0 – 9.0 SD = 0.811 N = 31	Mean = 8.48 Range: 5.0 – 9.0 SD = 0.848 N = 121
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.38 Range: 5.0 – 9.0 SD = 0.997 N = 32	Mean = 8.57 Range: 6.0 – 9.0 SD = 0.728 N = 58	Mean = 8.32 Range: 5.0 – 9.0 SD = 0.909 N = 31	Mean = 8.46 Range: 5.0 – 9.0 SD = 0.827 N = 121
Human Growth and Development				
3-1 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.21 Range: 6.0 – 9.0 SD = 0.861 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.428 N = 57	Mean = 7.90 Range: 6.0 – 9.0 SD = 1.125 N = 30	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.226 N = 116
Helping Relationships				
5-4 Makes wise decisions regarding counseling the practicum student should engage in and what is beyond the scope of a school guidance counselor or practicum student	Mean = 8.35 Range: 6.0 – 9.0 SD = 0.827 N = 32	Mean = 8.41 Range: 5.0 – 9.0 SD = 0.817 N = 58	Mean = 8.26 Range: 5.0 – 9.0 SD = 0.893 N = 31	Mean = 8.36 Range: 5.0 – 9.0 SD = 0.835 N = 121

Internship Supervisor Evaluation ratings focusing on dispositions and behaviors required for successful professional practice as a school counselor

Internship supervisors have the opportunity to observe students in the role of the school counselor as they are immersed in it for the first time. They are also asked to rate the student on seven items related to dispositions and behaviors necessary for successful practice as a school counselor. As suggested by the data in Table 1.32, our students at the practicum level are performing well in this area. For all items in this area students received ratings of *Average* or better, suggesting that our students exhibit the dispositions and behaviors required for successful practice as a successful school counselor

Table 1.32 Internship Supervisor Evaluation items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

	2012	2013	2014	Overall
Professional School Counselor Identity				
1-1 Proper attire, professional appearance	Mean = 8.33 Range: 7.0 - 9.0 SD = 0.648 N = 30	Mean = 8.24 Range: 5.0 - 9.0 SD = 1.001 N = 57	Mean = 8.35 Range: 6.5 - 9.0 SD = 0.714 N = 31	Mean = 8.29 Range: 5.0 - 9.0 SD = 0.847 N = 118
1-2 Arrives on time	Mean = 8.28 Range: 6.5 - 9.0 SD = 0.691 N = 30	Mean = 8.35 Range: 5.0 - 9.0 SD = 0.860 N = 57	Mean = 8.13 Range: 5.0 - 9.0 SD = 1.009 N = 31	Mean = 8.27 Range: 5.0 - 9.0 SD = 0.862 N = 118
1-3 Completes assignments on time	Mean = 8.47 Range: 7.0 - 9.0 SD = 0.615 N = 30	Mean = 8.19 Range: 5.0 - 9.0 SD = 1.182 N = 57	Mean = 8.33 Range: 5.0 - 9.0 SD = 0.869 N = 31	Mean = 8.30 Range: 5.0 - 9.0 SD = 0.985 N = 118
1-4 Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students	Mean = 8.47 Range: 7.0 - 9.0 SD = 0.629 N = 30	Mean = 8.19 Range: 5.0 - 9.0 SD = 0.908 N = 57	Mean = 8.32 Range: 6.0 - 9.0 SD = 0.880 N = 31	Mean = 8.32 Range: 5.0 - 9.0 SD = 0.836 N = 118
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.27 Range: 6.5 - 9.0 SD = 0.807 N = 30	Mean = 8.21 Range: 5.0 - 9.0 SD = 0.892 N = 57	Mean = 8.38 Range: 6.5 - 9.0 SD = 0.679 N = 31	Mean = 8.27 Range: 5.0 - 9.0 SD = 0.816 N = 118
Human Growth and Development				
3-1 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 6.0 - 9.0 SD = 1.047 N = 30	Mean = 8.07 Range: 5.0 - 9.0 SD = 0.809 N = 57	Mean = 8.12 Range: 5.0 - 9.0 SD = 1.125 N = 30	Mean = 8.10 Range: 5.0 - 9.0 SD = 1.13 N = 117
Helping Relationships				
5-4 Makes wise decisions regarding counseling the practicum student	Mean = 8.33	Mean = 8.13	Mean = 8.29	Mean = 8.17

should engage in and what is beyond the scope of a school guidance counselor or practicum student	Range: 6.0 – 9.0 SD = 0.781 N = 30	Range: 6.0 – 9.0 SD = 1.032 N = 57	Range: 5.0 – 9.0 SD = 0.996 N = 31	Range: 5.0 – 9.0 SD = 0.962 N = 118
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Graduate Survey items focusing on dispositions and behaviors required for successful professional practice as a school counselor

Our graduates have the opportunity to reflect on and rate one of their own disposition and behaviors required for successful professional practice. Their ratings of their ability to act in a manner that communicates caring to the children and adolescents they work with place themselves at least in the *Average* range with the mean score of 4.42 suggesting that most completers see themselves as having *Very Good* to *Excellent* characteristics in this area. The ability to communicate “caring” to the individuals one works with is one of the most important characteristics required for success as a school counselor.

Table 1.33 Graduate Survey items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

Please rate the degree to which you think the children/adolescents with who you work see you as caring about them.	Mean = 4.42 Range: 3.0 – 5.0 SD = 0.686 N = 73
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Employer Survey items focusing on dispositions and behaviors required for successful professional practice as a school counselor

There are three items on the Employer Survey that provide employers the opportunity to rate their employees’ dispositions and behaviors. Table 1.34 provides descriptive statistics for the three items. Our completers receive very positive ratings for the item *Acts in a professional and ethical manner*, with everyone receiving at least a rating of *Average* and the mean rating of 4.86 suggesting nearly *Excellent* overall. Although there is more variability in ratings for the other two items related to communication skills and feedback, ratings suggest that our completers also perform very strongly in these two areas.

Table 1.34 Employer Survey items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

How would you rate the USU graduate’s performance in the following area?	
--Acts in a professional and ethical manner	Mean = 4.86 Range: 3.0 – 5.0 SD = 0.478 N = 21
--Communication skills - uses tact and diplomacy with other professionals, teachers, parents, and students	Mean = 4.62 Range: 1.0 – 5.0 SD = 0.921 N = 21
--Effectively seeks and responds to feedback to improve performance	Mean = 4.48 Range: 1.0 – 5.0 SD = .981 N = 21

Standard 2: Completer Professional Competence and Growth

One way of assessing the strength of the completer's professional competence and growth is through assessment of student performance in the required on-site practicum and internship experiences. These training experiences include supervised, hands-on application of information and skills learned in the program. The 600-hour internship is the capstone experience for our students, and offers an opportunity to evaluate skills and abilities of our students before they leave the program. Inevitably, due to the variety and complexity of situations faced by practicum students and interns in the K-12 school setting, skill acquisition and ongoing learning is necessary to successfully complete the training experiences. Outcome is assessed formally through the Practicum and Internship Student Evaluations and through passing grades for both the practicum and internship experiences. Additionally, students' professional competence and growth is assessed through qualitative comments provided by supervisors on the Practicum and Internship Student Evaluations.

Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities

This section will provide evidence of the aspects of Standard 2 that address how completers understand and engage with local school and cultural communities and foster relationships with families

VISTA and AmeriCorps Opportunities

Participation in VISTA and AmeriCorps provides practicum students and interns in unpaid positions with compensation. For information about AmeriCorps and VISTA, please access this website:

<https://www.nationalservice.gov/programs/ameriCorps/ameriCorpsvista>. Students are placed in Title 1 schools to assist in providing additional support they would otherwise not receive.

For AmeriCorps positions, only students located in Title 1 schools or who work with a high percentage of ESL students, are eligible. The VISTA program provides multiple opportunities to engage in the local community, providing services for those in need. Participants in these two nationally funded programs receive training in working with low-income populations. The USU School Counseling program engages in documentation responsibilities to support eligible students who desire to be VISTA or AmeriCorps volunteers. This work is done in an effort to increase students engaging in local schools and communities as well as fostering relationships with families in a variety of communities.

Additional information on VISTA and AmeriCorps positions within the program is addressed in Standard 4 - Program Engagement in System Improvement.

Practicum and Internship Experiences

These components of our curriculum require students to participate in on-site experiential training in the schools during a 150 clock-hour practicum and a 600 clock-hour internship (400 clock hours for experienced teachers). Relying on knowledge and skills based on didactic coursework completed prior to experiential components of the program, students in on-site school settings address barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in K-12 schools. The School Counselor training program provides guidance for students via both weekly instruction in practicum, and documents in both practicum and internship. Required documents include 1) Letter to

Practicum and Internship on-Site Supervisors 2) a contract filled out collaboratively by each student and her/his on-site supervisor, 3) a log to track hours, and 4) a ratings-based evaluation form. The evaluation form includes items regarding engaging in local school and cultural communities, as well as fostering relationships with families. USU Practicum and internship supervisor ratings are high, indicating the program has been successful in helping students understand and engage in local school and cultural communities, and communicate and foster relationships with families. Table 2.1 and 2.2 below provide descriptive statistics for items relating to this aspect of Standard 2.

Table 2.1. Practicum Supervisor Evaluation. Items related to engaging local school and cultural communities and fostering relationships with families

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.21 Range: 7.0 – 9.0 SD = 0.819 N = 29	Mean = 8.12 Range: 5.0 – 9.0 SD = 0.983 N = 52	Mean = 8.15 Range: 7.0 – 9.0 SD = 0.818 N = 27	Mean = 8.15 Range: 5.0 – 9.0 SD = 0.895 N = 108
Human Growth and Development				
3-1 Demonstrates an understanding of the nature and needs of individuals and families across the lifespan	Mean = 8.21 Range: 6.0 – 9.0 SD = 0.861 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.428 N = 57	Mean = 7.90 Range: 6.0 – 9.0 SD = 1.125 N = 30	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.226 N = 116

Table 2.2. Internship Supervisor Evaluation. Items related to engaging local school and cultural communities and fostering relationships with families

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.23 Range: 7.0 – 9.0 SD = 0.653 N = 30	Mean = 7.89 Range: 5.0 – 9.0 SD = 1.173 N = 55	Mean = 8.07 Range: 6.5 – 9.0 SD = 0.793 N = 31	Mean = 8.02 Range: 5.0 – 9.0 SD = 0.969 N = 116
Human Growth and Development				
3-1 Demonstrates an understanding of the nature and needs of individuals and families across the lifespan	Mean = 8.13 Range: 6.0 – 9.0 SD = 1.047 N = 30	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.809 N = 57	Mean = 8.12 Range: 5.0 – 9.0 SD = 1.125 N = 30	Mean = 8.10 Range: 5.0 – 9.0 SD = 1.13 N = 117

Employer Survey

We request that employers of our program graduates complete a survey designed to assess employer's opinion of the level of preparation of program completers. The Employer Survey includes an item targeting completers' skills in communicating and fostering relationships with parents. (Please see the

School Counseling Evidence Room for a copy of the entire survey at <https://cehs.usu.edu/evidence-room/Employer%20Survey.pdf>). Table 2.3 below provides descriptive statistics for this item.

Table 2.3. Employer Survey Ratings of items related to engaging local school and cultural communities and fostering relationships with families

How would you rate the USU completer’s performance in the following area?	
Communication skills – uses tact and diplomacy with other professionals, teachers, parents, and students	Mean = 4.79 Range: 1.0 – 5.0 SD = 0.42 N = 20

Understand and engage in local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities is an area that we would like to pursue further by adding additional items on the Graduate and Employer Surveys.

Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts

This section will provide evidence of the aspects of Standard 2 that address how completers engage in diverse cultural and socioeconomic community contexts.

Practicum Supervisor Evaluation

Several of the items on the Practicum Supervisor Evaluation form focus on key facets of the diversity construct. Practicum supervisors rate students on multiple items that provide evidence related to the expectation that completers of the program engage in diverse communities and facilitate diversity competence. These items come from the Social and Cultural Diversity and Human Growth and Development of School Counseling domains of the Practicum Supervisor Evaluation. Supervisors provided ratings of practicum students that was overwhelmingly positive and strong across all items, for all cohorts. The items and the descriptive statistics related to those items are presented in Table 2.4. Please review the Practicum Supervisor Evaluation by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Practicum%20Supervisor%20Evaluation.pdf>.

Table 2.4 Practicum Supervisor Ratings of items related to completers engaging with diverse communities

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-1 Awareness of own culture and its impact on counseling activities	Mean = 7.94 Range: 6.0 – 9.0 SD = 0.914 N = 32	Mean = 8.14 Range: 6.0 - 9.0 SD = 0.789 N = 57	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.819 N = 28	Mean = 8.13 Range: 6.0 – 9.0 SD = 0.836 N = 117
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.107 N = 27	Mean = 8.06 Range: 5.0 – 9.0 SD = 0.998 N = 54	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.849 N = 26	Mean = 8.01 Range: 5.0 – 9.0 SD = 0.986 N = 107

2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.21 Range: 7.0 – 9.0 SD = 0.819 N = 29	Mean = 8.12 Range: 5.0 – 9.0 SD = 0.983 N = 52	Mean = 8.15 Range: 7.0 – 9.0 SD = 0.818 N = 27	Mean = 8.15 Range: 5.0 – 9.0 SD = 0.895 N = 108
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.872 N = 29	Mean = 8.04 Range: 5.0 – 9.0 SD = 0.922 N = 48	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.854 N = 27	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.887 N = 104
Human Growth and Development				
3-2 Demonstrates skills in assisting in successful transitions for students	Mean = 8.21 Range: 6.0 – 9.0 SD = 0.861 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.428 N = 57	Mean = 7.90 Range: 6.0 – 9.0 SD = 1.125 N = 30	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.226 N = 116
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 8.37 Range: 5.0 – 9.0 SD = 0.839 N = 27	Mean = 8.11 Range: 5.0 – 9.0 SD = 0.969 N = 58	Mean = 8.17 Range: 5.0 – 9.0 SD = 0.950 N = 30	Mean = 8.19 Range: 5.0 – 9.0 SD = 0.933 N = 115

Internship Supervisor Evaluation

Like the Practicum Supervisor Evaluation, several of the items on the Internship Supervisor Evaluation Form focus on key facets of a diversity construct. Internship supervisors rate students on multiple items that provide evidence related to the expectation that completers of the program engage in diverse communities and facilitate diversity competence. These items come from the Social and Cultural Diversity and Human Growth and Development of School Counseling domains of the Internship Supervisor Evaluation. The supervisor provided ratings of intern students that was overwhelmingly positive and strong across all items, for all cohorts. The items and the descriptive statistics related to those items are presented in Table 2.5. Please review the Internship Supervisor Evaluation by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Internship%20Supervisor%20Evaluation.pdf>.

Table 2.5. Internship Supervisor Ratings of items related to completers engaging with diverse communities

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-1 Awareness of own culture and its impact on	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.667 N = 30	Mean = 8.27 Range: 6.0 – 9.0 SD = 0.666 N = 56	Mean = 8.20 Range: 6.5 – 9.0 SD = 0.641 N = 31	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.774 N = 117

counseling activities				
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.98 Range: 6.5 – 9.00 SD = 0.815 N = 30	Mean = 7.653 Range: 5.0 –9.0 SD = 1.119 N = 54	Mean = 8.08 Range: 7.0 – 9.0 SD = 0.734 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.971 N = 114
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.23 Range: 7.0 – 9.0 SD = 0.653 N = 30	Mean = 7.89 Range: 5.0 – 9.0 SD = 1.173 N = 55	Mean = 8.07 Range: 6.5 – 9.0 SD = 0.793 N = 31	Mean = 8.02 Range: 5.0 –9.0 SD = 0.969 N =116
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 5.0 - 9.0 SD = 0.830 N = 30	Mean = 7.76 Range: 5.5 – 9.0 SD = 1.296 N = 53	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.774 N = 31	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.047 N = 114
Human Growth and Development				
3-2 Demonstrates skills in assisting in successful transitions for students	Mean = 8.13 Range: 6.0 – 9.0 SD = 1.047 N = 30	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.809 N = 57	Mean = 8.12 Range: 5.0 – 9.0 SD = 1.125 N = 30	Mean = 8.10 Range: 5.0 – 9.0 SD = 1.13 N = 117
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.795 N = 29	Mean = 8.05 Range: 5.0 – 9.0 SD = 1.070 N = 57	Mean = 8.11 Range: 6.5 – 9.0 SD = 0.770 N = 31	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.927 N = 117

* Ratings of interns were completed using a 9-point Likert scale where 9 = Outstanding, 8 = Excellent, 7 = Well Above Average, 6 = Slightly Above Average, 5 = Average, 4 = Slightly Below Average, 3 = Well Below Average, 2 = Poor, 1 = Very Poor; Several raters deviated from the provided scale and awarded ratings of 9

Graduate Survey

The Graduate Survey is distributed to program completers every year to assess how well they feel the program prepared them for employment. One item on the Graduate Survey focuses on diversity competence. The item and the descriptive statistics related are presented in Table 2.6. Please review the Graduate Survey by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduate%20Survey.pdf>. Results of the Graduate Survey are viewable on PowerPoint slides created each spring to report survey findings to Program faculty. Please review the slides by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Table 2.6. Completer Survey Ratings of items related to completers engaging in diversity competence

How well do you feel your training in the program prepared you to deal with issues surrounding diversity/multiculturalism in your school(s)? 2	Mean = 4.32 Range: 3.0 - 5.0 SD = 0.743 N = 73
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Employer Survey

The Employer Survey is distributed to employers every year to assess how well they feel the program prepared their employee in all areas of school counseling. The Employer Survey focuses on diversity competence by asking employers if the employee demonstrates awareness of multi-cultural issues and their potential impact on the school environment. The descriptive statistics related to this question are presented in Table 2.7. Please review the Employer Survey by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Employer%20Survey.pdf>. Results of the Employer Survey are viewable on PowerPoint slides created each spring to report survey findings to Program faculty. Please review the slides by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Table 2.7. Employer Survey Ratings of items related to employers perception of completers engaging in diversity competence

How would you rate the USU completer’s performance in the following area?	
--Demonstrates awareness of multi-cultural issues and their potential impact on the school environment.	Mean = 4.43 Range: 1.0 – 5.0 SD = 1.028 N = 21

Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts

This section will provide evidence of the aspects of Standard 2 that address how completers engage in culturally responsive counseling practices with diverse students and create a positive school environment that fosters resilience and academic achievement for all students.

Practicum Supervisor Evaluation

Items on the Practicum Supervisor Evaluation Form focus on key facets of effective and responsive learning environment construct. Practicum supervisors rate students on several items that provide evidence related to the expectation that completers of the program facilitate an effective and responsive learning environment. These items come from the Social and Cultural Diversity, Human Growth and Development, and Contextual Dimensions of School Counseling domains of the Practicum Supervisor Evaluation. The supervisor provided ratings of practicum students that was overwhelmingly positive and strong across all items, for all cohorts. The items and the descriptive statistics related to those items are presented in Table 2.8.

Table 2.8. Practicum Supervisor Ratings of items related to completers facilitating effective and responsive learning environment

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.107 N = 27	Mean = 8.06 Range: 5.0 – 9.0 SD = 0.998 N = 54	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.849 N = 26	Mean = 8.01 Range: 5.0 – 9.0 SD = 0.986 N = 107
Human Growth and Development				
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.076 N = 31	Mean = 8.23 Range: 6.0 – 9.0 SD = 0.894 N = 56	Mean = 7.97 Range: 5.0 – 9.0 SD = 1.118 N = 29	Mean = 8.08 Range: 5.0 – 9.0 SD = 1.006 N = 116
Contextual Dimensions of School Counseling				
9-1 Advocates for all students	Mean = 8.66 Range: 7.0 – 9.0 SD = 0.602 N = 32	Mean = 8.58 Range: 6.0 – 9.0 SD = 0.724 N = 58	Mean = 8.42 Range: 5.0 – 9.0 SD = 0.848 N = 31	Mean = 8.56 Range: 5.0 – 9.0 SD = 0.728 N = 121

Internship Supervisor Evaluation

Items on the Internship Supervisor Evaluation Form focus on key facets of effective and responsive learning environment construct. Internship supervisors rate students on several items that provide evidence related to the expectation that completers of the program facilitate an effective and responsive learning environment. These items come from the Social and Cultural Diversity, Human Growth and Development, Foundations of School Counseling, and Contextual Dimensions of School Counseling domains of the Internship Supervisor Evaluation. The supervisor provided ratings of practicum students that was overwhelmingly positive and strong across all items, for all cohorts. The items and the descriptive statistics related to those items are presented in Table 2.9.

Table 2.9. Internship Supervisor Ratings of items related to the expectations of completers facilitate an effective and responsive learning environment

Domains	2012	2013	2014	Combined
Social and Cultural Diversity				
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.98 Range: 6.5 – 9.00 SD = 0.815 N = 30	Mean = 7.653 Range: 5.0 – 9.0 SD = 1.119 N = 54	Mean = 8.08 Range: 7.0 – 9.0 SD = 0.734 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.971 N = 114
Human Growth and Development				
3-3 Recognizes different learning styles and is familiar with associated	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.844 N = 30	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.124 N = 57	Mean = 8.30 Range: 6.5 – 9.0 SD = 0.786 N = 31	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.986 N = 118

strategies for student success				
Foundations of School Counseling				
10-2 Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school	Mean = 8.13 Range: 6.5 – 9.0 SD = 0.832 N = 28	Mean = 8.16 Range: 5.0 – 9.0 SD = 0.695 N = 58	Mean = 7.87 Range: 5.0 -9.0 SD = 1.050 N = 30	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.917 N = 114
Contextual Dimensions of School Counseling				
11-1 Advocates for all students	Mean = 8.53 Range: 7.0 – 9.0 SD = 0.558 N = 30	Mean = 8.52 Range: 7.0 – 9.0 SD = 0.676 N = 57	Mean = 8.51 Range: 7.5 – 9.0 SD = 0.579 N = 31	Mean = 8.53 Range: 7.0 – 9.0 SD = 0.619 N = 118

* Ratings of interns were completed using a 9-point Likert scale where 9 = Outstanding, 8 = Excellent, 7 = Well Above Average, 6 = Slightly Above Average, 5 = Average, 4 = Slightly Below Average, 3 = Well Below Average, 2 = Poor, 1 = Very Poor; Several raters deviated from the provided scale and awarded ratings of 10

Employer Survey

The Employer Survey is distributed to employers every year to assess how well they feel the program prepared their employee in all areas of school counseling. Items on the Employer Survey focus on completers engaging in effective and responsive learning environments. Items and the descriptive statistics related are presented in Table 2.10. Results of the Employer Survey are viewable on PowerPoint slide presentations created each spring to report survey findings to Program faculty. Please review the slides by accessing the School Counseling program Evidence Room, located at

<https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Table 2.10. Employer Survey Ratings of items related to employers perception of completers engaging in an effective and responsive learning environment

How would you rate the USU completer's performance in the following area?	
--Advocates for all students	Mean = 4.71 Range: 3.0 – 5.0 SD = 0.561 N = 21
--Applies leadership strategies designed to enhance the learning environment for all students	Mean = 4.74 Range: 2.0 – 5.0 SD = 0.806 N = 19
--Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	Mean = 4.76 Range: 2.0 – 5.0 SD = 0.700 N = 21

Support Students' Growth in International and Global Perspectives

This section will provide evidence of the aspects of Standard 2 that address how the program supports students' growth in international and global perspectives.

The program provides important training on students' growth in international and global perspectives. This is done through the content of Psychology 6290 Diversity in School Counseling. This course focuses on training students to learn multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. Another objective of the course is to learn and put into practice theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. Students also learn strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

The Psychology 6290 course syllabus showing application of these course objectives for the target cohorts examined in this report can be found in the School Counseling program Evidence Room here: [PSY 6290](#). The current, revised learning objectives for Psychology 6290 can be found in the School Counseling program Evidence Room: [New Learning Objectives by Course](#). The course objectives for this and all other courses were updated in the spring of 2018, and reflect the updated CACREP Standards, the Praxis Crosswalk, and the new Utah Model.

Table 2.11 shows student performance in Psychology 6290 across the three target years.

Table 2.11. Student GPA in Psychology 6290 Diversity Issues in Treatment and Assessment

	2012	2013	2014	Combined
PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.153 N = 119

The Employer Survey sent out each year to the graduate's employer also provides evidence that the program supports students' growth in international and global perspectives. The employer survey can be found in the School Counseling program Evidence Room here: <https://cehs.usu.edu/evidence-room/Employer%20Survey.pdf>. Table 2.12 shows evidence that employers positively perceive graduates of the program supporting students' growth in global and international perspectives.

Table 2.12. Employer Survey Ratings of items related to employers perception of completers supporting students' growth in international and global perspectives

How would you rate the USU completer's performance in the following area?	
--Demonstrates awareness of multi-cultural issues and their potential impact on the school environment.	Mean = 4.43 Range: 1.0 – 5.0 SD = 1.028 N = 21

Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection

This section will provide evidence of the aspects of Standard 2 that address how completers engage in on-going professional growth.

Practicum Supervisor Evaluation

Items on the Practicum Supervisor Evaluation form focus on key facets of professional growth. Practicum supervisors rate students on items that provide evidence related to the expectation that completers of the program develop and engage in professional growth. These items come from the Professional School Counselor Identity and Foundations of School Counseling domains of the Practicum Supervisor Evaluation. Supervisors provided ratings of practicum students that were positive across all items, for all cohorts. The domain and the descriptive statistics related to the following items are presented in Table 2.13.

Table 2.13. Practicum Supervisor Ratings of items related to Professional Growth

Domains	2012	2013	2014	Combined
Professional School Counselor Identity				
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.38 Range: 5.0 – 9.0 SD = 0.997 N = 32	Mean = 8.57 Range: 6.0 – 9.0 SD = 0.728 N = 58	Mean = 8.32 Range: 5.0 – 9.0 SD = 0.909 N = 31	Mean = 8.46 Range: 5.0 – 9.0 SD = 0.827 N = 121
Foundations of School Counseling				
8-3 Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling	Mean = 7.93 Range: SD = 1.120 N = 28	Mean = 8.15 Range: SD = 0.896 N = 57	Mean = 8.07 Range: SD = 0.874 N = 27	Mean = 8.08 Range: SD = 0.947 N = 112

Internship Supervisor Evaluation

Items on the Internship Supervisor Evaluation form focus on key facets of professional growth. Internship supervisors rate students on items that provide evidence related to the expectation that completers of the program develop and engage in professional growth. These items come from the Professional School Counselor Identity and Foundations of School Counseling domains of the Internship Supervisor Evaluation. The supervisor provided ratings of practicum students that was overwhelmingly positive and strong across all items, for all cohorts. The domains and the descriptive statistics related to the following items are presented in Table 2.14.

Table 2.14. Internship Supervisor Ratings of Items Related to Professional Growth

Domains	2012	2013	2014	Combined
Professional School Counselor Identity				
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.807 N = 30	Mean = 8.21 Range: 5.0 – 9.0 SD = 0.892 N = 57	Mean = 8.38 Range: 6.5 – 9.0 SD = 0.679 N = 31	Mean = 8.27 Range: 5.0 – 9.0 SD = 0.816 N = 118

Guidance policies and standards				
Foundations of School Counseling				
10-3 Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.989 N = 29	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.011 N = 57	Mean = 7.69 Range: 5.0 – 9.0 SD = 1.089 N = 29	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.022 N = 115

Employer Survey

The Employer Survey is distributed to employers every year to assess how well they feel the program prepared their employee for a profession in school counseling. Items on the Employer Survey focus on completers expanding in professional growth. Items and the descriptive statistics related are presented in Table 2.15.

Table 2.15. Employer Survey Ratings of Items Related to Employers perception of completers engaging in professional growth

How would you rate the USU graduate's performance in the following area?	
--Effectively seeks and responds to feedback to improve performance	Mean = 4.48 Range: 1.0 – 5.0 SD = .981 N = 21
--Effectively seeks out new information and engages in professional development activities	Mean = 4.81 Range: 4.0 – 5.0 SD = 0.402 N = 21
--Applies leadership strategies designed to enhance the learning environment for all students	Mean = 4.74 Range: 2.0 – 5.0 SD = 0.806 N = 19

Practicum Classroom Supervisor Evaluation

Items on the Practicum Classroom Supervisor Evaluation focus on key facets of professional growth during the classroom and on-site practicum experience. Practicum classroom facilitators rate students on items that provide evidence related to the expectation that completers develop and engage in professional growth. The supervisor provided ratings of practicum students that was highly positive across all items, for all cohorts. The items and descriptive statistics related to the following items are presented in 2.16. Please review the Practicum Classroom Facilitator Evaluation by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Practicum%20Classroom%20Facilitator%20Evaluation.pdf>.

Table 2.16. Practicum Classroom Supervisor Evaluation ratings of items related to the professional growth of practicum students

	2012	2013	2014	Overall
4. Flexibility in approaching problems	Mean = 4.86 Range: 4.00 - 5.00 SD = 0.351 N = 22	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.475 N = 55	Mean = 4.84 Range: 4.00 - 5.00 SD = 0.374 N = 31	Mean = 4.83 Range: 3.00 - 5.00 SD = 0.421 N = 108
7. Eagerness to learn new skills	Mean = 4.68 Range: 3.00 - 5.00 SD = 0.568 N = 22	Mean = 4.93 Range: 4.00 - 5.00 SD = 0.262 N = 55	Mean = 4.97 Range: 4.00 - 5.00 SD = 0.180 N = 31	Mean = 4.89 Range: 3.00 - 5.00 SD = 0.344 N = 108
8. Openness to feedback, constructive criticism from peers	Mean = 4.76 Range: 3.00 - 5.00 SD = 0.539 N = 21	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.336 N = 55	Mean = 5.00 Range: 5.00 - 5.00 SD = 0.000 N = 31	Mean = 4.89 Range: 3.00 - 5.00 SD = 0.346 N = 107
9. Openness to feedback, constructive criticism from supervisor	Mean = 4.41 Range: 4.00 - 5.00 SD = 0.503 N = 22	Mean = 4.84 Range: 4.00 - 5.00 SD = 0.373 N = 55	Mean = 5.00 Range: 5.00 - 5.00 SD = 0.000 N = 31	Mean = 4.80 Range: 4.00 - 5.00 SD = 0.405 N = 108
10. Follow-through on recommendations and feedback	Mean = 4.73 Range: 3.00 - 5.00 SD = 0.551 N = 22	Mean = 4.80 Range: 4.00 - 5.00 SD = 0.404 N = 55	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.301 N = 31	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.414 N = 108
11. Ability to develop insight and solve problems facing school counselors	Mean = 4.73 Range: 4.00 - 5.00 SD = 0.456 N = 22	Mean = 4.73 Range: 3.00 - 5.00 SD = 0.489 N = 55	Mean = 4.74 Range: 4.00 - 5.00 SD = 0.445 N = 31	Mean = 4.73 Range: 3.00 - 5.00 SD = 0.466 N = 108

ANOVA for Items of the Practicum Classroom Supervisor Evaluation

	<i>df</i>	<i>F</i>	<i>P</i>
PCSE 4	2	0.093	.911
PCSE 7	2	5.581	.005*
PCSE 8	2	3.209	.044*
PCSE 9	2	19.099	.000*
PCSE 10	2	1.242	.293
PCSE 11	2	0.011	.989

**p* < .05

Multiple Comparisons of the Practicum Classroom Supervisor Evaluation

Dependent Variable*	Mean	Std. Error	<i>P</i>	95% Confidence
Cohort	Difference			Interval

					Lower	Upper
PCSE 7						
2012	2013	-.2455	.0833	.015	-.452	-.039
	2014	-.2859	.0921	.010	-.515	-.057
2013	2012	.2455	.0833	.015	.039	.452
	2014	-.0405	.0742	.862	-.225	.144
2014	2012	.2859	.0921	.010	.057	.515
	2013	-.0405	.0742	.862	-.144	.225
PCSE 8						
2012	2013	-.1108	.0868	.446	-.326	.105
	2014	-.2381	.0957	.049	-.476	.000
2013	2012	.1108	.0868	.446	-.105	.326
	2014	-.1273	.0760	.251	-.316	.062
2014	2012	.2381	.0957	.049	.000	.476
	2014	.1273	.0760	.251	-.062	.316
PCSE 9						
2012	2013	-.4273	.0882	.000	-.646	-.208
	2014	-.5909	.0975	.000	-.833	-.349
2013	2012	.4273	.0882	.000	.208	.646
	2014	-.1636	.0786	.119	-.359	.031
2014	2012	.5909	.0975	.000	.349	.833
	2013	-.1636	.0786	.119	-.031	.359

* Only items identified as presenting a statistically significant difference on the basis of ANOVAs are included.

Collaborate with Colleagues to Support Professional Learning

This section will provide evidence of the aspects of Standard 2 that address how the program supports collaborative with colleagues to support professional learning.

Program Courses

The program provides important training in regard to collaborating with colleagues to support professional learning. The training is provided through the course content of Psychology 6340 Consultation in the Schools. This course focuses on training students in models of school-based collaboration and consultation. Students learn theories, models, and strategies for understanding and practicing consultation. Students learn the school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. Through the course, the students learn and put into application techniques to foster collaboration and teamwork within schools.

The Psychology 6340 course syllabus used for the cohorts reported in this report which demonstrate application of these course objectives can be found in the School Counseling program Evidence Room here: [PSY 6340](#). The revised learning objectives currently addressed in Psychology 6340 can be found in the School Counseling program Evidence Room: [New Learning Objectives by Course](#). Please note that the course objectives were updated in the spring of 2018 to reflect the updated CACREP Standards, the Praxis Crosswalk, and the new Utah Model.

Table 2.17 shows student performance in Psychology 6340 across the three target years.

Table 2.17. Student GPA in Psychology 6340 Consultation in the Schools

	2012	2013	2014	Combined
PSY 6340 Consultation in the Schools	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 58	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 31	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 119

Another way the program provides opportunities for students to collaborate with colleagues to support professional learning is through PSY 6370 - Practicum in School Counseling. The program hires Utah level-2 school counselors to be classroom facilitators, with ratios of one counselor to every 2 – 4 students. Students meet with their facilitator each week during the semester. Students bring case studies, questions and concerns to discuss with their facilitator. Classroom facilitators guide discussion and provide resources for the students.

Employer Survey

On the Employer Survey, employers are asked if they feel the program graduate has the ability to collaborate with students and other professionals. This item with descriptive statistics is presented below in Table 2.18.

Table 2.18. Employer Survey Ratings of Item Related to Employers perception of completers collaborating with colleagues to support professional learning

How would you rate the USU graduate's performance in the following area?	
Ability to collaborate with students and other professionals	Mean = 4.79 Range: 3.0 – 5.0 SD = 0.42 N = 20

Collaboration with colleagues to support professional learning is an area that we would like to pursue further by adding additional items on the Graduate and Employer Surveys.

Standard 3: Quality Program Practices

Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable

Over the past several years the USU School Counselor Education Program has expended considerable time and energy to ensure that they provide coherent curricula that aligns with state and national standards for school counselors to students in the program. Beginning in May 2017 and based on the assumption that the Praxis II exam for Professional School Counselors assesses much of the seminal content, the faculty undertook completion of the Praxis Crosswalk. This is described in detail on pages 13-14 of this self-study. Based on the results of the crosswalk, the faculty identified areas that they felt were not adequately addressed through current coursework. These included:

- Peer mediation/conflict resolution
- Utah model vs ASCA model (systemic assessment of comparative language)
- History and role of school counseling
- Rtl
- Career literacy (beyond exploration and development)
- Instruction and pedagogical theory
- How to provide consultation
- Social networking, online bullying
- Staying mentally healthy/avoiding burnout
- Research
- Motivation
- Common medications affecting mood and learning

During the 2017 and 2018 academic year, program staff undertook a project to examine how the CACREP and ASCA standards align and in which courses the standards are addressed. Tremendous concordance was noted across standards with only seven CACREP items not being addressed in the ASCA standards and all ASCA standards being subsumed under the CACREP standards. This is documented in the Accreditation Matrix found in the School Counseling Evidence Room at [CACREP-ASCA Concordance Matrix](#). Staff were able to identify that all standards are being covered in one or more courses required for graduation.

In April 2018 the Utah Association for Counselor Education approved the Standards for Utah School Counselor Education Programs <https://www.schools.utah.gov/file/4d373a7e-808b-41a8-8e85-2ed8d30d62d3>. These were adapted from the revised CACREP standards, released in July 2016. The Utah State Board of Education approved these standards in July 2018. The document states that the eight common core areas included in the standards “represent the foundational knowledge required of all entry level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.” The program director, Camille Odell and two faculty members, Kathy Bittner and Kris Hart, were involved in the development of these standards and ensured the program was aware of them long before their approval. They helped to ensure that the new standards were considered in any additions or modifications to the curriculum provided by the program.

Another activity undertaken by the program faculty as part of this process in early spring 2018, was to examine how learning objectives were being used to help align course content with applicable state standards and to communicate clear expectations to students. Ideally learning objectives should be included within the syllabi for each course offered. Based upon the Praxis Crosswalk, ASCA, CACREP, and Utah Standards for School Counselor Education Programs, program staff examined and modified the learning objectives to ensure complete coverage. The importance of including learning objectives as part of course development and syllabi was discussed at the March 2018 School Counseling Program meeting. Faculty members were also contacted via email to ensure they had the full and current list of learning objectives for each of their courses. Course objectives by individual course are located in the School Counseling Evidence Room at [New Learning Objectives by Course](#).

As is evidenced by the above activities, the program has made concerted effort to ensure that students are provided a coherent and well-developed curriculum that is aligned with all CACREP, ASCA, and Utah Standards for Professional School Counselors.

Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships in K-12 schools and districts.

As reported earlier in the self-study, students participate in two clinical experiences as part of their required coursework in the program. The first occurs in the spring of their second year, when students have the opportunity to apply their learning in a semester-long practicum experience. This consists of 50 hours of classwork and 150 hours in a school setting. Highly qualified, level 2, licensed school counselors (as described in Standard 1) provide on-site individual supervision to students in the school setting; and additional highly qualified, level 2 school counselors meet with them weekly in small group classroom settings for group supervision. This experience draws upon the partnerships the program has with school districts and individual school counselors throughout the state. For cohorts in the face-to-face program, this involves the efforts of approximately 30 highly qualified, level 2, license school counselors who provide individual supervision and approximately another 7 or 8 individuals who meet with them in small group classroom settings. The statewide cohort requires an even higher level of effective partnerships in K-12 schools and districts as the program was able to help secure placements for 58 students throughout even the most rural portions of the state, where they were supervised by highly qualified, level 2, licensed school counselors. Small group classroom activities involved a similarly high need to draw on those partnerships as more than 15 small groups met for supervision as part of the course. Throughout the course, supervisors communicated with and were provided support by the course instructor. It appears that these partnerships are effective for both the students and the supervisors. Students report positive experiences and supervisors are willing to participate and supervise our students cohort after cohort.

The internship experience that occurs during students' third year, involves 600 highly qualified, level 2, school counselors. Again, this draws significantly on the partnerships the program maintains with individual school counselors, schools, and school districts. The program is able to maintain communication with and provide support to these supervisors through our internship coordinator, Beverly Pickup, who reaches out to them on a regular basis. We consider individual supervisor and school administrator willingness to continue to place students within their schools for internship, as evidence of our effective partnerships.

For both practicum and internship, students seek out placements that are consistent with their long-term goals and preferences. While a portion of students complete all their hours in one setting because that is the setting that they decidedly wish to work in, most students sample both elementary and secondary school settings or spend both their practicum and internship in secondary schools. This is due in large part to Utah having far more secondary school counselor positions than those in elementary schools. For example, for the 2014 cohort, 6 of the 31 students completed their practicum in an elementary school, while 12 of the 31 students completed at least part of their internship in an elementary school. Across their two school-based experiences, five had only elementary school experiences, eight had only secondary school experiences, and 18 students had both elementary and secondary school experiences. Placement patterns were similar for both the 2012 and 2013 cohorts.

Engages multiple stakeholders, including program completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation

This is a strength of the USU School Counselor Education Program, achieved by compliance with state and national training standards, and by faculty commitment to high quality clinical practices, discussed earlier in this section. Faculty commitment to data based decision-making is also a factor in positive outcomes reported in this section.

Due to the fact that our students are required to engage in both a practicum and internship in local school settings, the Program has developed strong, two—way communication between stakeholders and the Program across the state, including local educators, schools, and districts. As described in detail earlier in this section, and again in Section 4, students in the program work with school counselors across the state to complete experiential components of their training. Required documents, including practicum and internship contracts, supervisor evaluation forms, and hourly logs provide an opportunity for practicing school counselors to provide input and feedback (Please review these documents by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/school-counseling>). Practicum and Internship Supervisor Evaluations, carefully reviewed by the Program practicum and internship liaison, provide opportunity for assessment of individual student skill level, and program-wide outcomes of program instruction. If the liaison has concerns about individual student ratings, she reports them to the program director. The director consults with the student and the supervisor, and may invite input from program faculty if there is indication for remediation.

Examining things quantitatively, ratings for each item on individual student practicum and internship evaluations are entered to a database and results for each item and domain are analyzed annually. Program faculty are apprised of the results in a faculty meeting so that they may assess areas of weakness for our students. Tables throughout this Self Study show results of our practicum and internship ratings for individual items and domains of interest. Outcomes have been positive.

Mean ratings for all items are well above average for both the practicum and internship supervisor evaluations. In addition, tables throughout all sections of this report document positive ratings when domains on the evaluations are analyzed. These findings, along with Praxis 2 scores of our students, and findings from our Graduate and Employer surveys allow Program faculty to feel assured about our curriculum and process of preparation

However, two years ago the feeling of confidence was disturbed when three separate, closely timed events occurred. First, the Council for Accreditation of Counseling & Related Educational Programs (CACREP) revised their counselor training standards and released them in June 2016 (link: <https://www.cacrep.org/for-programs/2016-cacrep-standards/>). Second, the State of Utah released a new model for school counseling “College and Career Readiness School Counselor Program Model, Second Edition” (link: https://www.uen.org/ccr/counselor-toolkit/documents/CCRpmBOOK5_10_ADA_version.pdf). Third, the American School Counselor Association (ASCA), for the first time, released training standards for school counselors (link: <https://www.schoolcounselor.org/asca/media/asca/home/ASCA-CAEP-SPA-Standards.pdf>).

These three watershed events in the school counseling community, deemed by our faculty to be progressive, inspired curriculum review and revisions in course content, described earlier in this section. Revision of all experiential training documents was required in the aftermath. In addition to major updates in content of our student evaluations, the document writing team felt compelled to adopt a new Behaviorally Anchored Rating Scale (BARS) for practicum and internship supervisor evaluations. The new Practicum Supervisor Evaluation and Internship Supervisor Evaluation are located in the School Counseling Evidence Room here <https://cehs.usu.edu/evidence-room/PILOT%20Practicum%20Supervisor%20Evaluation.pdf> and <https://cehs.usu.edu/evidence-room/PILOT%20Internship%20Supervisor%20Evaluation.pdf>. Forms used prior to the revision are in the School Counseling Evidence Room under Appendix A: Evidence of Student Monitoring <https://cehs.usu.edu/evidence-room/school-counseling>. Reviewed and approved by the faculty for pilot, the forms are being used to gather student data for the first time fall 2018.

This is where previously established connections to multiple stakeholders, including current students, program graduates, local educators, schools and districts have been a significant asset. In an effort to pilot the evaluation ahead of using it, the writing team sent the revised practicum evaluation form to our spring 2018-classroom facilitators, several of whom are district school counselor heads. While the response rate was not as high as we would have liked, (N = 6/13), the feedback we received was detailed and helpful. We also emailed the evaluation to then current practicum students, and invited their feedback (N = 4). This fall, we will invite onsite supervisors for our 36 interns to fill out the new evaluation *and* the one used in prior years, and provide feedback. Having comparison feedback on two versions of the forms from our onsite supervisors will allow us to engage in meaningful validity and reliability analysis of our new evaluation.

Another evaluative apparatus utilized in our training program, the Internship Mid-Semester Review provides an avenue for connecting with stakeholders across Utah. In fact, this particular component provides a good example of a successful process of data collection, analysis, planning, improvement and innovation for the program through engagement with program stakeholders. I will briefly describe the process as it transpired. In 2014, our internship liaison retired. The new liaison was a recent graduate of the Program. He stated that when he was in the program, he and fellow students experienced significant challenges when they tried to schedule the telephone call with student, onsite supervisor, and the USU liaison. The major challenge was schedule alignment with the three busy professionals. We had received similar feedback from students and on-site supervisors in past years. The new liaison suggested we offer onsite supervisors the option of a telephone call or use of an electronic format for the mid-semester review of interns. The liaison created a form that reflected the content covered in the telephone-based review. Filling out the form required supervisors and interns to meet and discuss

the content of the mid-semester review, type notes, sign, and submit the form via Canvas. The liaison would then carefully read the evaluation, and pass along any concerns to the program director, who would connect with the student and/or supervisor if action were indicated. We decided to email our onsite supervisors that semester and offer the two options. Over half of supervisors elected the electronic format, citing easier scheduling and an opportunity to have eye-to-eye contact, devoid of telephone interference, with the student as major advantages. Since 2014, we have offered both formats. The majority of supervisors elect to use the electronic mid-semester review option.

Finally, our Graduate and Employer Surveys allow us to interface with key stakeholders, and engage in program improvement and innovation. Launched for the first time in spring 2014 for the graduate survey and 2015 for the employer survey, these assessments provide opportunity for our graduates to reflect on the professional preparation they received, and employers to evaluate strengths and weaknesses of our graduates and provide feedback. We report very basic survey results below in Tables 3.1 and 3.2. Richer data that provides greater insight is easily accessed via reviewing PowerPoint created for each year the surveys were done. Please review the results of the Graduate and Employer Survey by accessing the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Each year raw survey feedback is analyzed and reported to the entire faculty during March or April faculty meeting (see the faculty meeting minutes by accessing the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>). Responses to open-ended questions are included on the slides, or emailed to faculty in advance of the meeting in a pdf format. Review, discussion, analysis, planning, improvement and innovation take place following this process. In Table 3.3, below, we identify areas of weakness, intervention/innovation, and outcomes. In the future, we will report our results to our soon-to-be-created stakeholder team, discussed in the narrative in our Conclusion section, and included in our Findings and Recommendations table in that same section.

Table 3.1 Graduate Survey Results

Year	Mean Satisfaction	Mean Standard Deviation
2016	3.97	0.80
2017	3.97	0.80
2018	4.28	0.68

Table 3.2 Employer Survey Results

Year	Mean Satisfaction	Mean Standard Deviation
2016	4.60	0.81
2017	4.46	0.58
2018	4.79	0.11

Table 3.3

Graduate and Employer Surveys Results: Impetus and Pathways for Program Innovation

NOTE: Please review the Graduate and Employer Survey Results by accessing the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Information reported on this table addresses items with ratings below the average.

Graduate Survey – Satisfaction Ratings, 5 Point Likert Scale Items below had the least positive ratings	
<p>Year, Item, Rating 2014, How well do you feel your training in the program prepared you to use technology in your professional position Mean satisfaction rating, Item = 3.24. Mean rating all items = 3.94</p>	<p>Innovation and Outcome Innovation: Faculty included at least one technology assignment in their courses. Outcome: Mean satisfaction rating on technology item, 2016 = 3.28. Overall satisfaction ratings average = 3.97 Mean satisfaction rating on technology item, 2017 = 3.28. Overall satisfaction ratings average = 3.97 Mean satisfaction rating on technology item, 2018 = 3.73. Overall satisfaction ratings average = 3.97</p>
<p>2014, How well do you feel your training in the program prepared you to use your school data management system? Mean satisfaction rating, Item = 2.95. Mean rating all items = 3.94</p>	<p>Innovation: Practicum class to students about their different school management systems. Mean satisfaction rating on item re. school data management system, 2016 = 3.11. Overall satisfaction ratings average = 3.97</p>

Graduate Survey – Open Ended Responses by Students
Items below were mentioned in graduates’ responses 3+ times

Year, Question	Innovation and Outcome
<p>2015 Graduate Survey What skills do you need as a school counselor that are not addressed by the Program? How could the program improve? Graduate Response: Graduates did not know how to use Student data management systems (N comments = 8)</p>	<p>We invited school counselors from five different secondary schools to come to practicum class to present on their student data management system. 2018 Graduate survey responses on the same topic N = 2</p>
<p>Graduate Response: Graduates did not know enough about special education, especially IEPs and 504 plans (N comments = 4)</p>	<p>2016, Dr. Marietta Veeder began covering IEP and 504 processes in PSY 6130. Fall 2018, we hired Dr. Michelle Lizotte, Assistant Professor, Special Education and Rehabilitation (N comments = 1, 2018)</p>
<p>Graduate Response: Graduates did not have adequate classroom management skills. NOTE: This issue was an item of discussion at an annual Utah School Counselor Advisory Board Meeting. Feedback from school counselors, administrators and teachers focused on lack of classroom management skills. (2017) It was also an item for discussion at the annual meeting of the American School Counselor Association (ASCA), 2017.</p>	<p>We created a new class “Collaborative classroom instruction, leadership and professional topics”. The course is under development of faculty member, Dr. Kathryn Bitner, and will be offered for the first time spring 2019. (Please review the syllabus by accessing the School Counseling Evidence Room at PSY 6580). Outcome: to be assessed and reported in annual reports</p>
<p>Graduate Response: Lack of adequate skills in suicide prevention and crisis management</p>	<p>The Suicide Prevention Specialist presented in PSY 6370 spring 2016 & 2017. Suicide will be covered more thoroughly in PSY 6530 beginning fall 2018.</p>

<p>Graduate Response: Lack of adequate skills in college and career readiness</p> <p>Graduate Response: Not enough contact with the Program during internship</p> <p>Graduate Response: PSY 6390 – Program Evaluation in the Schools, is an ineffective course, with comments on poor instructorship. Course Evaluations were also very low.</p> <p>2018 Graduate Survey Graduate Response: Lack of adequate training for elementary school positions in School Counseling. NOTE: Elementary school counselor positions were rare in the state of Utah until relatively recently. New legislation in February 2018 provided funding for grants to hire elementary-level school mental health professionals, including school counselors. This welcome turn of events requires our program to integrate additional instruction on the practice of school counseling in elementary schools.</p>	<p>The program began offering PSY 6610, College and Career Readiness for School Counselors, summer 2015. Responses on lack of CCR skill on 2018 survey = 0</p> <p>We added student discussions on the Canvas Discussion Board to PSY 6250 – Internship in School Counseling fall semester 2017. See PSY 6250 syllabus for details on the requirements, method for selecting topics located in the School Counseling Evidence Room at https://cehs.usu.edu/evidence-room/PSY%206250%20Syllabus%20Fall%202017.pdf</p> <p>A new instructor began teaching the course summer 2015. She retired after 2016. A new instructor began teaching the course summer 2017. No “needs improvement” comments of the 2018 graduate survey, but course ratings are still low.</p> <p>At the November 15, 2017 faculty meeting, Pertinent Notes from the July 2017 Curriculum Review are included. (The faculty meeting minutes are located in the School Counseling Evidence Room at https://cehs.usu.edu/evidence-room/Faculty%20Curriculum%20Review%20Minutes%2007%2031%202017.pdf). All instructors please update curriculum to include elementary-level school counseling. Camille Odell sent a reminder to instructors in August 2018.</p>
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Additional engagement that leads to dynamic, mutually beneficial partnerships with multiple stakeholders occurs as faculty members, the director, and the program advisor collaborate with stakeholders at local, state, and national levels through committee work and advisement boards. For example, in 2014 Kathy Bitner and Kris Hart (now retired) and Karen Miller (onboard replacing Kris Hart), USU School Counselor Education program faculty, accepted appointments to serve on an exploratory committee to assess the need for updating the Utah model for comprehensive school counseling. The yearlong assessment, including in-depth analysis of Utah data, evaluation of advancing national trends in school counseling, and a need to improve college and career readiness in Utah's youth, indicated a new model was indicated. Already actively involved in the project, and knowledgeable about the issues, our USU faculty members accepted positions on the 14-member writing committee for the New Utah Model. A two-year process ensued, including data analysis using Utah specific data for K-12 students. Kathy and Kris consulted with our students and faculty along the way, which allowed for input from our program. The new model, titled "The Utah College and Career Readiness School Counseling Model," is the June 2016 product of the hard work of the committee. As a training program, we adopted the new Utah Model and Kris Hart taught PSY 6240 – Comprehensive School Counseling Programs, using the new model right away, so our students would be prepared to practice using the new policies and procedures. Kris retired from teaching in the Program in 2016, but the Utah College and Career Readiness School Counseling Model, Second Edition led to a change in the title of the course to Comprehensive and Systemic School Counseling programs. The new instructor, Karen Miller, was a member of the writing team. Several faculty, including Kathryn Bitner, Tom Wiltbank and Camille Odell serve on the Utah School Counselor Association advisory board.

Engages multiple stakeholders, including program completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation

Another example of engagement leading to dynamic, mutually beneficial, partnerships with stakeholders is membership by the program director on the Utah chapter of the Association for Counselor Education and Supervision (UACES). The chapter is comprised of state board of education leaders in school counseling, and directors of the four-school counselor training programs. Meetings, held twice yearly, focus on topics of importance and interest to Utah's school counselors and counselors in training. Following USU's recent faculty curriculum review, which, as mentioned earlier in this section, found its base on release of the CACREP 2016 training standards, the 2018 release of the ASCA training standards, and the new Utah Model, USU's School Counselor Education program faculty understood the important next step of Utah's adoption of the new national and state-level standards. Camille Odell, Kathy Bitner, and Kris Hart wrote the revised standards. Camille proposed adoption in November 2017 to UACES at the semi-annual meeting. The committee committed to studying the revised standards proposed by USU, and in April 2018, approved the standards. The proposal advanced through the approval process of the Utah State Board of Education (USB E), and the standards received final approval by USB E June 2018. The standards are on the USB E School Counseling, Equity, and Prevention website. Please review the standards by utilizing this link: <https://www.schools.utah.gov/scep/schoolcounseling> (click on the School Counseling Licensing tab, and then on the tab Standards for Utah School Counselor Education)

A third example is service by faculty members in school counseling centers. For example, our program instructor, writing committee member and program statistician, Dr. Marietta Veeder, is a School Psychologist and Behavior Analyst in Box Elder School District (BESD). In her professional roles, Dr.

Veeder often engages with USU School Counselor Education program students working in BESD in practicum and internship positions. She is able to observe implementation of Program practices in experiential components of our training. Through collegial relationships, Dr. Veeder receives feedback and input for our program from professionals in BESD. She has contributed to revision of our documents in a more meaningful way through her experience in the schools. Four additional USU SC program faculty, work in four different school districts in northern Utah. In a way similar to Dr. Veeder's collaborative efforts in their school districts, these faculty members engage with our stakeholders as they participate in data collection, analysis, planning, improvement and innovation. We will discuss faculty composition and impact in greater depth in the final part of this section, and when we discuss capacity in Appendix C.

Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards

Admission Requirements

As stated on the Psychology Department Website located at <http://psychology.usu.edu/academics/grad/apply>, students must be admitted to the USU School of Graduate Studies. Each item of the application is carefully reviewed by an admissions committee. Requirements include: Bachelor's degree from an accredited institution, minimum 3.2 GPA. GRE or MAT score at the 40th percentile or above; B or better grades earned at an accredited institution in: Abnormal Psychology, Analysis of Behavior, and Statistics (2000-level or above), three letters of recommendation, and a Statement of Purpose. The School Counselor Education Program requires students to abide by all applicable completion requirements of Utah State University School of Graduate Studies. Requirements can be found online at: <http://usu.edu/graduateschool/apply/requirements.cfm>

Demographics of Admitted Students

Individuals who meet the admissions requirements stated above may be admitted to the Professional School Counselor Education Program with a Bachelors' degree from divergent fields of study. The faculty of the program believes that by admitting students from a broad selection of majors, we allow for a rich tapestry of experience for cohorts of students to draw from. Coursework in General Psychology and the additional three required prerequisite courses prepare students to engage in Program course work and class discussions through a common bond, however.

GPA at Admission

The USU School of Graduate Studies requires a 3.0 GPA from the last 60 semester credits. The USU School of Graduate Studies requires a 3.0 or higher GPA from the last 60 semester credits. In keeping with continual efforts to provide top program quality, the faculty reviewed the 3.0 GPA requirement. Following discussion, the faculty approved of raising the admission GPA requirement to a 3.2 or higher. The decision to raise our minimum admission GPA to a 3.2 was made final at the April 2011 meeting and was implemented as part of program admissions policy beginning fall 2012. This decision was based upon examination of student records and outcomes by the entire faculty, which pointed out that students who enter the program with a GPA lower than 3.2 struggled more in course work, were more

often on academic probation with the School of Graduate Studies, and had difficulty being hired after completion of the program.

Data on GPA at time of admission for targeted years is presented in table 3.4 below.

Table 3.4 GPA at Admission

Cohort	N	Average GPA upon admittance (last 60 credits)	SD	Range
2012 (Face-to-Face)	30	3.667	0.246	2.97 – 4.00
2013 (Broadcast)	58	3.653	0.237	3.20 – 4.00
2014 (Face-to-Face)	31	3.698	0.262	2.88 – 4.00
Total	119	3.668	0.259	2.88 – 4.00

*Note: In rare instances, students have been admitted with a GPA below 3.0 in keeping with USU School of Graduate Studies policy to allow waivers based upon strong entrance exam performance and/or highly exceptional letters of recommendation.

Exam Scores at Admission

Students are required to earn a score at the 40th percentile or above on either the Graduate Record Exam (GRE) or the Miller Analogy Test (MAT). Data on exam scores for accepted students is presented in Tables 3.7 and 3.8 below.

The Graduate Record Examination (GRE) is a standardized test that is an admissions requirement for many graduate schools in the United States, including USU’s School of Graduate Studies. The test was created and is administered by Educational Testing Service (ETS) to measure verbal reasoning, quantitative reasoning, analytical writing and critical thinking skills that are not related to any specific field of study. The GRE General Test is offered as a computer-based exam administered by qualified testing centers. An analysis of the GRE's validity in predicting graduate school success, conducted by Burton and Wang (2005) found a correlation of .30 to .45 between the GRE and both first year and overall graduate GPA.

Table 3.5 Graduate Record Exam (GRE) scores

Cohort	N	Average GRE Raw Verbal Score	Average GRE Verbal Percentile Rank	Average GRE Raw Quantitative Score	Average GRE Quantitative Percentile Rank
2012 (Face-to-Face)	9	153.57	59.44	150.57	55.56
2013 (Broadcast)	11	154.30	65.82	150.52	50.09
2014 (Face-to-Face)	7	153.29	58.29	149.71	40.14
Total	27	153.79	61.74	150.33	49.33

*Note: Some students submitted scores for both the MAT and the GRE, which explains the higher number of test scores than students for the MAT and GRE combined.

The Miller Analogy Test is designed to assess candidates' analytical thinking, an ability that is critical for success in both graduate school and professional life. Predictive validity studies conducted by independent researchers have shown positive correlations between MAT scores and subsequent success in graduate programs. The most comprehensive study of MAT predictive validity to date is a meta-analysis of 127 MAT studies involving more than 20,000 cases conducted by Kuncel, Hezlett, and Ones (2004). These researchers found the MAT to be a valid predictor of several aspects of graduate student performance, job performance, potential, and creativity. The meta-analysis found the MAT to have positive correlations with internship and practicum ratings and with counseling work sample performance.

Table 3.6 Miller Analogy Test (MAT) scores of admitted students

Cohort	N	Average MAT Raw Score	Average MAT Percentile Rank
2012 (Face-to-Face)	20	412.25	69.90
2013 (Broadcast)	47	409.56	65.34
2014 (Face-to-Face)	24	412.33	68.92
Total	91	411.42	67.29

*Note: Some students submitted scores for both the MAT and the GRE, which explains the higher number of test scores than students for the MAT and GRE combined

Prerequisites

The Professional School Counselor Education program requires that applicants take three prerequisite prior to entering the program. The three prerequisite courses are Abnormal Psychology, Analysis of Behavior and a Statistics course level 2000 or higher. Applicants must earn a B or better in all three courses as part of the application requirements.

Letters of Recommendation

Three letters of recommendation are required for admittance to the program. It is required that all three letters are written by someone holding a Master's degree or more. It is recommended that two of the three letters is written by an academic source.

Statement of Purpose

The Statement of Purpose is a one page essay required as part of the Professional School Counselor Education program. The prompt given to applicants is *"In 1 page (single spaced, 12 font, 1" margins) describe why you want to become a school counselor, and what attributes, skills and experiences you have to support you in this goal."*

Monitors student progress

Non-experiential and Experiential Checklist

In order to monitor student progress, each student has an electronic file to track program documents and forms. The student file contains two folders; a non-experiential file and an experiential file. A checklist of required documents is placed in each students' file to verify that the students complete all required documents before completing the program. The file is carefully tracked by the program

director and the program advisor. The non-experiential checklist can be found in the School Counseling Evidence Room here <https://cehs.usu.edu/evidence-room/NONEXPERIENTIAL%20CHECKLIST.pdf> and the experiential checklist can be found in the School Counseling Evidence Room here <https://cehs.usu.edu/evidence-room/EXPERIENTIALCHECKLIST.pdf>.

Program of Study

The Program of Study ensures that our program is in keeping with the requirements of the USU School of Graduate Studies and the State of Utah. All courses in the program have been approved and our included in the course catalog. During the third semester in the program, students complete the Program of Study, by filling in the courses they have taken and will take by the end of the program. The Program of Study is compiled for each student and submitted to the USU School of Graduate Studies for approval. Signatures are obtained from the student, the program director, the Psychology Department Head, and the USU School of Graduate Studies liaison. Once the Program of Study is completed, our program is under contract with the student that we will not change any course requirements during their time in the program. Please review the Program of Study sample in the School Counseling Evidence Room located here [Program of Study Sample](#).

Practicum Supervisor Evaluation

As discussed in this report in Standard 1 and Standard 2, students are evaluated during the 150 clock hour practicum experience. Level 2 licensed school counselors complete the evaluation form for each student and provide feedback. The evaluations are submitted and carefully reviewed by the practicum course instructor and a member of the program staff. If the supervisor identifies any concerns, or the student receives average ratings or lower, the Program Director will contact the supervisor and the student to discuss the evaluation.

Practicum Classroom Supervisor Evaluation

As discussed in Standard 1 and Standard 2, highly qualified, level 2 school counselors provide small group supervision to students during the practicum course. Ratings of our practicum students on the Practicum Classroom Supervisor Evaluation, are high falling in the 4.67 to 4.94 range, suggesting strong skills in all areas. The Practicum Classroom Supervisor Evaluations are carefully reviewed by the course instructor and a member of the program staff. If the classroom supervisor identifies any concerns, the course instructor and the program director will discuss the evaluation with the classroom facilitator and the student.

Internship Supervisor Evaluation

As discussed in Standard 1 and Standard 2, students are supervised and evaluated during the 600 hour internship experience. Level 2 school counselor complete the evaluation form for each student, rating the student in 12 areas and providing feedback. The evaluations are submitted and the internship liaison carefully reviews each evaluation. If the supervisor identifies any concerns, or the student receives average ratings or lower, the Program Director will contact the supervisor and the student to discuss the evaluation. Table 3.7 shows internship supervisor evaluation data for each targeted year, demonstrating a high quality performance by students during the internship experience.

Table 3.7 Internship Supervisor Evaluation Ratings

	2012	2013	2014	Combined
Professional School Counselor Identity	Mean = 8.36 Range: 7.00 – 9.00 SD = 0.571 N = 30	Mean = 8.25 Range: 5.40 – 9.00 SD = 0.835 N = 57	Mean = 8.30 Range: 7.00 – 9.00 SD = 0.645 N = 31	Mean = 8.29 Range: 5.40 – 9.00 SD = 0.829 N = 118
Social & Cultural Diversity	Mean = 8.15 Range: 6.88 – 9.00 SD = 0.641 N = 30	Mean = 7.81 Range: 5.50 – 9.00 SD = 1.052 N = 51	Mean = 8.10 Range: 6.625 – 9.00 SD = 0.702 N = 30	Mean = 8.10 Range: 5.50 – 9.00 SD = 0.876 N = 111
Human Growth & Development	Mean = 8.03 Range: 6.40 – 9.00 SD = 0.678 N = 29	Mean = 7.96 Range: 5.00 – 9.00 SD = 0.990 N = 55	Mean = 8.14 Range: 6.20 – 9.00 SD = 0.722 N = 29	Mean = 8.02 Range: 5.00 – 9.00 SD = 0.850 N = 113
Career Development	Mean = 8.16 Range: 6.88 – 9.00 SD = 0.670 N = 29	Mean = 7.99 Range: 5.25 – 9.00 SD = 1.019 N = 52	Mean = 8.15 Range: 5.88 – 9.00 SD = 0.700 N = 27	Mean = 8.08 Range: 5.25 – 9.00 SD = 0.859 N = 108
Helping Relationship	Mean = 8.27 Range: 6.60 – 9.00 SD = 0.683 N = 29	Mean = 7.99 Range: 5.20 – 9.00 SD = 1.006 N = 55	Mean = 8.08 Range: 6.40 – 9.00 SD = 0.734 N = 30	Mean = 8.09 Range: 5.20 – 9.00 SD = 0.866 N = 114
Group Work	Mean = 8.12 Range: 6.75 – 9.00 SD = 0.736 N = 30	Mean = 7.87 Range: 5.50 – 9.00 SD = 0.901 N = 50	Mean = 7.87 Range: 6.00 – 9.00 SD = 0.858 N = 25	Mean = 7.94 Range: 5.00 – 9.00 SD = 0.846 N = 105
Assessment	Mean = 7.90 Range: 6.25 – 9.00 SD = 0.852 N = 27	Mean = 7.91 Range: 5.00 – 9.00 SD = 1.071 N = 52	Mean = 7.94 Range: 5.00 – 9.00 SD = 0.967 N = 23	Mean = 7.91 Range: 5.00 – 9.00 SD = 0.985 N = 102
Research & Program Evaluation	Mean = 8.27 Range: 6.13 – 9.00 SD = 0.778 N = 29	Mean = 7.89 Range: 5.25 – 9.00 SD = 1.062 N = 52	Mean = 7.98 Range: 5.25 – 9.00 SD = 1.00 N = 20	Mean = 8.02 Range: 5.25 – 9.00 SD = 0.981 N = 101
Comprehensive Counseling & Guidance Program Management	Mean = 8.28 Range: 7.00 – 9.00 SD = 0.627 N = 25	Mean = 8.07 Range: 5.60 – 9.00 SD = 0.928 N = 53	Mean = 8.10 Range: 6.30 – 9.00 SD = 0.842 N = 22	Mean = 8.13 Range: 5.60 – 9.00 SD = 0.840 N = 100

Foundations of School Counseling	Mean = 8.12 Range: 7.00 – 9.00 SD = 0.670 N = 27	Mean = 8.02 Range: 5.75 – 9.00 SD = 0.824 N = 55	Mean = 7.93 Range: 5.63 – 9.00 SD = 0.803 N = 29	Mean = 8.02 Range: 5.63 – 9.00 SD = 0.779 N = 111
Contextual Dimensions of School Counseling	Mean = 8.39 Range: 7.00 – 9.00 SD = 0.591 N = 30	Mean = 8.23 Range: 5.88 – 9.00 SD = 0.829 N = 55	Mean = 8.26 Range: 6.25 – 9.00 SD = 0.742 N = 29	Mean = 8.28 Range: 5.88 – 9.00 SD = 0.747 N = 114
Additional Knowledge & Skill Requirements 12	Mean = 7.85 Range: 6.50 – 9.00 SD = 0.849 N = 24	Mean = 7.70 Range: 6.00 – 9.00 SD = 1.170 N = 43	Mean = 7.91 Range: 6.00 – 9.00 SD = 1.049 N = 18	Mean = 7.78 Range: 6.00 – 9.00 SD = 1.055 N = 85

* Ratings of interns were completed using a 9-point Likert scale where 9 = Outstanding, 8 = Excellent, 7 = Well Above Average, 6 = Slightly Above Average, 5 = Average, 4 = Slightly Below Average, 3 = Well Below Average, 2 = Poor, 1 = Very Poor; Several raters deviated from the provided scale and awarded ratings of 10

** N varies within cohort because not every intern had experiences and received ratings within each item of each domain.

*** Item ranges are not whole numbers because domain scores are a composite of four or five individual items.

Grades required for Mastery

Grades are carefully reviewed by course instructors and program staff. Students in the targeted cohorts demonstrated mastery in coursework by completing the program with an average GPA of 3.86. Table 3.8 shows the data for each target cohort.

Table 3.8 Cumulative GPA in School Counseling Program

Cohort Group	2012	2013	2014	Combined
	Mean = 3.88 Range: 3.62 – 4.00 SD = 0.093 N = 30	Mean = 3.85 Range: 3.15 – 4.00 SD = 0.143 N = 58	Mean = 3.86 Range: 3.44 – 4.00 SD = 0.129 N = 31	Mean = 3.86 Range: 3.15 – 4.00 SD = 0.128 N = 119

*Note: There are differences in sample size for each cohort across variables due to variability in the data available for each student based on unique patterns of engagement in the program.

Praxis passing score required for graduation & processing of licensing

Since Utah began requiring the Praxis II for Professional School Counselors for licensure as a school counselor, our students have demonstrated high levels of proficiency in the areas assessed by the exam. Praxis test scores range from 100 – 200 with the “Average” range being 162 – 176. In the state of Utah, the current qualifying score is 164, one of only two states to set the bar that high. Prior to 2013, the qualifying score was 159 in keeping with the national mode. All of our completers have successfully passed the Praxis II exam for Professional School Counselors suggesting that they have demonstrated high levels of proficiency in the content, pedagogical, and professional knowledge necessary to function

as a school counselor. An example of the Praxis Score Report that all students are required to submit to the program is found in the School Counseling Evidence Room here <https://cehs.usu.edu/evidence-room/Praxis%20Score%20Report.pdf>. Table 3.9 shows data for each target cohort demonstrating that 100% of students passed the Praxis exam.

Table 3.9 Praxis II Scores on the Professional School Counselor exam

Cohort Group	2012	2013	2014	Combined
	Mean = 173.67 Range: 159 - 184 SD = 6.748 N = 30	Mean = 175.43 Range: 164 - 187 SD = 6.044 N = 58	Mean = 175.03 Range: 167 - 185 SD = 4.564 N = 31	Mean = 174.88 Range: 159 - 187 SD = 5.889 N = 119
Qualifying Score Rate	100%	100%	100%	100%

There were no statistically significant differences across cohorts for Praxis scores.

Graduation Memorandum

In order for a student to graduate from the USU School of Graduate Studies, they must be recommended, based upon completion of the program of study. Our program completes a Graduation Memorandum for each student graduating in the semester and submits it to the USU School of Graduate Studies. This informs the USU School of Graduate Studies that the student has completed all program requirements and is recommended for graduation. Please review the Graduation Memorandum by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduation%20Memorandum.pdf>.

Licensure form for processing of licensing

Throughout the program, students are informed of licensing procedures in the State of Utah. During their last semester, students are sent specific instructions in filling out the license application to obtain a Level 1 Educator’s License. In order to obtain the license, students must take the Praxis II Professional School Counselor Exam and score a 164 or higher, the M.Ed. degree posted on their official transcript, and recommendation from the USU School Counseling program. The student completes the licensure form, and if all program requirements have been met, the program director will sign the form, signifying our program recommends the student for licensure. Students are carefully tracked to verify that they are completing this process. Please review a copy of a level 1 license by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/License%20Application.pdf>.

Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system

The changes included on Table 3.10 came about through effective use of the quality assurance system: Awareness of innovations in school counseling through attendance at national and state-level conferences; examination of the new Utah Model, new CACREP model, and ASCA training standards led to review of program curriculum. Discussion with students, faculty, district leadership, practicing school counselors (stakeholders) led to exploration and discussion (piloting new forms with classroom facilitators, fall 2018 internship supervisors).

Table 3.10 Continuous Improvement of Program and Program Components

Document revisions to reflect new Utah Model and integration of the ASCA Model	
Item, Year	Innovation and Outcome
Practicum Documents, 2017 – 2018	In 2016, the Utah State Office of Education revised and implemented a new edition of the Utah Model, called “The College and Career Readiness School Counseling Program Model.” This model can be found on the Utah State Office of Education website here: https://www.schools.utah.gov/scep/schoolcounseling . The program revised the Practicum Supervisor Evaluation to reflect the new Utah Model. These documents have been shared with stakeholders for feedback. The documents will be fully implemented in the spring 2019 semester.
Internship Documents, 2017 – 2018	Along with the Practicum documents, program faculty also revised the Internship documents to reflect the changes to the Utah Model. The program revised the Internship Supervisor Evaluation to reflect the new Utah Model. These documents have been shared with stakeholders for feedback. The documents will be fully implemented in the fall 2018 semester and the spring 2019 semester.

Course Revisions

Course, Year	Innovation and Outcome
Psychology 6580 – Collaborative Classroom Instruction, 2017 – 2018	Based on the new Utah Model and the feedback from graduates on the Graduate Survey, we created a new class “Collaborative classroom instruction, leadership and professional topics”. The course is under development of faculty member, Dr. Kathryn Bitner, and will be offered for the first time spring 2019.
Psychology 6460 – Legal, Ethical, and Transition Issues in School Counseling, 2017 – 2018	In July 2017, faculty reviewed the course PSY 6460 Legal, Ethical and Professional Issues. Curriculum was added to the course to reflect the new emphasis on post-secondary education for special populations. The title of the course was changed to Legal, Ethical, and Transition Issues in School Counseling to reflect the curriculum change. In fall 2018, we hired Dr. Michelle Lizotte, Assistant Professor, Special Education and Rehabilitation to teach the revised PSY 6460 course. (Please review the course syllabus by accessing the School Counseling Evidence Room at PSY 6460 Fall 2018).
Psychology 6610 – College and Career Readiness for School Counselors, 2017	In July 2017, at the faculty course review, faculty decided to change PSY 6610 College and Career Readiness to a 3 credit, online course. The goal of this change is to meet the needs of students in the program in a timely way by adding a hybrid courses, which utilizes asynchronous, online learning methods.
Psychology 6700 – Grant Writing for School Counselors, 2017	Grant Writing became an elective course, reflecting newly adopted Utah Training Standards, which do not include grant writing. Grant Writing for School Counselors, a 3-credit, online course will be offered each summer by USU, beginning summer 2019. Feedback from students stated that they did not want to increase credit hours and length of program. The decision was made to stay with the 7 or 8 semester format (depending upon internship)

Psychology 6260 – Career Development, 2017	In spring 2018, the faculty discussed changing PSY 6260 from a 2 credit course to a 3 credit course. This change will reflect the new Utah Model and focus more heavily on Career Readiness. This change is under effect by course instructor, Dr. Kathryn Bitner. The credit change will take place starting summer 2019 semester.
Other Sources	
<p>Item, Year Praxis Crosswalk, 2017</p> <p>Internal Audit, 2018</p> <p>Praxis II School Counseling Exam, 2016</p> <p>Grade Policy, 2016</p>	<p>Innovation and Outcome Based upon the Praxis Crosswalk, program staff examined and modified the learning objectives to ensure complete coverage in all courses to adequately prepare students to enter the work force.</p> <p>See Appendix D.</p> <p>Faculty reviewed graduation policies and discussed the Praxis II exam as a requirement for graduation. The program faculty approved the Praxis II as an exit exam, and all students must pass the Praxis before graduating. This policy can be found on the program website here: http://psychology.usu.edu/academics/grad/med-counselor/requirements</p> <p>In August 2016, program faculty reviewed the USU School of Graduate Studies grade policy. Their policy states that students are required to maintain a 3.0 GPA and grades of C- will not be accepted for a graduate degree. This policy can be found in the USU catalog here: In order to ensure mastery, the program faculty reached the decision to put in place a grade policy specific for the school counseling program. The grade policy states that students cannot earn below a B in any course in the program. The faculty meeting minutes that show evidence of this decision is found in the evidence box. The program requires that all</p>

	<p>students maintain B's or above in every course throughout the program. Work below a B range is not acceptable. The policy is stated on the program website: http://psychology.usu.edu/academics/grad/med-counselor/requirements. Should a student earn a C+ or lower, the situation will be considered and a committee comprised of the instructor of the course the grade was earned in, the program director, and the program faculty will outline what action should be taken by the student. Actions may include retaking the course, remediation, probation or possible dismissal. This policy began with the students entering the program in fall of 2016.</p>
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Maintains capacity for quality reflected in staffing, resources, operational processes and institutional commitment

The structure of the program, including a healthy financial status that consistently positions the program in the black, along with critical support by the department, college and university, allows maintenance of capacity in staffing, resources, operational processes, and institutional commitments. Tables and narrative in Appendix C address this important aspect in detail.

Standard 4: Program Engagement in System Improvement

“As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high academic, career and personal/social standards. Advocating for the academic achievement of every student is a key role of school counselors and places them at the forefront of efforts to promote school reform. To promote student achievement, school counselors advocate for students’ academic, career and personal/social development needs and work to ensure these needs are addressed throughout the K-12 school experience. School counselors believe, support and promote every student’s opportunity to achieve success in school.” (ASCA National Model, p. 4)

Committed to a mission of preparing school counselors who are capable of assisting all students, in a broad range of contexts, and to foster system improvement, the USU School Counselor Education program conscientiously pursues and supports mutually beneficial partnerships and stakeholder collaboration across the state of Utah. Our method for successful engagement consists of a multi-level approach, described below.

Partnerships and Stakeholder Collaboration

Engages with partners and stakeholders to support high needs schools

Offering USU’s M.Ed. program in school counseling via live broadcast across the state of Utah provides an opportunity for our students to engage with K-12 schools in all areas of the state, including areas of high need. The highest level of engagement with school districts occurs during the second and third year of training, when students spend time in the schools in experiential contexts described below.

Practicum and Internship experiences. These components of our curriculum require students to participate in on-site experiential training in the schools during a 150 clock-hour practicum and a 600 clock-hour internship (400 clock hours for experienced teachers). Counselor to student ratios is a concern across the nation, and Utah is no exception. The American School Counselor Association (ASCA) recommends K-12 ratios of one counselor for every 250 students. In Utah, the average ratio is one school counselor to 347 *secondary level students*. If we look at numbers for K – 12 (not just secondary level) the actual ratio is 1 to 678, placing Utah 45th in the nation. (Source: American School Counselor Association. Link: <https://www.schoolcounselor.org/asca/media/asca/home/Ratios15-16-LowesttoHighest.pdf>). Two Utah school districts have ratios of 500 secondary students per counselor. Table 4.1 below lists Utah’s 41 school districts and their counselor-student ratio in fall 2017.

Table 4.1
Utah Counselor to Student Ratios:
Grades Seven through Twelve

School District	FY17 Counselor: Enrollment Ratio
Alpine	1: 378.04
Beaver	1:329.50
Box Elder	1: 351.83
Cache	1:361.43
Canyons	1: 348.48

Carbon	1:296.26
Daggett	1:262.07
Davis	1:355.74
Duchesne	1:338.46
Emery	1:284.10
Garfield	1:221.62
Grand	1:354.50
Granite	1:342.43
Iron	1:334.08
Jordan	1:338.01
Juab	1:374.92
Kane	1:258.33
Logan	1:356.14
Millard	1:418.29
Morgan	1:440.00
Murray	1:351.88
Nebo	1:353.78
North Sanpete	1:377.44
North Summit	1:352.11
Ogden	1:350.02
Park City	1:283.18
Piute	1:220.00
Provo	1:392.00
Rich	1:291.25
Salt Lake City	1:340.56
San Juan	1:271.02
Sevier	1:375.32
South Sanpete	1:296.57
South Summit	1:500.00
Tintic	1:230.51
Tooele	1:338.76
Uintah	1:322.18
Wasatch	1:383.96
Washington	1:330.88
Wayne	1:350.24
Weber	1:354.58
Utah Totals	1:347.17

Source: Utah State Board of Education (USBE) Student Advocacy Services Section
<https://www.utah.gov/pmn/files/271921.pdf>

Having high student to counselor ratios means that schools need assistance with vital responsibilities, some of which only school counselors are trained to do. Cooperation between our program and K-12 schools across the state results in a win-win for K-12 schools and USU MEd students, and strengthens the education profession in a meaningful way as shortages are relieved, including in high need schools. Table 4.2, below, lists Utah school districts where our practicum students and interns were located 2012

– 2014. Asterisks on the table identify schools with Title 1 status. Please notice the spectrum of settings where students worked in practicum and internship, including public, charter and private schools. While data reported in tables in this report focus on 2012, 2013 and 2014 cohorts, records for students involved in experiential components, or employment, prior to 2012, and after 2014, indicate that USU’s School Counselor education program has placed students or program graduates in all but three of 41 districts over the past decade.

**Table 4.2 USU School Counselor Education Program
Student and Program Completer Placements in Utah School Districts 2012-2014**

School District	No. of Students - Practicum	No. of Students - Internship	No. of Students - Employment
<i>Public Schools</i>			
Alpine School District	18	15	10
Box Elder School District	4	2	1
*Cache School District	10	10	2
Canyons School District	3	5	2
*Carbon School District			1
*Davis School District	13	16	11
*Emery School District	1	1	1
Grand School District	1	1	1
*Granite School District	3	5	4
Jordan School District	2	3	2
Juab School District	3	3	1
Kane School District	1		1
Logan City School District	4	4	4
Morgan School District	2	1	1
Nebo School District	3	5	3
North Sanpete School District	1	1	1
*Ogden City School District	4	2	1
Park City School District	2	1	1
Provo City School District	2	2	1
*Salt Lake City School District	5	5	3
*San Juan School District	1	1	1
Sevier School District	1	1	1
Tooele School District	1	1	2
Uintah School District	1	1	1
*Washington School District	4	4	3
*Weber School District	13	14	9

<i>Charter Schools</i>			
American Academy of Innovation			1
*American Preparatory Academy			1
*Athlos Academy			1
*Fast Forward Charter School	2	1	
*InTech Collegiate High School		1	
NUAMES High School			1
Paradigm Schools 7-12			1
*Providence Hall	1	1	1
*Providence Hall Junior High	1	1	1
*Quest Academy Charter High School		1	1
*Spectrum Academy High School	1	2	2
Thomas Edison Charter School		2	1
*Utah Connections Academy	1		
*Utah International Charter School		1	
Wasatch Peak Academy			1
<i>Private Schools</i>			
Juan Diego Catholic High School	1		
Layton Christian Academy	1		
St. John the Baptist Catholic Middle School		1	1
Telos Academy		1	

***Title 1 Schools**

AmeriCorps and VISTA programs. These programs offer another win-win opportunity for students in our program, Utah school districts, and the general educational landscape. For students, participation provides practicum students and interns in unpaid positions with compensation. For information about AmeriCorps and VISTA, please access this website:

<https://www.nationalservice.gov/programs/ameri-corps/ameri-corpsvista>.

Schools and districts benefit from having skilled support in school counseling programs (e.g., college and career readiness, non-academic skill acquisition, etc.) free of expense. VISTA and AmeriCorps are federally funded programs, which means school districts receive service from pre-professionals free of charge. Finally, the field of education improves collectively as students in Title 1 schools receive additional support they would otherwise not receive. Table 4.3 Student Participation in AmeriCorps and

VISTA, delineates numbers and placement for the target years of this self-report. Please note that individual schools make the decision about whether to incorporate VISTA and AmeriCorps programs. Only Title 1 schools are eligible. Not all Title 1 schools elect to participate.

Table 4.3
USU School Counselor Education Program
Student Participation in VISTA and AmeriCorps

Cohort	School District	No. of Students AmeriCorps	No. of Students VISTA
2012	Cache County School District	2	3
2012	Weber School District	1	0
2012	Provo City School District	1	0
2013	Cache County School District	0	4
2013	Box Elder School District	1	0
2013	Salt Lake City School District	1	0
2014	Weber School District	1	0

Participates in efforts to reduce disparities in educational outcomes

Practicum students and interns engage in skill-building activities designed to develop advocacy skills.

Relying on knowledge and skills based on didactic coursework completed prior to experiential components of the program, students in on-site school settings address barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in K-12 schools. The School Counselor training program provides guidance for students via both weekly instruction in practicum, and documents in both practicum and internship. Required documents include 1) a letter to practicum and internship on-site supervisors 2) a contract filled out collaboratively by each student and her/his on-site supervisor, 3) a log to track hours, and 4) a ratings-based evaluation form. The evaluation form includes significant sections on social and cultural diversity, asking raters to provide feedback on level of successful advocacy for all students. USU Practicum and internship supervisor ratings are high, indicating the program has been successful in helping students become effective advocates for students of diversity. See Tables 4.4 and 4.5 below.

Table 4.4 Practicum Supervisor Evaluation
Items Focused on Support for High-Needs Schools and Disparities in Educational Outcomes

	2012	2013	2014	Overall
Human Growth and Development				
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.872 N = 29	Mean = 8.04 Range: 5.0 – 9.0 SD = 0.922 N = 48	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.854 N = 27	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.887 N = 104
Contextual Dimensions of School Counseling				
9-1 Advocates for all students	Mean = 8.66 Range: 7.0 – 9.0	Mean = 8.58 Range: 6.0 – 9.0	Mean = 8.42 Range: 5.0 – 9.0	Mean = 8.56 Range: 5.0 – 9.0

	SD = 0.602 N = 32	SD = 0.724 N = 58	SD = 0.848 N = 31	SD = 0.728 N = 121
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Table 4.5 Internship Evaluation
Items Focused on Support for High-Needs Schools and Disparities in Educational Outcomes

	2012	2013	2014	Overall
Human Growth and Development				
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 5.0 - 9.0 SD = 0.830 N = 30	Mean = 7.76 Range: 5.5 - 9.0 SD = 1.296 N = 53	Mean = 8.03 Range: 5.0 - 9.0 SD = 0.774 N = 31	Mean = 7.93 Range: 5.0 - 9.0 SD = 1.047 N = 114
Contextual Dimensions of School Counseling				
11-1 Advocates for all students	Mean = 8.53 Range: 7.0 - 9.0 SD = 0.558 N = 30	Mean = 8.52 Range: 7.0 - 9.0 SD = 0.676 N = 57	Mean = 8.51 Range: 7.5 - 9.0 SD = 0.579 N = 31	Mean = 8.53 Range: 7.0 - 9.0 SD = 0.619 N = 118

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Graduate/Completer Survey. In February of each year, the program emails a survey to all program completers, from the most recent fall and spring graduates, to completers who entered the program in 2008 and each year in between. An item on the survey addresses completers' opinion of their preparation to advocate for every student, including students from marginalized cultures. See Table 4.6 for results from 2012 – 2014, the years focused on for this self-report. **NOTE:** Please see the results of the Graduate Survey and the Employer survey summarized on PowerPoint slides, which we share with our faculty at a spring faculty meeting each year. Reviewers can access our Power Point presentations via our Evidence Room, located at <https://cehs.usu.edu/evidence-room/school-counseling>.

Table 4.6 Graduate Survey
Items Focused on Support for High-Needs Schools and Disparities in Educational Outcomes

Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success"	Mean = 4.21 Range: 2.0 – 5.0 SD = 0.781 N = 73
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Employer Survey. In conjunction with the annually administered Graduate Survey, we request that completers ask employers to complete a survey designed to assess employer's opinion of the level of preparation of program completers. The Employer Survey includes an item targeting completers' capacity to reduce disparities in education outcomes. (Please see the School Counseling Evidence Room for a copy of the entire survey at <https://cehs.usu.edu/evidence-room/Employer%20Survey.pdf>). Responses indicate that the program is successful in our goal (see Table 4.7). We have not had the

return rate on the Employer Survey which we need. We address this finding, and make a recommendation in the Conclusions section, on the Findings and Recommendations table.

Table 4.7 Employer Survey
Items Focused on Support for High-Needs Schools and Disparities in Educational Outcomes

Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 4.67 Range: 1.0 -5.0 SD = .966 N = 21
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VISTA and AmeriCorps. As mentioned previously in this section in reference to engagement with local partnerships and stakeholders. Interested and eligible students in the Program participate in VISTA and AmeriCorps (Please see website located at <https://www.nationalservice.gov/programs/ameriCorps/ameriCorpsvista>). Only students located in Title 1 schools are eligible for VISTA and AmeriCorps Awards. In addition, students may not be receiving any compensation for their work. Participants in these two nationally funded programs receive training in working with low-income populations. The USU School Counseling program engages in documentation responsibilities to support eligible students who desire to be VISTA or AmeriCorps volunteers. This work is done in an effort to increase student understanding and to contribute to our goal of strengthening the capacity of education overall for all students. See Table 4.2, above, to review placements of USU SC program students. It is important to mention that the three years targeted for this report only tell part of the picture. In years before 2012 and after 2014, students were located in additional districts across the state, bringing the number to 38 of 41 districts with USU students or graduates.

Seeks to meet state and local workforce needs

The current overall average ratio of school counselors to K-12 students in Utah is 1:347. However, in some settings and locations the ratio is much higher (e.g., large schools located in populous urban areas; rural areas with property values and tax bases that do not provide adequate revenue for education) and in others it is significantly lower (e.g., private or charter schools). Our program takes seriously its mission to train school counselors to seek and secure employment in K-20 settings across the state broadly, rather than in traditionally more desirable high SES and/or urban locations and settings. Offering the program via a distance education format attracts candidates, and produces completers, vested in practicing in locations throughout the state. See Table 4.2 above to review placements for USU School Counselor Education Program Graduates by district. As noted earlier, Table 4.2 reports data for the years we are using for statistical analysis for our self-study. Once again, if we look at placements from 2008 – 2018, our program graduates have located in 38 or 41 Utah School Districts.

Seeks to diversify the educator workforce through recruitment and support

Program promotion and recruitment strategies. With a goal of diversifying candidate selection from varied statewide groups representing non-homogeneous racial, gender and SES populations and geographic locations, recruitment strategies are multifaceted. An inclusive list appears immediately below.

Recruitment

1. The program engages in an annual program promotion drive using the following method: an email to all Utah district superintendents and K-12 principals goes out in early August each year. The email recognizes the fact that it is offered one evening a week via the UEN broadcast system, across the state, as well as via a face-to-face format in Davis county in even-numbered years. We attach an electronic version of our promotional poster to the email, redesigned each year by USU's Regional Campus and Distance Education Marketing Department. In addition, we mail a hard copy of a letter and posters to the same individuals, which we request be hung on posting boards in faculty areas. Please review the promotional posters and letters by accessing the School Counseling Evidence Room located at <https://cehs.usu.edu/evidence-room/school-counseling> under Appendix A: Candidate Recruitment.
2. The College of Education and Human Services recruitment team represents the School Counselor training program at graduate fairs held both within, and beyond, the boundaries of the State of Utah. Trained advisors staffing the booth are adroit at pulling up our website, and knowledgeable when discussing pamphlets and other written materials available at the booth.
3. The USU Regional Campus and Distance Education department distributes posters, pamphlets, flyers and other written materials at USU Education Centers located across the state of Utah. Please click on this link to view where USU-Regional Campuses are located: <http://www.usu.edu/campuses/>

Support

The list below provides a brief overview of methods used by the program to diversify the educator workforce. In addition to reading the brief information below, reviewers, please turn to Appendix B, where candidate, student and completer support and follow-up are described and documented in detail.

1. Recruitment. Recruitment without regard to applicants' geographic location, gender, sexual orientation, race, ethnicity, income level, religion, or any marginalizing characteristic is not included in the recruitment or application process.
2. Low-Income Scholarships. The program funds scholarships for low-income students. Admissions selection committee members do not have information on any of the above parameters. The basis for selection outlined in Section 3 seeks to blind selection committee members to SES status of applicants. Once selection is complete, accepted students receive an email inviting them to apply for one of 10 scholarships designated for low-income students. Since 2015, 30 students have received scholarships for \$1000 for an academic year. Fall 2018 the award is \$1,200 each. The increase reflects the rise in tuition and cost of living.
3. Graduate and Employer surveys. Described above, these surveys invite feedback from all program completers and their employers, regardless of location or SES status of the school in which the graduate and employer are located. The purpose of the surveys is to give a voice to program completers and their employers. Results of the surveys are analyzed and reported in faculty meeting each year. Changes to curriculum, course sequence, instruction and other features of the program occur because of feedback received via these surveys. Here is a link to

our faculty meeting minutes. <https://cehs.usu.edu/evidence-room/SC%20Faculty%20Meeting%20Minutes%203.21.18.pdf>.

4. Announcements regarding trainings, job openings, conferences, webinars, legislative initiatives, and other information relevant to school counseling professionals distributed via email and Facebook to all students and completers without regard to any of the possible biases listed in number 1.

Meets obligations and mandates established by the state, states, or jurisdictions in which it operates

In Section 3, we discuss our program curriculum, which adheres to Utah's training standards for School Counseling, including practicum and internship policies and procedures. See the Utah State Office of Education, Department of School Counseling, Equity and Prevention, website:

<https://www.schools.utah.gov/scep/schoolcounseling>. The USU School Counselor Education Program operates only within the state of Utah. The only exception to this is the infrequent placement of an intern in a state outside of Utah. Out of state internships may be approved by the program director if a student, or spouse of a student, finds employment, or acceptance to an advanced education program in another state. Of course, the other state has to approve the internship. Adherence to policies and procedure for interns in both the new state and Utah are required

The program also responds to mandates established by state and local jurisdictions. Recent examples of state-level compliance are two legislative bills:

House Bill 198, Strengthening College and Career Readiness. Effective May 12, 2015. This bill created a program to provide grants to local education agencies (LEAs) for professional development in college and career readiness for school counselors. Here is the link to the bill: <https://le.utah.gov/~2015/bills/static/HB0198.html>. USU's School Counselor Education program played an integral part in implementing HB 198. We used the Southern Regional Education Board (SREB) College and Career Readiness curriculum to create a three-credit course for our pre-service students and practicing school counselors. School Counselors applied to take the course through their districts, and districts requested grants from the Utah State Board of Education (USBE), the entity administering the grant. USBE sent names to USU, and we then connected with school counselors from across the state of Utah, who took the course free. The USU School Counselor Education program trained 257 in-service school counselors in college and career readiness from 2015 – 2018. In addition, we trained 289 pre-service students enrolled in college and career readiness course work from 2013 through summer 2018. USU SC Program completers and in-service school counselors located across the state of Utah earned the College and Career Readiness certificate, designated in HB 198. Please review the summary of USU's outcomes with this project via this link to a pdf of slides used for the *House Bill 198 Implementation Webinar*, April 30, 2015: https://cehs.usu.edu/evidence-room/CCCI_Implementation.pdf.

House Bill 264 - Elementary School Counselor Program

Enacted May 8, 2018, this bill authorizes the Utah State Board of Education (USBE) to award grants to local education agencies to provide targeted school-based mental health supports in elementary schools. The legislation is a welcome step in the state of Utah. As mentioned earlier in this section, when figures for counselor to student ratios include elementary level, Utah ranks 45th in the

nation, with ratios of 1 to 680. (Source: American School Counselor Association. Link: <https://www.schoolcounselor.org/asca/media/asca/home/Ratios15-16-LowesttoHighest.pdf>).

USU's School Counselor Education program meets our obligation to support this affirmative legislation in the following ways:

1. The Program informed students about HB. 264 and advised fall 2018 interns interested in being elementary-level counselors to seek elementary school counseling positions. This is a change from past advisement practices. While the program has allowed students to complete internships in elementary schools in the past, we advised students to divide the required hours between elementary-level and secondary-level sites, recognizing that positions in elementary schools were rare. HB 264 provides rationale for the program to let students know that elementary sites are more strategic than in the past. Of 36 interns, seven are in elementary-only settings, with an additional student splitting time between an elementary and middle school.
2. At the monthly faculty meeting in April 2018, the program apprised the faculty about passage of HB 264. Discussion at the meeting resulted in the decision that all classes should include curriculum aimed at preparing students to engage in school counseling with elementary-age students.
3. Program completers are working in elementary schools. The Program made December 2017 and May 2018 program completers, and completers from past years, aware of open positions in elementary-level schools. The most recent graduating class has seven school counselors working full-time in elementary schools. An additional graduate is dividing time between one elementary and one middle school.
4. STEPUP Ready Grant, a Utah System of Higher Education (USHE) USU School Counselor Professional Development Partnership, January 2015 – May 2016, with Camille Odell, as Principal Investigator. This grant funded PSY 6810 – College and Career Readiness for School Counselors January 2015 – May 2016. Goal: To create opportunities for public education and higher education to work together to effect meaningful change in the college readiness of Utah's students. Please review *Empowering Underrepresented Students through Parental Engagement*, for a succinct summary of the scope and implementation of the project, and USU's School Counselor Education program significant involvement. Use this <https://cehs.usu.edu/evidence-room/EmpoweringUnderrepresentedStudents.pdf>.
5. College Access Challenge Grant (CACG), funding for three academic years, 2012-13; 2013-14; 2014 – 15. These grants originated in the U.S. Department of Education. The Utah System of Higher Education (USHE) received grants for three years, and elected to devote \$61,000 to the Collaborative Counselor Training Initiative (CCTI) sustainability grant. Camille Odell, Principal Investigator. Please review *The Collaborative Counselor Training Initiative in Utah*, Melissa Miller Kincart, 2013 for a succinct summary of the scope and implementation of the project, and USU's School Counselor Education program significant involvement. <https://cehs.usu.edu/evidence-room/CCTI.pdf>.

Supports Completer entry and/or continuation into their professional role, as appropriate to the credential or degree earned

The program prepares completers who are sought-after by employers. Rates of hire are positive, with 94.82 percent of our most recent graduates who desire employment finding positions. (as opposed to not working, i.e., parents of young children) being successful for academic year 2018-2019. Tables delineating this data and two previous years, are on the College of Education and Human Services website at

<https://cehs.usu.edu/assessment/files/SC%20Tables%20for%20Website%202017%20CAEP%20Annual%20Report.pdf>. Please see the table below for the years we are using in this report.

Table 4.8 Current Employment Status of Graduates (2012-2014)

	2012 N = 30	2013 N = 58	2014 N = 31	Combined N = 119
Elementary School Counselor	N = 8 26.7%	N = 3 5.2%	N = 6 19.5%	N = 17 14.3%
Secondary School Counselor	N = 13 43.3%	N = 32 55.2%	N = 16 51.6%	N = 61 51.3%
Other Counselor	N = 1 3.3%	N = 4 6.9%	N = 1 3.2%	N = 6 5.0%
Post-Secondary Advisor	N = 1 3.3%	N = 2 3.5%	N = 1 3.2%	N = 4 3.4%
Other Counseling-Related	--	N = 3 5.2%	N = 1 3.2%	N = 4 3.4%
Teacher	N = 1 3.3%	N = 7 12.1%	N = 1 3.2%	N = 9 7.6%
Graduate Student	--	--	N = 1 3.2%	N = 1 0.8%
Paraprofessional	N = 2 6.7%	--	--	N = 2 1.7%
Non-Education position	N = 1 3.3%	--	N = 1 3.2%	N = 2 1.7%
Unemployed, seeking position	N = 1 3.3%	N = 1 1.7%	N = 1 3.2%	N = 3 2.5%
Unemployed, by choice	N = 2 6.7%	N = 6 10.4%	N = 2 6.5%	N = 10 8.4%

While recognizing that the over-arching purpose of the program is to prepare completers to be optimally effective professional school counselors, the program also understands the importance of retention of our graduates in the profession, and the obligation to support program completers once they are working in the field. The program accomplishes this mission through a variety of methods, described below:

1. Graduate/Completer Survey. Cited in Sections 1 – 3 in our Self-Study, and earlier in this section, the Graduate/Completer and Employer surveys, administered early each spring, allow students to provide

feedback to the Program, and to reflect on their own engagement in the profession. In the subsection immediately following this one, we report outcome data, as well as how the program uses survey feedback to analyze its effectiveness. Results of the Graduate and Employer Surveys are viewable on PowerPoint slides created each spring to report survey findings to Program faculty. Please review the slides by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

2. On-going communication with program completers. The program considers ongoing communication with program completers to be vital in insuring optimum outcomes for 1) program completers, 2) the program, and 3) the school counseling profession. To insure that these three outcomes are achieved, the program contacts interns and completers via email frequently, for a number of reasons, including the following. Note: examples of emails for each of the following are in Appendix B.

Job opening announcements

Local, state and national conferences in school counseling or aligned fields

Legislative action of concern to school counselors and educators in general

Program-sponsored guest speakers for program students and graduates. Note: In the past few years, the program sponsored the following presentations by nationally recognized educators.

3. Professional Development. The Program sponsors professional development via classes and workshops (See Appendix B, USU Sponsored Professional Development). The Program is sponsor of the following:

PSY 6810 - College and Career Readiness for School Counselors, 3 Credits, Utah State University
Sponsored by the Utah legislature in accordance with House Bill 198, discussed above.

STEPUP Ready and College Access Challenge Grant, described above in this section.

Robert Brooks, Workshop: *“School Climate: Nurturing Resilience in our Students and Ourselves,”* October 11, 2018. Funded by the USU School Counselor Education program, this workshop was designed to reach school leadership teams, including school counselors, administrators, school psychologists, school health professionals, and allied professionals. In conjunction with the annual Utah School Counselor Association Fall Conference, 2018. Please follow this link to review information on this opportunity for school counselors to engage with the important topics of school climate and resilience: <http://www.utschoolcounselor.org/fall-conference.html>

Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs

Completer Hires and Placement Information

Hiring information and placement information for program completers is available publicly on the College of Education and Human Services website located at <https://cehs.usu.edu/assessment/files/SC%20Tables%20for%20Website%202017%20CAEP%20Annual%20Report.pdf>.

The entire program faculty annually reviews detailed hiring information regarding program completers. Graduate/Completer and Employer surveys are also carefully reviewed. Both of these topics are presented via PowerPoint presentations by the program director during March and/or April faculty meeting. Please see the slides for spring 2018 by utilizing the following link: [Survey Responses](#). Faculty meeting minutes are available for review in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/SC%20Faculty%20Meeting%20Minutes%203.21.18.pdf>.

While we *strongly* encourage reviewers of this report to examine the slides cited immediately above, we summarize this section of the report on a succinct item on the Employer Survey tied to program success in training completers. Please see Table 4.9, below.

Table 4.9 Employer Satisfaction with USU Program Completers

Given your experiences with our graduates, what is the likelihood that your institution would hire more Utah State University School Counselor Education program graduates? (1 = Very Likely; 5 = Very unlikely)	Mean = 1.19 Range: 1.0 – 2.0 SD = 0.402 N =21
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Investigates its own effectiveness relative to institutional and programmatic mission and commitments

The faculty of the USU School Counselor Education Program takes the following steps to accomplish this responsibility: the following factors each year (See Faculty Meeting Minutes in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>).

1. Reviews demographic and academic information of students accepted each fall, and assesses strategies for recruiting students from diverse backgrounds.
2. Reviews placement of practicum students, interns and program completers
3. In keeping with the obligations associated with land grant status, the Program trains students to perform professionally in a broad spectrum of settings, including public, charter, and private institutions in a broad range of geographic location in the state of Utah. Please see Table 4.2 and 4.3, in this section.
4. The program takes seriously the mission of strengthening the field of school counseling on local, state and national levels. We accomplish this mission by:
 - A. Supporting legislation that contributes positively to outcomes for Utah’s students, school counselors, and educators in general (See Appendix B, emails to students).
 - B. Implementing legislation pertaining to school counseling responsibilities and initiatives, as described in this section, above.
 - C. Requiring all first-year students to join the American School Counselor Association (ASCA). And strongly recommending membership for second and third-year students.
 - D. Providing 12 travel awards to the American School Counselor Association (ASCA) national conference each year.
 - E. Faculty members, and the program director serve on advisory boards (see Appendix C, Faculty Table), and present at local-, state-, and national conferences.

Conclusion: Findings and Recommendations

General Conclusions

After reviewing the findings surrounding our school counseling program, we believe there is solid evidence, obtained by multi-method, multi-source approaches, to support our assertion that our program is successful in preparing competent, caring, and effective professional school counselors. In this final section, we summarize our findings, identify areas where we need improvement, and outline a plan to meet objectives for strengthening our program. Immediately below, is a brief narrative summary of the results of our review of our program in reference to the four AAQEP Standards. Importantly, following the narrative, please find Table 1, which identifies areas for improvement and outlines objectives for strengthening our program.

Standard 1: Completer Performance

Our measures indicate that our candidates and graduates exhibit the knowledge, skills, and professional dispositions of competent, caring and effective professional school counselors. In both the tables and narrative in section one, we reference data supporting that completers of our program have a solid understanding of student diversity including intersectionality of race, ethnicity, class, and gender, and that they recognize potential problem areas for minority or marginalized students. Data obtained via our evaluation documents during and following participation in Practicum and Internship reveal that our students engage effectively in culturally responsive practice to advocate for all students in a wide variety of settings. The same sources indicate that they are knowledgeable about social, emotional, and academic dimensions of human development, and they apply their knowledge to effectively support students. Analysis of data reported in this section shows that by the time of program completion, candidates exhibit competency in areas crucial to being a successful professional in the field of school counseling. We need to address the question of whether our data suggest significant differences in performance based on which of the formats students are enrolled in. Analysis will be undertaken and reported in the first annual report.

Standard 2: Completer Professional Growth and Competence

Review of our data surrounding this standard identifies evidence that supports our belief that our students and graduates adapt to a variety of contexts in areas related to diversity competence, and that they are able to support students and school educators through engagement in effective and responsive learning environments. Employer ratings of our graduates are consistently positive, with all responding employers agreeing with the statement that they would hire USU graduates again. We provide evidence that our graduates understand the value of continuing professional growth and development and that they are prepared to do so. Data sources called upon in this section include practicum and internship supervisor evaluations of our students, classroom facilitator evaluations, and our graduate and employer surveys. In the next section of this report we discuss our recent creation of new practicum and internship documents, designed to reflect new CACREP and ASCA training standards, the new Utah Model for school counseling and college and career readiness, and the Praxis crosswalk for their test for school counselors.

Standard 3: Quality Program Practices

The internal audit of our program, including thorough review of our curriculum, indicates that our quality control system is working. Curricular content incorporates all of the standards for school counselor training programs as identified by the Utah State Office of Education (USOE). Utah's standards are consistent with the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) the American School Counselor Association, (ASCA, draft, 2017), and Utah's "College and Career Readiness School Counseling Model," June 2016. Two years of recent, in-depth scrutiny of program curriculum by the entire faculty led to creation of a new course, revision of several existing courses, and updated learning objectives for all courses.

Clinical experiences, comprised of practicum and internship experiences in K-12 settings, are well developed. Supervisor evaluations by Utah Level 2 school counselors are highly positive for practicum students and interns. The program engages with stakeholders via several modalities. For example, the program hires Utah level-2 school counselors to be classroom facilitators, with ratios of one counselor to every 2 – 4 students. Practicum students and interns work with individual, level-2 school counselors in districts across the state. Each spring the program conducts graduate and employer surveys. Results, analyzed and discussed with the entire faculty, guide practice and innovation. Recent document revision, incorporating the new standards mentioned above, and utilizing a behaviorally anchored rating system (BARS) is undergoing pilot with practicum and internship supervisors across the state this semester. Other examples of engagement with stakeholders include board and committee membership by the program director and faculty members and service by faculty members in K-12 school counseling centers. We need to add stakeholders from several areas of constituency. We will discuss this in Recommendations.

The internal audit, discussed in detail in Appendix D, indicated effective admission and monitoring methods are delineated and successfully implemented. Table 3.5 summarizes weaknesses, innovation, and outcomes. Program capacity, explored in depth as a precursor to our report for Appendix C, is commensurate or above on all indicators with the possible exception of faculty composition, which we discuss thoroughly in Appendix C, and which we will also discuss in the recommendations section of our conclusion. The standing of the program, including a healthy financial status that consistently positions the program in the black, along with critical support by the department, college and university, allows maintenance of capacity in staffing, resources, operational processes, and institutional commitments.

Evidence of continuous improvement of our program and program components is readily available, particularly in section three of this report. Ongoing review of best practices and updated standards in the field, and continuous evaluation of our program, resulted in a major curriculum review and revision. Consistent review of our annual graduate and employer surveys prompts innovation in practice. For example, instructors decided at our November 2017 faculty meeting that every instructor will add content to increase knowledge and skills associated the practice of school counseling in elementary schools. Professional development, paid for by the program, offers program faculty freedom to select professional growth opportunities that lead to innovation in course content and delivery. Membership on local, state, and national boards provides an opportunity for the program director and instructors to learn about new trends and practices in the field, weigh them against current practice, and engage in innovation where appropriate.

Standard 4: Program Engagement in System Improvement

We provide evidence in section four that our program is committed to and invests in strengthening and improving the education profession and the P20 education system. As Utah's land grant institution, we purposefully engage in recruitment practices designed to ensure equal opportunity for adult Utahans from diverse backgrounds to participate in our program through use of the statewide (UEN) broadcast delivery system. Equally important is our commitment to advocate for all K-12 students, including those in high needs schools, and to reduce disparities in educational outcomes. We cite Utah counselor to student ratios by district, and follow with evidence that our program seeks to address high ratios by placing practicum students and interns across the state, including placements in high need schools comprised of students from highly diverse ethnic, cultural, social, and economic populations, in public and private schools. We report on participation by our students in VISTA and AmeriCorps, federally designed programs created to support K-12 students in Title 1 schools.

We provide confirmation, based on ratings on pertinent items on our practicum and internship supervisor evaluation forms, that the program successfully contributes in meaningful ways to reduce disparities in educational outcomes. Data from our graduate and employer surveys support these findings. We address the question of whether the program seeks to meet state and local workforce needs by reporting high student to counselor ratios, and recognizing the program's accomplishment of placing students and graduates in all but three of 41 school districts. We provide evidence to support our contention that our program seeks to diversify the educator workforce through recruitment and support strategies.

Support for legislative action further documents our claim that we meet obligations and mandates established by the state. We cite evidence that the program strives to address critical issues in education. An example is our solicitation of state and national awards to fund cutting-edge professional development in college and career readiness for counselors in the state of Utah. Evidence to support our contention that we support our graduates as they seek to enter the profession includes figures for outstanding hiring rates for program graduates. We discuss our methods for supporting program graduates in their professional lives in detail, including graduate and employer surveys, ongoing email communication, and professional development opportunities offered by the program.

We conclude Section 4 by providing documentation that our program investigates its own effectiveness relative to institutional and programmatic mission and commitments.

FINDINGS AND RECOMMENDATIONS

USU SCHOOL COUNSELOR EDUCATION PROGRAM

Finding	Goal	Action/Intervention	Method of Assessing the Effectiveness of the Action/Intervention	Follow-up/Outcomes and Timeline
<p>Introduction: We have not analyzed our available data on the effectiveness of our advice to students to complete the two experiential components of the program at different levels and/or sites.</p>	<p>Evaluate outcomes for students who complete the two experiential components of the program at different levels and/or sites, as opposed to students who complete both components at the same level and/or site.</p>	<ol style="list-style-type: none"> 1. Establish parameters for outcomes/success. 2. Using existing data, including hiring outcomes, carry out the analysis referred to in the goal. 3. Add a question or two to the Graduate Survey asking completer experience and opinion on the importance of completing the experiential components of the program at different levels/settings. Ask members of our expanded stakeholder group to share their thoughts on the question. 	<p>Quantitative: Perform statistical analysis relevant to data and information to gain insight into the question. Qualitative: Record stakeholder input.</p>	<p>Depending upon the results of our analysis we will either to continue to encourage students to complete practicum and internship at different levels or in different settings at the same level, or we will discontinue the practice. In either case, we will inform students and stakeholders about our findings. In addition we will report our findings in our first annual report.</p>
<p>Standards 1 & 3: Beginning in 2017, the faculty reviewed places where program curriculum needed to change due to release of the Praxis Crosswalk, revised CACREP standards, ASCA training</p>	<p>Evaluate the effectiveness of our revisions, change in sequence of courses, and the new course.</p>	<p>Using multimodal techniques, we will evaluate the effectiveness of our revised curriculum. Methods include:</p>	<p>Using an ongoing process over the next three – five years, we will review the measures we identified to assess the effectiveness of our curriculum revisions. The first instrument that we</p>	<p>This goal will take a few years to fully achieve. We will do ongoing evaluation, but will also want to look at results for candidates who began the program fall 2018, the first year the revised learning objectives were used to guide curriculum, and in a different sequence. We will report findings to faculty and other</p>

<p>standards, and the New Utah Model. We assigned new learning objectives to each course, and instructors, and incorporated the new objectives into course curriculum, activities, and evaluations. We also changed the sequence of courses, and added a new course.</p>		<p>1) Continue to track Praxis Test results for program completers; 2) Update the Graduate and Employer Surveys to reflect the new standards, and query if our students are performing to expectations in related skills and behaviors; 3) analyze data derived from the newly revised Practicum and Internship Supervisor Evaluations to determine if students in the experiential components of our program are performing with efficacy. 4) Findings from our focus group.</p>	<p>will able to glean information from is the Practicum Supervisor Evaluation, followed by the Internship Supervisor Evaluation. Next, we will be able to review findings from the Graduate and Employer Surveys. These instruments will provide findings based upon survey responses from the first cohort of completers using the new curriculum, and their employers. Please note that we send our Graduate Survey to program completers and their employers after completion of the program of the program and one academic year working in the school. Qualitative findings will be derived from the focus group we plan to create, comprised of students, graduates, practicum and internship supervisors, and employers.</p>	<p>stakeholders in late spring 2019, and include in our AAQEP annual reports, following December 2019, when our first cohort of students using the new curriculum will graduate.</p>
<p>Standard 1: Return rate for our Employer Survey is low, at 8.57 percent of employers responding.</p>	<p>Increase response rate to 15 percent</p>	<p>Change our method of collecting surveys from employers. Up until now we emailed our employer surveys to completers, asking them to forward the Employer Survey to the principals of School</p>	<p>Calculate the return rate</p>	<p>We will use the new approach spring, 2019 by sending the survey vial email to employers. We will report the return rate for spring 2019 in our first annual report. If our return rate is still too low, we will consider conducting interviews with employers.</p>

		Counseling Department Heads. We will send the survey directly to employers of our program completers.		
Standard 2: As intended from the beginning of our review and revision process, we will revise the Program's Graduate and Employer Surveys to reflect the Program's revised curriculum/revised national and state training standards.	Revise the Employer and Graduate Surveys.	Create a committee comprised of program faculty, practicum and internship onsite supervisors and graduates to revise the Graduate and Employer Surveys.	Pilot the Surveys with program completers and employers.	Evaluate feedback, make revisions where indicated. Launch new survey in spring 2019.
Standard 2: We were unable to provide documentation of querying completers and their employers regarding program completer's collaboration with colleagues to support professional learning	Find out if our completers and their employers are happy with the capacity of completers to collaborate with colleagues to support professional learning.	Add items to our Graduate and Employer surveys to collect information on this topic. Include in our annual surveys spring 2019.	Assess the effectiveness of attaining responses that inform our question.	Make the revisions to the surveys prior to the annual launch of these surveys in spring 2019. Evaluate feedback, make revisions to questions as deemed appropriate.
Standard 2: We do not have evidence that program completers understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	Obtain evidence for the skills listed the Findings column	We will develop questions to tap this information, and add them to our Graduate and Employer Surveys spring 2019.	We will review graduate and employer responses to the questions we develop to gauge the skill level of our completers to understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	We will report our findings to faculty and other stakeholders and will include the findings in our first AAQEP annual report.

<p>Standard 3: Our newly developed Practicum and Internship Supervisor Evaluations, utilizing a best practices informed Behaviorally Anchored Rating Scale (BARS) system, have not been piloted and evaluated for 1) supervisors' satisfaction with the BARS approach and 2) the effectiveness of the instruments in evaluating practicum student and internship preparation.</p>	<p>Successfully pilot the evaluations and undertake analysis of their effectiveness on the two criterion listed identified in Findings</p>	<p>We piloted the Internship Supervisor Evaluation fall 2018 by using it as our evaluation document for our interns, some of whom will graduate in December 2018. We will do a second pilot of the internship instrument spring 2019 for students graduating in May, 2019.</p> <p>We will pilot the newly developed Practicum Supervisor Evaluation spring 2019.</p>	<p>We will use a multi-modal approach to evaluate 1) satisfaction level for the BARS approach utilized by the instruments, and 2) the effectiveness of the instruments in evaluating practicum student and internship preparation. The approaches are: 1) Beginning spring 2019 we will add a brief addendum to both evaluations asking a succinct set of questions about the satisfaction level for the BARS approach by supervisors; 2) we will analyze the data we receive from the supervisor evaluations and compare it against our identified measures for effectiveness, namely: Congruence with Praxis scores, grades in the program, results from past years, and other measures deemed to be appropriate by our statisticians</p>	<p>Evaluate feedback and analyze data. We will be able to do simple analysis as early as early 2019, when our first set of Internship evaluations have been submitted by supervisors</p> <p>As early as May 2019 we will be able to analyze both the satisfaction of our supervisors with the BARS approach, and the data pertaining to supervisor ratings on the Practicum and Internship Supervisor Evaluations.</p>
<p>Standard 3: We do not have broad enough representation of stakeholders in assessing data collection, analysis, planning, improvements and innovation</p>	<p>Create a larger stakeholder advisory body than we currently employ. The board will be comprised of representatives of Program faculty, students,</p>	<p>Identify individuals to serve on stakeholder advisory committee/board and invite their participation. Establish a meeting schedule and delivery system.</p>	<p>We will seek input from the board/committee members on their satisfaction with the capacity of the body to accomplish goals and endeavors.</p>	<p>We will take steps to create the broader advisory board by March 1, 2019.</p>

	completers, practicum and internship supervisors, employers, the Psychology department, and the Utah System of Higher Education (USBE).			
Standard 4: We do not have a method of assessing the effectiveness of numerous methods of completer support we engage in. It should be noted that some of these supports tie to aspects of the Program in other silos. For example, we invite program completers to attend colloquia in classes of current students.	Develop a way to assess the effectiveness of methods we use to support program completers.	Consider the following: Add questions to our graduate survey to, consult our newly developed stakeholder board, or create a focus group. Consider a multimodal approach composed of one of more of these options.	Once we have decided which of the methods of assessment is most salient and effective, review outcomes from the intervention.	We will establish a method of assessing the effectiveness of our support for program completers by fall 2019. We will respond to feedback by continuing to engage in those practices deemed to be effective, and discontinue those that are deemed to be ineffective or un-necessary
Internal Audit: We found that four instructors have joined our Program faculty since we last had everyone apply for adjunct status with the Department of Psychology.	Achieve 100 percent formal approval for our faculty.	The four faculty members will follow USU's simple procedures for applying for approval of adjuncts in the Department of Psychology.	Scott Bates, Psychology Department Head, will verify that formal approval by the Psychology Department is complete.	The process requires candidates to write a letter to the Psychology Department Head, including a request for the appointment, and providing credentials/experience qualifying the individual for the assignment. Upon approval of the Department Head, names are presented at Psychology Department Faculty meeting for approval. Since no Psychology Department faculty meeting will be held in January, due to the holiday break, it is anticipated that the vote will occur during the February 2019 faculty meeting. The last step is for the Department Head to send a letter to the Dean, informing her that the action has been approved by the Department.

<p>Internal Audit: Composition of faculty with anticipation of retirement of the program director in the next three – four years</p>	<p>Explore options for replacing the current program director upon her retirement in approximately three – four years, and also decide if we should request additional tenure track lines for the Program.</p>	<p>Generate options for replacing the current program director upon her retirement, and also decide if we should request additional tenure track lines for the Program. Seek input from the Psychology Department Head, Program steering and advisory committee and the entire School Counselor Education Program faculty, and the Dean of the EEJCEHS. Review and discuss options. Once a consensus is reached, make formal recommendations to the Psychology Department Head and the Dean of the College of Education and Human Services.</p>	<p>Recommendations will be formally submitted to the Dean of the College of Education and Human Services.</p>	<p>This will likely be a task for academic year 2019-2020 or 2020 - 2021. Progress will be reported in annual AAQEP Annual Reports.</p>
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<p>Draft 1 Review: We realized that we had not made it clear in our draft proposal that new learning objectives were developed for each class in the program, based upon our 2017-2018 curriculum review. We also realized that although faculty teaching courses immediately following the review and assignment of learning objective had incorporated the learning objectives on course syllabi, faculty teaching courses a year or so may not have done so.</p>	<p>All course syllabi will be updated to reflect adoption of new learning objectives for each course in the program.</p>	<p>Course instructors who had not incorporated the new learning objectives into syllabi were emailed with a strong reminder to do so by January 20, 2019. Beverly Pickup will track course syllabi. She will inform Camille Odell a week in advance of January 20, 2019 regarding status. If a reminder is needed, Beverly will send one. On January 20 the updated course syllabi will be emailed to the PSY Department webmaster, who will load them to the School Counselor Education and the Psychology Department websites.</p>	<p>Camille Odell will check to make sure that all course syllabi have been updated and that they appear on the PSY Department webmaster by February 1, 2019.</p>	<p>All course syllabi will be updated with the correct learning objectives, and be viewable on the two websites by February 1, 2019.</p>
<p>Draft 1 Data Review: We realized that for the 2012 and 2013 cohort, a N/A response on the Practicum and Internship Supervisor Evaluations had been erroneously entered on our data sheets as a rating of 10 (highest rating). Statistical analysis using these values was incorrect.</p>	<p>Correct data values in all tables where indicated.</p>	<p>Marietta Veeder, faculty member, writing committee member, and statistician for the Self Study project corrected each value in all tables reporting the accurate 2012 and 2013 cohort results.</p>	<p>Review every table with careful scrutiny, identifying any errors.</p>	<p>Correction of all values have been completed.</p>

Appendix A: Candidate recruitment, selection, monitoring, described and documented

A big piece of our program recruitment efforts includes our program promotion every year in August. The program sends out the program promotion posters and a letter to all superintendents and principals in the state of Utah requesting that the posters are hung in a faculty area for educators to see. A letter and email are also sent out from the program director, Camille Odell. She asks that superintendents and principals forward the email along to the educators in their district and school. Examples of the program promotion poster and the letter from the last two years are included in the School Counseling Evidence Room located here <https://cehs.usu.edu/evidence-room/school-counseling>. Recruitment efforts also take place at career fairs and regional campuses throughout Utah.

Candidate selection is based off of several requirements. Each item of the application is carefully reviewed by an admissions committee. Requirements include: Bachelor's degree from an accredited institution, minimum of a 3.2 GPA from the last 60 credit hours, GRE or MAT score at the 40th percentile or above; B or better grades earned at an accredited institution in: Abnormal Psychology, Analysis of Behavior, and Statistics (2000-level or above), three letters of recommendation, and a Statement of Purpose. The School Counselor Education Program requires students to abide by all applicable completion requirements of Utah State University School of Graduate Studies.

Individuals who meet the admissions requirements stated above may be admitted to the Professional School Counselor Education Program with a Bachelors' degree from divergent fields of study. The faculty of the program believes that by admitting students from a broad selection of majors, we allow for a rich tapestry of experience for cohorts of students to draw from. Coursework in General Psychology and the additional three required prerequisite courses prepare students to engage in Program course work and class discussions through a common bond, however.

Students are monitored throughout their time in the program. They must earn a B or better in all program courses, successfully complete their practicum and internship experiences, and pass the Praxis II Professional School Counselor Exam. Students who struggle to meet these requirements meet with the program director for remediation. Additionally, students are monitored through their Program of Study, Graduation Memorandum, and Licensure Form. Documents to show evidence of student monitoring are found in the School Counseling Evidence Room under Appendix A: Evidence of Student Monitoring at <https://cehs.usu.edu/evidence-room/school-counseling>.

Appendix B: Completer support and follow-up described and documented

Completer support and follow-up is accomplished in a variety of ways. A graduate survey and employer survey is sent out every spring to program graduates in the last 8 years. The employer survey is sent to the graduates, requesting that the survey is sent to their employer. Responses are collected and analyzed by program faculty and staff each year for program improvement and innovation. Faculty meeting minutes that provide evidence of these discussions are provided in this in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>. The program recently underwent curriculum changes and improvement based on feedback from the employer and graduate surveys. Psychology 6580 Collaborative Classroom Instruction is the new course that was added to the curriculum based on responses from the graduates. Psychology 6460 Ethical, Legal, and Transition Issues is another course that was revised based on responses from graduates. The course has been revised to include transitions for students. The course syllabi for both of these courses are included under course syllabi in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>.

In 2016, the Utah State Office of Education revised and implemented a new edition of the Utah Model, called the College and Career Readiness School Counseling Program Model. This model can be found on the Utah State Office of Education website here: <https://www.schools.utah.gov/scep/schoolcounseling>. Updated CACREP Standards were adopted by the Utah State Board of Education, ASCA National Standards were created, and the Praxis Crosswalk document was released. The program revised all practicum documents, including the Practicum Contract, Practicum Supervisor Evaluation, and the Practicum Hour Log to reflect each of these changes. The Practicum Supervisor Evaluation can be found in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/PILOT%20Practicum%20Supervisor%20Evaluation.pdf>. These documents have been shared with stakeholders for feedback. The documents will be fully implemented in the spring 2019 semester.

Along with the Practicum documents, program faculty also revised the Internship documents to reflect each one of the changes mentioned above. The program revised all Internship documents, including the Internship Contract, Internship Supervisor Evaluation, and the Internship Hour Log to reflect the new Utah Model. The Internship Supervisor Evaluation can be found in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/PILOT%20Internship%20Supervisor%20Evaluation.pdf>. These documents have been shared with stakeholders for feedback. The documents will be fully implemented in the fall 2018 semester and the spring 2019 semester.

The program considers ongoing communication with program completers to be vital in insuring optimum outcomes for 1) program completers, 2) the program, and 3) the school counseling profession. To insure that these three outcomes are achieved, the program contacts interns and completers via email frequently, for a number of reasons, including the following. Examples of these emails are found in the Appendix below.

- Job opening announcements


- Local, state and national conferences in school counseling or aligned fields

- Legislative action of concern to school counselors and educators in general

- Program-sponsored guest speakers for program students and graduates. Note: In the past few years, the program sponsored the following presentations by nationally recognized educators.

Program completers were invited to participate: Caitlin Ryan, Alice Ann Bailey, and Robert Brooks.

Job Opening Opportunity for Graduates

 Reply  Reply All  Forward




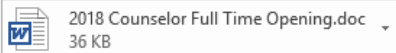
Camille Odell

Beverly Pickup

 1 | 7/1

Fw: Counselor Opening

 You forwarded this message on 7/13/2018 1:00 PM.



Hello Graduates, I am asking Beverly to forward this email announcing a school counselor position at Utah County Academy of Sciences. Please review the attached information, and connect with Anna Trevino right away if you are interested. Best, Camille

From: Anna Trevino <anna.trevino@ucas-edu.net>

Sent: Tuesday, July 10, 2018 5:17:24 PM

To: Camille Odell

Subject: Counselor Opening

Hi Camille,

Dane Hanvey has been an exceptional counselor for UCAS for the past 5 years. Unfortunately he has decided to pursue his administrative career and is moving to Jordan District. I am super saddened by this, but I understand that it may be best for him and his family.

If you know of anyone in Utah County that is looking for a counseling position please forward this to them.

Also, AMES in SLC and InTech in Logan are also looking for early college high school counselors. I do not have an announcement for these schools, but I am sure you could find them on their web-sites.

Thank you,

--

Anna Treviño, Ph.D.

Utah County Academy of Sciences

Superintendent

940 West 800 South

Orem, Utah 84058

801-863-2222

National Conferences

ASCA Annual Conference - Registration is Still Open Inbox x

Camille Odell <camille.odell@usu.edu>
to megan.stone, twilbank

Jun 1 ☆ ↶


Greetings,

If you have not registered for the ASCA conference in Los Angeles July 14-17, it is not too late to register. I encourage you to go if you can. If it is not possible to travel to LA, consider participate in the conference as a "Virtual Attendee." Details are below for both in person and virtual attendance.

If you are going to the conference in LA, please send an email to me. Tom Wiltbank, Megan Stone and I will be there for the opening session and the majority of the rest of the conference. We would love to meet you for at least the opening session, where we will sit with other school counselors and students from the state of Utah.

It is always nice to cross paths at conferences. Hope to see you at the conferences this summer—

Best,
Camille



Camille J. Odell, Director
Professional School Counselor Education Program
Clinical Instructor of Psychology
Department of Psychology | Utah State University
2810 Old Main Hill | Logan, UT 84322-2810
Phone: 435-797-5576

Legislation Action

Beverly Pickup

From: Beverly Pickup
Sent: Thursday, March 8, 2018 12:13 PM
Cc: Camille Odell
Subject: FW: HB264 Time to Celebrate

Dear Students,

I am asking Beverly Pickup to forward this email to all students and recent graduates in USU's School Counselor Education program. Passage of HB264 truly is cause for celebration for all counselors in the state of Utah, as well as our state overall. Thanks to all of you who connected with your state representatives and senators.

Camille

From: Utah School Counselor Association
<USCA@wildapricot.org> Sent: Wednesday, March 7, 2018
8:26:10 PM
To: Camille Odell
Subject: HB264 Time to Celebrate

[<http://usca.wildapricot.org/EmailTracker/EmailTracker.ashx?emailCode=IghUmMZXNdFWfYQi8nniY4nHEIa%2b09lp86R>]

Sp7%2f06FpExoDT%2brNLRzGC6EYUegpciA%2biyHJKzPeVJoBbrtVSyC86A975IQfoGi3JfBBXe4w%3d]

HB264 Elementary School Counseling Program

It's Time to Celebrate

HB264 Elementary School Counseling Program March 7th

It is truly time to CELEBRATE.

HB264 has been funded and the bill has now passed the house and senate and is awaiting the Governors signature!!!

[<http://USCA.wildapricot.org/resources/Pictures/untitled.png>]

[[http://USCA.wildapricot.org/resources/EmailTemplates/\(copy\)%20HB264%20Funded%20Update%20%20March%207th/images/law2_flag_photo.png](http://USCA.wildapricot.org/resources/EmailTemplates/(copy)%20HB264%20Funded%20Update%20%20March%207th/images/law2_flag_photo.png)]

A Huge THANK YOU

I would like to send out a BIG THANK YOU to all of you who supported this bill. Thanks to the many board members, counselors and principals that took time out of their day to be on the hill talking in favor of the bill and lobbying representatives to fund and pass the bill!

Another big THANK YOU to all of you who took time out of your day to email, text and call your senators and representatives. YOU MADE A DIFFERENCE for all Utah students!!!! Thank you to Elementary School Counselors who sent me your stories to share. These stories touched the hearts and understanding of representatives and senators and played a major roll in the passing of the bill.

I would encourage you to take a moment to send a personal thank you to your representatives and senators as well as to Representative Eliason and Senator Howard Stephenson.

I would be remiss if I didn't also give a Big THANK YOU to Bryan Kohler who was an amazing advocate for our bill and without who's help along the way we couldn't have accomplished such amazing results.

Monique Hadley

USCA President

USU Sponsored Professional Development

DR. CAITLIN RYAN PRESENTATION

Inbox x



Camille Odell <camille.odell@usu.edu>

to David, Kathy, Kris, Amy, twilbank, Marietta, Jenna, ameelsandra370, Nancy.karpowitz, Jeff, Marilyn, Alex, Cara

10/1/15



Dear Students, Faculty, Graduates and Colleagues,

I am attaching a flyer announcing an important event being sponsored free of charge by USU's Professional School Counselor Education program. Dr. Caitlin Ryan, Director of the Family Acceptance Project, will be conducting a workshop on the topic: *"Family-Based Approach to Prevent Risk and Build Healthy Futures for LGBT Students"* on Tuesday, October 13, 2015, 8:00 – 10:30 PM. **You will not want to miss this workshop presentation.** As a highly recognized leader in global policy for reducing risks for vulnerable youth, Dr. Ryan has been instrumental in developing family-based approaches for supporting LGBT adolescents. The workshop format will allow participants to engage in skill development using resources which will be provided at the presentation free of charge. Information and skills you glean through attendance at this workshop presentation will be extremely valuable in terms of your professional practice, and will provide you with peer-reviewed resources to share with your at-risk students and their families.

In addition to the flyer, I am attaching a document listing publications and resources authored by the Family Acceptance Project.

Dr. Ryan's workshop presentation will originate at USU's facility in the Granite Education Center, located in Salt Lake City, and will be broadcast to 16 USU Education Centers across the State of Utah. Sites are listed on the attached flyer. Please attend at the site most convenient for you.

Please email Alex Spendlove at alex.spendlove@usu.edu to RSVP for this workshop so that we can have materials for you at the site you attend. THERE IS NO CHARGE FOR ATTENDANCE OR RESOURCES/MATERIALS USED DURING THIS VALUABLE WORKSHOP.

Please email me if you have any questions.

Camille J. Odell, Director
Professional School Counselor Education Program
Clinical Instructor of Psychology/Department of Psychology
Utah State University/2810 Old Main Hill/Logan, UT 84322-2810
Camille.Odell@usu.edu 435-797-5376

2018 USCA FALL CONFERENCE

THURSDAY OCTOBER 11th AND
FRIDAY, OCTOBER 12th

OGDEN ECCLES CONFERENCE CENTER

Workshop Presenter **Dr. Robert Brooks, Harvard
University**

School Climate:

***Nurturing Resilience in our Students and
Ourselves***

Thursday, October 11th 11:30 AM – 3:30 PM



Visit Dr. Brooks website at <http://www.drrobertbrooks.com>

School leadership teams are encouraged to attend including:

School Counselors, School Administrators, School Psychologists,

Health Professionals, and Allied School Professionals

*** Workshop Fee: \$45 ***

Appendix C: Capacity described and documented

Table C1 Capacity for Quality: A Comparison of Program and Institutional Statistics

Capacity dimension	Program statistics	Comparison Statistics (comparison group, norm)	Difference analysis Analysis of the difference between the program & the institutional statistics
Program and Courses Number of credits)	To earn the MEd degree in the School Counselor Education program, students must complete 47 semester credits	USU School of Graduate Studies: for a master's degree, the minimum number of credits required ranges from 30-36. For the MEd degree, the minimum is 36	Program exceeds requirement
Faculty (percentages at ranks; workload)	<p>Full-time USU 57.1%</p> <p>Doctoral Degree 61.5%</p> <p>Graduate Degree 100%</p> <p>Gender 79.0% female</p> <p>Diversity 0 minority</p> <p>Workload: 10 faculty 1 course; 3 faculty 2 courses</p>	<p>90.0% USU MSW Program (distance program)</p> <p>Doctoral Degree 63%</p> <p>Graduate Degree 100%</p> <p>MSW Gender 75% female USU Main campus + RCDE Gender 31.8% female</p> <p>MSW Diversity 12.5% USU Main Campus + RCDE Diversity 19%</p> <p>8 faculty 3/3; 1 faculty 2/2</p>	<p>Although School Counseling program faculty are less likely to be tenured or tenure track faculty members, our instructors were hired because they provide a greater breadth of expertise and experience in both applied and theoretical knowledge of the field than if they were full-time faculty members. This is because they engage in clinical/applied school counseling professional activities that are key to training effective professional school counselors.</p> <p>[Note: A publication by The Education Trust calls for the model that</p>

			we have created. Source]
Facilities (space & equipment provided)	Equipment: The classrooms used for the Kaysville face-to-face format are well equipped and technology is commensurate to, or exceeds classrooms located on campus at USU. Classrooms utilized by students in the statewide broadcast cohorts are equipped with state-of-the-art, two-way audio and video reception, projectors and other equipment necessary to participate in classes and program processes.	We share access with all other RCDE programs and courses. Therefore, we assume equivalency	Facilities are equivalent to other distance programs
Fiscal and administrative (support dollars/faculty member)	<p>SC Program Faculty compensation for all instructors regardless of tenure status: \$7,000/3 credit course for first 20 students, plus \$37.50 per additional student. Pay for the 2017 statewide cohort for a 3 credit course \$8425, for the 2018 Kaysville cohort pay is \$7,675</p> <p>Program faculty are allowed \$1,500 annually to participate</p>	<p>PSY Department rates for faculty compensation are:</p> <p>\$6,000/3 credit course for PhD tenured and tenure-track instructors</p> <p>MSW compensation for a 3 credit course for PhD is \$4500; for Masters \$3600.</p> <p>MSW faculty are allowed \$1500 annually</p>	<p>School Counseling Program base compensation to instructors exceeds PSY and MSW rates. When additional compensation for student enrollments over 20 is considered, compensation for School Counseling instructors is considerably higher.</p> <p>Commensurate</p>

	<p>in professional development opportunities or materials</p> <p>10-20/hour/week graduate teaching assistants (GTA), up to 2 GTAs per course, are assigned to each instructor for each course. Two additional GTAs are employed by the program to provide student and support and advisement.</p> <p>GTAs are compensated at a rate of \$5,241.68 assistantship; \$2,620 hour/week teaching assistantship</p>	<p>No GTAs in the MSW program. GTA support is dedicated to BSW courses</p> <p>Because the RCDE MSW program does not hire GTAs, a direct comparison cannot be made. However, School Counseling program GTAs are provided the same compensation as GTAs employed by USU's Psychology department for comparable time and responsibilities.</p>	<p>Support by Grad Teaching Assistants exceeds that of the MSW program</p> <p>N/A</p> <p>Commensurate</p>
	<p>USU RCDE employs site administrators and support staff at each of the regional campuses. Each classroom is supported by a facilitator who coordinates technology and troubleshoots any technology-related problems that emerge during classes</p>	<p>RCDE regional campus administrators and support staff is typical for USU</p>	

	<p>During the practicum, highly qualified school counselors are hired by the program to work in the classroom portion of the practicum with students in small groups (ratio = 1:2-4). In addition, highly qualified school counselors supervise practicum students on-site in K-12 schools.</p> <p>The cost per student is equal to USU RCDE Master's-level programs in terms of tuition and university fees. Our students are also responsible for paying for the Praxis test. Fees associated with licensure for educators is covered by the state of Utah.</p>	<p>MSW Distance Program has one faculty liaison</p>	<p>Program exceeds support by highly qualified professionals in comparison program</p> <p>Student responsibility for the cost associated with Praxis testing is typical of USU programs. The Praxis exam is required by USOE for licensure, and is required for graduation from our program</p>
<p>Student support services (equal access to services)</p>	<p>Faculty/Student Ratio is 1 to 10.23</p> <p>Advisement necessary for students to succeed in the program, graduate, and earn licensure was found to be available for all of our students. By virtue of being in the counseling program, students have increased access to individuals with skills to facilitate students'</p>	<p>MSW Ratio is 1:11.25</p>	<p>Student support is essentially equivalent</p>

	<p>personal and professional development.</p> <p>Most student services offered by USU to on-campus students are available to our students, with a few services being unavailable at some sites (i.e., childcare, writing centers). During the practicum, the program employs highly qualified school counselors who meet weekly with students to provide mentorship and applied instruction.</p>	<p>We share access with all other RCDE programs and courses. Therefore, we assume equivalency</p>	
<p>Student feedback (course evaluation means, numbers of complaints)</p>	<p>School Counseling Program student complaints = 0</p>	<p>USU MSW Program student complaints = 0</p>	<p>Equivalent</p>

Description of Program Faculty

Specific credentials and qualifications of USU’s School Counselor Education Program faculty are delineated in detail in Tables C1 and C2. To further clarify the composition of our faculty the following narrative information is provided:

All faculty members, with the exception of the program director and a new part-time tenure track assistant professor, are technically considered adjunct instructors. While eight of the 14 members are employed full-time at USU, only the program director is full-time in the School Counseling program. Equipped with solid professional expertise and rich experience, the 14 individuals who comprise the faculty of the Professional School Counselor Education program are uniquely qualified to contribute to the goal of educating our students to become highly qualified, caring and competent school counselors. Included in the faculty are leaders in school counseling in the state, including two members of the writing committee for the new Utah Model for Comprehensive Counseling. One faculty member is former president of the Utah School Counselor Association and another is the Head of School Counseling in a large urban school district. Our practicum instructor is the former Comprehensive Guidance Specialist in one of Utah’s most populous as well as the most ethnically diverse school districts

in the state. Additional faculty members sit on state-, district- and school-level boards involved with school counseling policy-making and implementation.

The rich variety of professional experience brought to the Professional School Counselor Education program is mirrored by the wide range of educational background they bring to the program. Due to the fact that school counselors are relied upon by K-12 administrators, teachers, students and parents, to deal with issues of student mental health, learning styles and disability, the faculty of the Program has a significant representation of mental health professionals, including the Director of USU's Regional and Campus Distance Education Mental Health Outreach. This instructor was formally a school psychologist. Further recognizing that school counselors also have a mandated responsibility to support academic achievement of all students, our faculty includes professionals trained in the field of education. In some cases, faculty members are trained in both clinical counseling and education.

A new and welcome focus in the field of school counseling is to prepare students in special education to enter and successfully complete post-secondary training. Our new tenure track assistant professor brings to the program rich experience and teaching in the field of transition for special education students. Her joint position in the School Counseling and Rehabilitation Counseling programs provides anticipated opportunities for collaboration between the two aligned professions.

Within our ranks are eight instructors who hold doctoral degrees. Of the eight, three hold PhD degrees in Clinical or Counseling psychology. A faculty member holds a PhD degree in Clinical/Counseling/School Psychology. One of our faculty members has a PhD in Family and Human Development and one has a PhD in Special Education. Two instructors hold M.Ed. degrees and three have MS degrees in Psychology. Of the three MS degrees, one has emphasis in School Psychology, one in School Counseling and one in Educational Psychology.

Faculty members are selected to teach and mentor our students based upon appropriate credentials, and expertise in the subject matter they teach. For example, the instructor for our course designed to develop counseling skills in our students is a counselor at USU's student counseling center and is a clinical instructor for USU PhD clinical practicum students. Similarly, instructors for our grant writing class are university-level instructors who have been highly successful in securing grant funding in the social sciences and who teach other courses at the university. The instructor of our Introduction to Comprehensive Guidance class is a veteran school counselor who is the Student Services Coordinator for her urban school district, and a member of the new Utah Model for comprehensive guidance writing committee.

An exciting new pathway recently added to the curriculum for our program is a course titled "Collaborative classroom instruction for school counselors." This new course answers cutting-edge call from the American School Counselor Association (ASCA) and the Utah State Board of Education (USBE) to train school counselors to train K-12 students in college and career readiness in classroom settings. Current professional positions and course assignments in the Program is presented in Table C2. Curriculum vitae of individual faculty members delineate further experience and expertise of faculty members in the areas they teach. CVs are on the on the School Counselor Education program website located at <https://psychology.usu.edu/academics/grad/med-counselor/index>

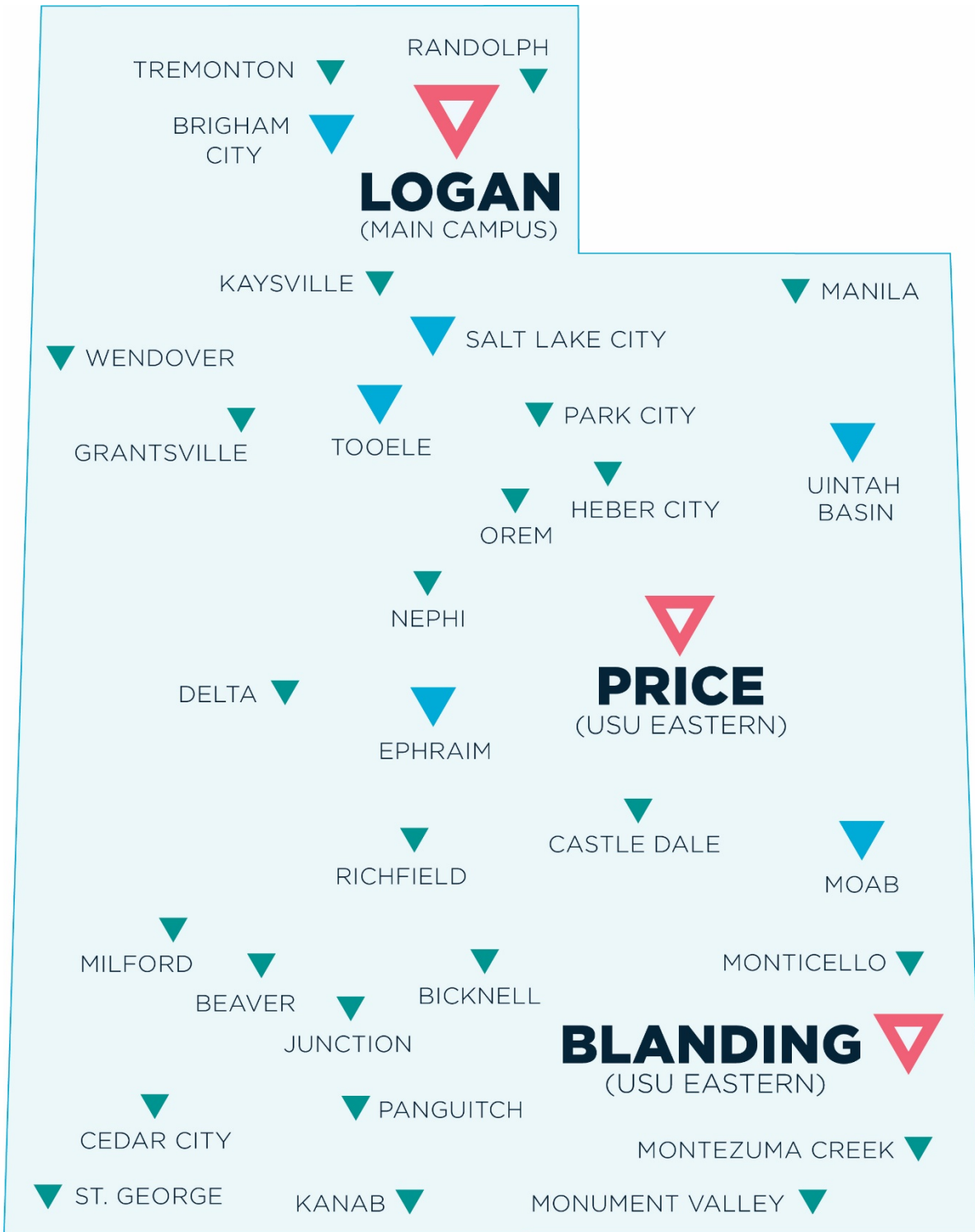
Table C2 Program Faculty Qualifications

Name and Current Rank in USU Psychology Department	Certifications and Licensures	Terminal Degree Institution Specialization Year of Degree	Scholarship Articles Books Presentations Grants	Years at USU/ Years at current faculty rank	Awards and Board Memberships	Years as a school counselor/ percent of time engaged in school counseling or counselor training
Sandra Ameal, Adjunct Instructor	Licensed Professional School Counselor	M.Ed. in School Counseling, Montana State University, 1978	Books – 1	11 years at USU, 5 years at current faculty rank	Boards – 4	45 years in education, 21 years as a school counselor, 11 years as a district administrator (coordinator of school counseling) 3 years as a district discipline specialist
Justin Barker, Adjunct Instructor Director of USU RCDE Counseling Services	Licensed Psychologist	PsyD, Loyola University, Clinical Psychology, 2011		5 years at USU, 2 years at current faculty rank	Boards – 1	1 year as a School Psychologist. Currently practice full time as a university counseling center psychologist
Kathryn Bitner, Adjunct Instructor	Licensed Professional School Counselor	Ph.D., Brigham Young University, Counseling Psychology, 2005	Presentations – 1	9 years at USU	Boards – 1	23 years as School Counselor, 100% time
Chris Chapman, Adjunct Instructor	Licensed Psychologist	Ph.D., Brigham Young University, Clinical Psychology, 2010	Presentations – 1	6 years at USU, 3 years at current faculty rank	Boards – 2	6/60%
Marilyn Hammond, Adjunct Instructor		Ph.D., Utah State, Family Consumer and Human Development, 1999	Articles – 31 Books – 11 Presentations – 61 Grants – 48	28 years at USU, 17 years at current faculty rank	Awards – 14	

Vonda Jump, Assistant Professor		Ph.D., Utah State University, FCHD, 1998	Grants – 24 Books – 17 Presentations – 75	20 years at USU, 2 year at current faculty rank	Boards – 6	0
Amy Kleiner, Adjunct Instructor	Licensed Psychologist	Ph.D., Indiana University, Bloomington, Counseling Psychology, 2005		12 years at USU, Professional staff at CAPS	Boards – 1	20% time counselor supervision and training
Michelle Lizotte Assistant Professor	CRC (Certified Rehabilitation Counselor) LPC (Idaho)	Ph.D., Michigan State University, Rehabilitation Counseling Education, 2016	Scholarships – 5 Presentations – 15 Grants – 1	1 st year at USU- 3 rd year as an Assistant Professor	Boards – 4	3 rd Year as a Counselor Educator
Camille J. Odell Clinical Faculty	Formerly Utah licensed School Psychologist. License not renewed 5 years ago due to new professional interests.	M.S. Utah State University School Psychology, 1997	Articles – 2 Reports – 7 Books – 1 Presentations - 46 Grants - 5	10 years	Boards: 5 Awards: 4	18 years
Megan Stone, Adjunct Instructor	Licensed Professional School Counselor	M.S. in Psychology School Counseling, Utah State University,	Articles – 1 Presentations – 4	6 years at USU	Boards – 5	7 years as a licensed School Counselor, 100% time
Marietta Veeder, Adjunct Faculty	Licensed Psychologist, State of Utah	Ph.D., Utah State University, Combined Clinical, Counseling, School Psychology, 2007	Articles – 2 Presentations – 5 Grants – 1		Awards – 2	2/50%
Thomas Wiltbank, Adjunct Instructor	Licensed Professional School Counselor	M.S., Brigham Young University, Educational Psychology, 1996	Presentations - 9	13 years at USU	Awards – 2	23 years as a school counselor 100% time as a school counselor

Table C3: Current Position and Place of Employment and Course Assignments

Name	Primary Place of Employment and Current Position	Course Number(s)	Course Title
Sandra Ameel, M.Ed.	Salt Lake City School District Comprehensive Guidance Specialist, Retired	PSY 6370 PSY 6610	Practicum in School Counseling College and Career Readiness for School Counsel
Justin Barker, Ph.D.	USU Counseling Center Director, RCDE Psychological Services Psychologist	PSY 6330	Psychometrics
Kathryn Bitner, Ph.D.	Alpine School District, Oak Canyon Jr. High School Counselor, Utah Level 2	PSY 6580 PSY 6260	Collaborative Classroom Instruction, Leadership and Professional Issues Career Development
Christian Chapman, Ph.D.	USU Counseling Center Group Counseling Coordinator, Psychologist	PSY 6290 PSY 6420	Diversity Issues in Treatment and Assessment Group Counseling in the Schools
Marilyn Hammond, Ph.D.	USU, Center for Persons with Disabilities Assoc. Dir. Interdisciplinary Training Division Exec. Dir. Utah Assistive Tech. Foundation	PSY 6700	Grant Writing
Vonda Jump, S.S.W., M.S., Ph.D.	Human Services Research Center Senior Research Scientist	PSY 6700	Grant Writing
Amy Kleiner, Ph.D.	USU Counseling Center	PSY 6350	Intro to Theories of Intervention in Psychology
Michelle Lizotte, Ph.D.	USU Department of Rehabilitation Therapy Assistant Professor	PSY 6460	Legal, Ethical and Transition Issues in School Counseling
Karen Miller, M.S.	Weber School District Student Services Coordinator	PSY 6240	Comprehensive and Systemic School Counseling Programs
Camille Odell, M.S.	USU Department of Psychology Director, School Counselor Education Program Clinical Instructor of Psychology	PSY 6530	Human Development: Lifespan
Beverly Pickup, M.Ed.	USU Department of Psychology Internship Liaison, Academic Advisor	PSY 6250	Internship in School Counseling
Megan Stone, M.S.	Jordan School District School Counselor, Utah Level 2	PSY 6390	Program Evaluation in the Schools: Models and Guidelines
Marietta Veeder, Ph.D.	Box Elder School District Technical Assistant Behavior Specialist	PSY 6130	Evidence Based Practice: School Intervention
Thomas Wiltbank, M.S.	Alpine School District Department Head, School Counseling Center School Counselor	PSY 6340	Consultation in the Schools



Utah State University Section Codes
Update: March 2016

Logan Main Campus (Campus M)		USU Eastern Price Campus (Campus 1)				USU Eastern San Juan Campus (Campus 2)				
001-099	Face-to-Face	PT1-PTZ	Full	Semester & Face-to-Face	Block	Sections,	AT1 - ATZ	Full	Semester & Face-to-Face	Block
501-550	Lab/Recitation	PL1 - PLZ	Lab				AL1 - ALZ	Lab		
570-599	Study Abroad	PN1 - PNZ	Regional Online High School	Courses Regular &			AN1 - ANZ	Regional Online Courses		
601-650	Main Campus Broadcast	PR1 - PRZ	Regional Broadcast				AR1 - ARZ	Regional High School Broadcast	Broadcast	
670-699	Main Campus Online	PC1 - PCZ	High School High	Broadcast & On-Campus			AC1 - ACZ			

Regional Campuses & Statewide

1st Digit = Campus Code	
A	Blanding
B	Brigham City
C	South West (Ephraim)
E	Moab
K	Kaysville
L	Logan
N	North Central (Orem)
P	Price
S	Salt Lake City
T	Tooele
U	Uintah Basin (Vernal Roosevelt)
X	Special Programs
Y	China Program
Z	Out-of-State

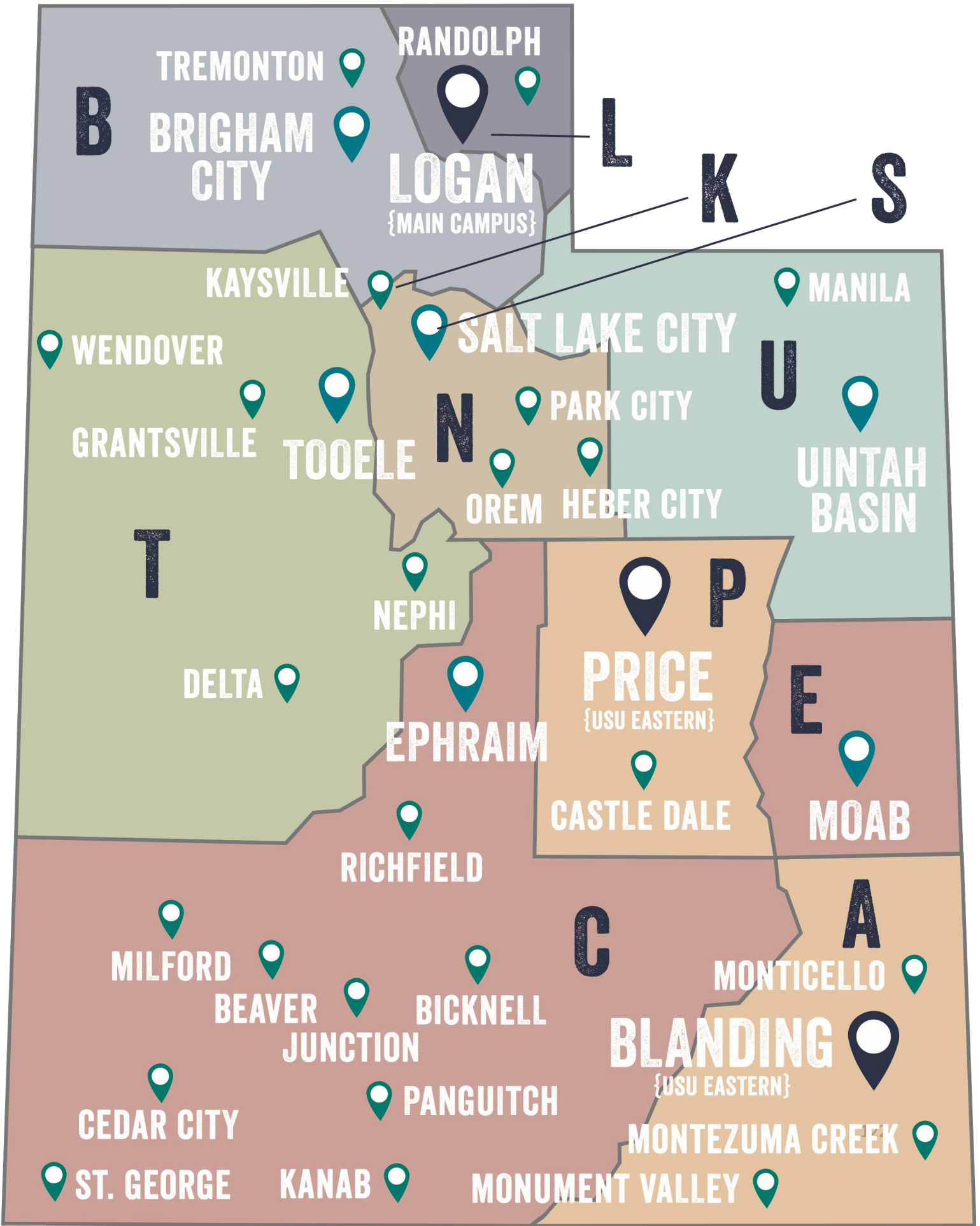
2nd Digit = Delivery Method	
6	BATC (operated by Brigham)
B	Broadcast
C	Concurrent Enrollment
A	Concurrent Enrollment Adult Sections
(Z)X	Concurrent Broadcast to Out-of-State Locations
(Z)Z	Concurrent Face-to-Face, Out-of-State
L	Lab
O	Online
N	Regional Online
R	Regional Broadcast
S	Supervised Study
T	Traditional

*Concurrent Broadcast & will code Z. Concurrent always have the campus (X) Face-to-Face, Out-of-State (Z) the campus

3rd Digit = Section Number		
1	D	P
2	E	Q
3	F	R
4	G	S
5	H	T
6	I	U
7	J	V
8	K	W
9	L	X
A	M	Y
B	N	Z
C	O	

The section number is assigned incrementally within CAS when the course is built.





Appendix D: Internal Audit – Specification and Investigation of the Quality Control System

Introduction

The audit for USU’s Professional School Counselor Education Program was conducted by Camille Odell, program director and chair of the accreditation writing committee, Beverly Pickup, program academic advisor and faculty member, and member of the accreditation writing committee, and Dr. Carolyn Barcus, Emeritus faculty member and member of the Program’s Steering and Advisory Committee. Dr. Barcus is not a member of the accreditation writing committee, which provides a pair of outside eyes for the process.

Focus on the Self Study has been ongoing since our last audit cycle seven years ago, when the program received approval by the Teacher Education Accreditation Council (TEAC) in June 2012. Annual reports to TEAC and then CAEP were submitted each spring, 2013 -2017. A heightened and more direct focus on our Self Study began in February 2017, when USU’s College of Education and Human Services received approval from the Utah State Board of Education (USB E) to align with the Association for Advancing Quality in Educator Preparation (AAQEP). AAQEP leaders and we agreed on a date of September 1, 2018 for submission of our draft Self Study, and led to scheduling our internal audit for August. After a summer of developing a better understanding of the overall AAQEP framework, and writing sections 1 – 4 of that framework, we felt ready to conduct our audit. Conducting the audit led us to scrutinize our program in deeper, more detailed way than we had during our summer writing. The audit process allowed us to identify strengths and weaknesses, implement interventions to address weaknesses and ensure ongoing improvement and innovation. We report findings and recommendations based on our careful inspection of our internal review system.

Description of the Program Internal Review System

The Internal Review System, developed by and for the USU Professional School Counselor Education Program, includes assessing the following components: Students, Student Support, Program and Courses, Faculty, and Facilities. Figure D1, the Internal Audit Trail, delineates the pathways utilized during our review. The purpose of the audit is to make sure that we are serving our students the way that we expect we are, in the parameters identified. Using our Internal Audit Plan and probes, in Table D1 we state our immediate findings. In Table D2 we detail mechanisms used to verify our probes, state our findings about the efficacy of our internal review process, and briefly summarize strengths and weaknesses. We present our overall findings in narrative form in the Conclusion. The accreditation writing team, consisting of Camille Odell, Marietta Veeder, Beverly Pickup and Carson Checketts, reviewed, organized and provided interpretation of the findings, and presented them to the rest of the faculty for their review and comment.

Internal Audit – Audit Trail
 USU Professional School Counselor Education Program



Audit Procedures

The audit commenced on August 9, 2018 with the random selection of electronic student files. We identified and marked every fifth student file from lists organized by year of acceptance to the program. This process resulted in random selection of approximately 20 percent (N = 24) of students who entered the program in each of the following fall semesters: 2012, 2013, 2014, the years for which we conducted our audit. We assessed each randomly selected electronic student file to see if all documents on the School Counseling program document checklist were present.

The process described above resulted in selection of the student files listed by year below. The files are located in USU Box – Psychology – School Counseling – 2012 Cohort, 2013 Cohort, and 2014 Cohort.

2012, Kaysville: N = 6: Leslee B., Destiny R., Lance H., Lisa J., Lynn N., Aaron T.

2013, Statewide: N = 11: Reilee B., Lisa C., Lorelee G., Kevin J., Elizabeth J., Marva L., Michelle O., Jessica R., Jill S, Shena S. (LOA), Timothy W.

2014, Kaysville: N = 6: Kristen H., Alison J., Michelle L., Christine N., Angela S., Jana W.

Next, we selected 20 percent of our faculty by identifying every fifth member listed alphabetically on our program website. A conundrum arose over whether to audit current instructors, or instructors who were teaching during our target years of 2012-2014. Four faculty members changed from 2012 to 2018. We made the decision to select from our list of current instructors, believing that the most important reason for the audit is to identify current weaknesses and take steps to correct them so they do not affect our students now and in the future.

We used the list of instructors on our program website, located at <https://psychology.usu.edu/academics/grad/med-counselor/index>

The following instructors were randomly selected:

Marilyn Hammond
Camille Odell
Thomas Wiltbank

Lastly, we selected 20 percent of our 14 courses (N = 3) **Note:** A similar question as stated above arose over whether to audit current courses, or courses required during our target years. Since 2012, we added one 3-credit course, and one two-credit course became an elective. We made the decision to audit current courses, so that we can identify and take steps to correct weaknesses that will affect our students now and in the future. Please note that as it turned out, the three courses selected using the process described, were required in our target years. The following courses were randomly selected by identifying every fifth course listed on the course calendar located at:

<https://psychology.usu.edu/academics/grad/med-counselor/course-schedule>.

- PSY6350: Introduction to Theories of Intervention in Psychology (3 credits)--Amy Kleiner
- PSY6370: Practicum in School Counseling (Weekly evening class plus 150 clock hours in a school setting) (3 credits)--Sandra Ameal
- PSY6700: Grant Writing for School Counselors (On-Line,2 credits)--Marilyn Hammond & Vonda Jump

Table D1
UTAH STATE UNIVERSITY
SCHOOL COUNSELOR EDUCATION PROGRAM
INTERNAL AUDIT PLAN and BRIEF REPORT of FINDINGS

Note: We probed randomly selected student files using the questions below

Audit Probes	Findings and Comments - Brief
Students	
1. Did students meet admissions requirements?	
a. Undergraduate GPA of 3.2 or higher.	1. a Yes
b. Undergraduate major/concentration in approved field	1. b Yes
c. GRE or MAT scores at 40 th percentile or above	1. c Yes
d. Three required prerequisites with B range or above	1. d No, one randomly selected student did not have prerequisite verification.
e. Two reference letters	1. e Yes
f. Personal statement	1. f Yes
g. Exceptions to a-h justified and documented	1.g Yes
2. Did students reflect program efforts to admit and retain:	
a. Diverse students with demonstrated potential as school counselors?	2. a Yes, however, this is an ongoing challenge. See Findings, P. ___
b. School Counselors for high demand areas	2. b Yes
c. School Counselors for high need schools	2. c Yes
3. Did any students request a Leave of Absence (LOA)?	3. a Yes
4. If yes, were correct procedures followed to approve the LOA?	4. a Yes
5. Did students have a Program of Study (POS) that reflected program/degree requirements?	5. a Yes
6. Did students meet requirements for program retention?	6. a Yes
7. Did students have adequate options for fieldwork affiliated with Practicum and Internship?	7. a Yes
8. Did students meet requirements for admission to Practicum?	8. a Yes
9. Did students meet requirements for admission to Internship?	9. a Yes
10. Did students complete program and degree requirements?	
a. Courses specified in Program of Study on file with the USU School of Graduate Studies	10. a Yes
b. Graduate GPA of 3.0 or higher	10. b Yes
c. Internship	10. c Yes
d. Passed Praxis II exam in School Counseling	10. d Yes

11. Were students recommended for licensure in School Counseling with the Utah State Board of Education (USBE)?	11. Yes
12. Did students complete the degree in an appropriate timeframe?	12. Yes
Student Support	
13. Was each student assigned an advisor?	13. Yes
14. If yes, did the advisor provide timely and useful advising?	14. Yes
15. Did students seek assistance from office staff?	15. Yes
16. Did students receive any GA/TA support from the program or campus? If yes, was it comparable to funding available to other students on the campus?	16. Yes
17. Did students use any campus support services?	17. Yes
18. Are students informed of how to file a grievance?	18. Yes
19. If a student files a grievance, are appropriate procedures followed?	19. Yes
Program and Courses	
20. Were all required courses approved by the Education Policies Committee (EPC)?	20. Yes
21. Were all required courses listed in the USU Catalog	21. Yes
22. Were all required courses listed on the Psychology Department website?	22. Yes
Faculty	
23. Were any courses taught by faculty members in tenure-track positions?	23. No
a. Did he/she have a doctorate in a field related to the course content?	23a. N/A
24. Were any courses taught by adjunct faculty members with a Master's Degree and expertise related to the course content?	24. Yes
25. Were courses evaluated by students using USU's IDEA procedures?	25. Yes
26. Did faculty use student feedback to improve courses?	26. Yes
Facilities, Equipment, and Supplies	
27. Were courses in classrooms of appropriate size with adequate seating for students enrolled?	27. Yes
28. Were courses held in classrooms with suitable equipment and supplies?	28. Yes
29. Were courses held in rooms with adequate lighting, heat, and ventilation?	29. Yes

*Thanks to Binghamton University for sharing this internal audit strategy

Findings

Please consult Table D2, which displays audit probes, mechanisms used verification, summary findings, and assessment. A narrative discussion regarding strengths and weaknesses of the program, informed by the internal audit, is immediately below.

Students

Our investigation indicated that overall, this an area of strength in the program internal review process. With the exception of only one document, for one student, all randomly selected student files were complete, including correct notations on the Program's two document checklists (Please review these documents by accessing the School Counseling Evidence Room under Appendix A: Evidence of Study Monitoring at <https://cehs.usu.edu/evidence-room/school-counseling>). Items 1 – 12 on our Internal Audit Plan were verifiable using our probes, and the audit process was relatively smooth and uncomplicated. However, closer inspection of the one missing document drew the attention of the audit team to the fact that verification of prerequisite courses was the area that was by far the most time-consuming during the audit. Exploration into the reason led the team to realize that the files under audit scrutiny belonged to students enrolled in the Program prior to the 2015 adoption of *Recruit*, the data management platform now utilized by the USU School of Graduate Studies to track progress and documents for student admission and retention. Prior to *Recruit*, tracking prerequisite courses was not part of the School of Graduate studies protocol. This required individual programs to engage in a cumbersome, in-exact process of tracking prerequisite completion. The old system was in place during the years the students in the 2012, 2013 and 2014 cohorts, our target students, were applying for and participating in the program. During the audit, we essentially had to rely on the inefficient, and now defunct, system.

Although the process was time consuming, positives came out of the discovery of the trouble spot for the program in the past. Delineated, the positives are:

- 1) We have evidence that the internal review system is working because a program weakness, present in 2015, was successfully corrected in academic year 2015-2016. **Note:** Self Study Reviewers interested in exploring *Recruit*'s capacity to successfully track prerequisite classes, should let Camille Odell know, and she will arrange a demonstration.
- 2) Our system for tracking student documents is working
- 3) Students admitted to our program meet high quality standards
- 4) The discovery that a student had been admitted without a prerequisite motivated Beverly Pickup, our Program Academic Advisor, to check each student file in our target years to see if other students had been admitted without all prerequisite courses complete. A thorough review of all files showed that the randomly selected file was an outlier. Review of prerequisite completion for ALL students in the three-year target group showed no other errors. Beverly was motivated to check students enrolled in the program since 2014, and again found no errors.

Student Support

We did not identify any problems in this area during the audit. A detailed discussion regarding methods of supporting students is in Section 3, bullet 4 of this Self Report. Evidence of student support implementation appears in Appendix A.

Programs and Courses

We did not identify any problems in this area during the audit. A detailed discussion regarding program curriculum is in Section 3, bullet 1, where we offer a detailed description of the instruments used to document program and course approvals.

Faculty

Looked at only on the surface, this could be an area of weakness for our program. Probe 23, “Were any courses taught by faculty members in tenure-track positions?” received a No response, and Item 24 “Were any courses taught by adjunct faculty members with a Master’s Degree and expertise related to course content?” received a Yes response, and for the majority of our faculty. A detailed discussion of our faculty composition is in Appendix C, where we present program capacity regarding faculty. There we provide evidence from multiple sources to support the effectiveness and industry acceptance of the credentials of our teaching faculty. We also discuss this topic in the Conclusion section of our Self Study on the table titled Findings and Recommendations.

Facilities, Equipment, and Supplies

This is an area of strength for our program. We provide evidence to support capacity in the critical endeavor of providing students in our distance-based program with optimal facilities, equipment and supplies in Appendix C.

Conclusions

The internal audit found that the internal review system was successful in revealing both strengths and weaknesses of the program. Utilizing the system provided an opportunity for careful investigation of weaknesses, leading to our formulating interventions to follow up to make certain that we identify and correct weaknesses. For example, we learned that our process for evaluating candidate completion of required prerequisite courses was ineffective until 2014, when we collaborated with the School of Graduate Studies to adopt *Recruit*, a new data management system. The discovery of one error led our advisor to check every student file from 2011 until now. She did not find any other errors. This outcome let us know that our process for tracking prerequisite completion is working.

During the audit, we also became aware of another weakness, having to do with procedures for hiring instructors for our program. Following our audit process of selecting 20 percent of faculty for audit, we found everything was correctly in place for the three faculty members whose names we pulled when using the system of investigating every fifth person. However, as we looked at the entire rostrum of

instructors, we realized that we have four instructors not formally approved by the entire Psychology department faculty. These four individuals joined our faculty within the past two years, with the approval of our department head and our steering and advisory committee. However, the USU formal approval process was overlooked, likely in part due to a change in our department leadership. Program director Camille Odell informed our department head, Scott Bates, who came on board as interim department head this summer, and requested that the proper hiring process initiate as soon as possible. Approved by Dr. Bates, the process will commence immediately. In keeping with USU procedure for hiring adjunct faculty, the four instructors are writing letters to Scott Bates to request adjunct status in Psychology. Curriculum Vitae, reviewed by the program director, former department head, and steering and advisory members prior to informal hiring over the past two years, will be sent to the department head, who will have them available for Psychology department faculty to review.

In summary, the internal audit was a valuable enterprise leading to a detailed investigation of important, discreet, components of our program that are normally explored only holistically. We learned that the internal review system is working to identify strengths and weaknesses.

Table D2

Internal Audit Probes, Mechanism for Verification, Summary Findings, Strengths and Weaknesses

Internal Review Component	Audit Probes	Mechanism for Verification	Probes used by audit team	Summary Findings	Strengths and Weaknesses
Students	Probes 1 – 12 on Table D1	<p>Program files in Box, School of Graduate Studies files</p> <p>Program, department, college, university</p> <p>Program files in Box, School of Graduate Studies files, program, department, college, university policy</p> <p>Program and School of Graduate Studies files</p> <p>Program, state and national standards for practicum and internship</p> <p>Student transcripts, practicum and internship evaluations, university policy</p> <p>Program, School of Graduate Studies, university policy</p>	<p>Check to see if students met admission requirements</p> <p>Check to see if program promotion, and recruitment strategies targeted diverse populations, including high demand, high need schools</p> <p>Check to see if proper procedures were followed</p> <p>Check to see if proper procedures for LOA were followed</p> <p>Check to see if Programs of Study are on file and if they reflect program/degree requirements</p> <p>Check to make sure that students were advised about practicum and internship options and requirements</p> <p>Check to see if students met requirements for program retention, including admission to practicum and internship</p> <p>Check to see if students completed program and degree requirements</p>	The system is working	The internal review system is working to ensure that Program, department, School of Graduate Studies, college and university policies and procedures are implemented and can be verified for individual students. Checks made using probes 1 – 12 found only one error in one student file. We describe this error in detail in the narrative report of our findings. The error was likely due to the old system for tracking admission documents that the School of Graduate Studies used at the time of admission in 2012. The School of Graduate Studies replaced the old system in 2014 with <i>Recruit</i> . No additional errors were found in our data target years, or since that time. Our two document checklists are working to track student progress and documentation successfully

<p>Student Support</p>	<p>Probes 13 – 19, Table D1</p>	<p>Program, college and USBE Licensure office</p> <p>Program, department, college and university</p> <p>Course syllabi, department, college and university websites</p>	<p>Check to see if students were recommended for licensure with USBE</p> <p>Check to see if necessary and student support services were provided</p> <p>Check to see if students know how to file a grievance, and if proper procedures are followed</p>	<p>The system is working</p>	<p>Strength. Student support services for students enrolled in distance education programs have improved dramatically since our last accreditation. Our graduate student surveys for a couple of years showed that satisfaction with advisement was only moderate. We hired a full-time advisor, and continued to have a 20 hour per week graduate assistant to assist with general program advisement. Every course in the program has at least one graduate teaching assistant, and several have two. Three years ago, USU implemented mental health counseling services for all distance education students in a setting close to home. The director of the initiative, Dr. Justin Barker, is a faculty member in the program. In addition, USU constructed two additional education centers at sites where we have high numbers of students—Kaysville and SLC. Education Centers provide registration, testing, tutoring and other student support services. A formal procedure for identifying at-</p>
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Program and Courses	Probes 20 -22	Department, College and University	Check to see if all courses are approved by the EPC, that they are listed in the USU Catalog, and on the Psychology Department website	The system is working	risk students is in place through a partnership with the School of Graduate Studies
Faculty	Probes 23 – 26	<p>Program, department, college, university hiring procedures</p> <p>Faculty curriculum vitae</p>	<p>Check to see if proper procedures were followed in hiring program faculty</p> <p>Check to see if adjunct faculty members have a master’s or doctoral degree, and experience related to the course content</p>	The system is working	<p>The internal audit revealed that all courses in the program are approved using established university standards</p> <p>This area traditionally elicits discussion. This fall we added one half-time tenure-track faculty member. The director of the program, an instructor in the program, is full-time. All other faculty have adjunct appointments in the Department of Psychology. In Appendix C, Capacity, we discuss in detail our program faculty composition, and provide a support for our model using multiple sources of evidence. Mentioned briefly here, graduate and employer survey results, student scores on the Praxis exam, grades, and rates of hire all provide support for our model. We also noticed that the PSY department faculty has not formally approved four relatively new faculty members. Procedures are underway to correct this right away.</p>

<p>Facilities, Equipment, Supplies</p>	<p>Probes 27 – 29</p>	<p>USU IDEA Course Evaluations</p> <p>Program and instructor files</p> <p>University and RCDE, Program, department, college, university</p>	<p>Check to see if all courses and faculty were evaluated by students</p> <p>Check to see if findings of course evaluations were used to foster improvement in courses</p> <p>Check to see if facilities were adequate to facilitate learning</p> <p>Check to see if equipment/technology is adequate to deliver the curriculum and support instructional activities</p> <p>Check to see if supplies and materials are available to students and instructors in the needed format</p>	<p>The system is working</p>	<p>Strength. Students in each class in the program have filled out IDEA evaluations for years. Course instructors, the program director, Psychology department head, and steering and advisory committee members review course evaluations. The program director meets with individual faculty annually to establish goals for course updates and improvements. The past year has been a very productive year for program faculty, as each course has been reviewed and new learning objectives incorporated, in keeping with our curriculum review. Discussed in detail in Section 3.</p> <p>The internal audit showed that all students are located in classrooms of appropriate size and adequate lighting, heat and ventilation. All classrooms are equipped with suitable equipment and supplies. Broadcasts are carried with high quality outcomes to classrooms located across state, including where our students are located.</p>
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Appendix E: Jurisdictional Obligations Met Not Applicable

Appendix F: Missional Commitments and Distinct Contributions

Missional Commitments and Distinct Contributions

In keeping with the University's land grant status, we seek to foster equal educational opportunities for students in locations across the state, including geographically rural and remote areas, as well as urban areas with high levels of racial, SES, cultural, religious and gender diversity. A map of USU's regional campuses is viewable here: <https://regionalcampuses.usu.edu/locations/>. Stated in Section 4, the School Counselor Education program is committed to preparing school counselors who are capable of assisting all students in a broad range of contexts.

Our method for successful engagement with communities and individuals across the state consists of a multi-level approach, summarized below:

RCDE Format

Offering USU's M.Ed. program in school counseling via live broadcast across the state of Utah provides an opportunity for our students to engage with K-12 schools in all areas of the state, including areas of high need. The highest level of engagement with school districts occurs during the second and third year of training, when students spend time in the schools in experiential contexts, practicum and internship.

AmeriCorps and Vista Programs

Schools and districts benefit by having skilled support in school counseling endeavors, free of expense, since VISTA and AmeriCorps programs finance the endeavor. The field of education improves collectively as students in Title 1 schools receive additional support. A win-win opportunity for students in our program, Utah school districts, and the general educational landscape. For students, participation provides practicum students and interns in unpaid positions with compensation. For information about AmeriCorps and VISTA, please access this website:

<https://www.nationalservice.gov/programs/ameri-corps/ameri-corpsvista>

Program promotion and recruitment strategies.

With a goal of diversifying candidate selection from varied statewide groups representing non-homogeneous racial, gender and SES populations and geographic locations, recruitment strategies are multifaceted. A brief but inclusive list appears immediately below.

Recruitment

1. The program engages in an annual program promotion drive. An email to all Utah district superintendents and K-12 principals goes out in early August. The email provides succinct information about our program, including the fact that it is offered one evening a week via the UEN broadcast system across the state as well as via a face-to-face format in Davis county. Details are including regarding start dates contact information. We attach an electronic version of our promotional poster to the email, redesigned each year by USU's Regional Campus and Distance Education Marketing Department. In addition, we mail a hard copy of a letter and poster to the same individuals, which we

request be hung on posting boards in faculty areas. A copy of the poster and letter is in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>.

2. College of Education and Human Services recruitment team represents the School Counselor training program at graduate fairs held both within, and beyond, the boundaries of the State of Utah. The person staffing the booth is adroit at pulling up our website, and has pamphlets and other written materials to distribute.

3. The USU Regional Campus and Distance Education department distributes posters, pamphlets, flyers and other written materials at USU Education Centers located across the state of Utah. Please click on this link to view where USU-Regional Campuses are located: <http://www.usu.edu/campuses/>

We seek to support the goal of diversification of the educator workforce

The list below provides a brief overview of methods used by the program to diversify the educator workforce. In addition reading the brief information below, reviewers, please turn to Appendix B, where candidate, student and completer support and follow-up are described and documented in detail.

1. Not included for candidate selection criteria are the following: geographic location, gender, sexual orientation, race, ethnicity, income level, religion, or any other denoting bias.

2. The program funds scholarships for low-income students

3. Graduate/Completer and Employers surveys – described above, these surveys invite feedback from all program completers and their employers. The surveys go out to every program graduate and every employer.

4. Announcements regarding trainings, job openings, conferences, webinars, legislative initiatives, and other information that is relevant to school counseling professionals sent via to all students and completers without regard to any of the possible biases listed in number 1.

We seek to place practicum students, interns and graduates across the state of Utah, in an effort to serve the needs of K-12 students. Table 4.1 is included in this section to provide evidence of our efforts in this objective.

**Table 4.1 USU School Counselor Education Program
Student and Program Completer Placements in Utah School Districts 2012-2014**

School District	No. of Students - Practicum	No. of Students - Internship	No. of Students - Employment
<i>Public Schools</i>			
Alpine School District	18	15	10
Box Elder School District	4	2	1
*Cache School District	10	10	2
Canyons School District	3	5	2
*Carbon School District			1
*Davis School District	13	16	11
*Emery School District	1	1	1
Grand School District	1	1	1
*Granite School District	3	5	4
Jordan School District	2	3	2

Juab School District	3	3	1
Kane School District	1		1
Logan City School District	4	4	4
Morgan School District	2	1	1
Nebo School District	3	5	3
North Sanpete School District	1	1	1
*Ogden City School District	4	2	1
Park City School District	2	1	1
Provo City School District	2	2	1
*Salt Lake City School District	5	5	3
*San Juan School District	1	1	1
Sevier School District	1	1	1
Tooele School District	1	1	2
Uintah School District	1	1	1
*Washington School District	4	4	3
*Weber School District	13	14	9
<i>Charter Schools</i>			
American Academy of Innovation			1
*American Preparatory Academy			1
*Athlos Academy			1
*Fast Forward Charter School	2	1	
*InTech Collegiate High School		1	
NUAMES High School			1
Paradigm Schools 7-12			1
*Providence Hall	1	1	1
*Providence Hall Junior High	1	1	1
*Quest Academy Charter High School		1	1
*Spectrum Academy High School	1	2	2
Thomas Edison Charter School		2	1
*Utah Connections Academy	1		

*Utah International Charter School		1	
Wasatch Peak Academy			1
<i>Private Schools</i>			
Juan Diego Catholic High School	1		
Layton Christian Academy	1		
St. John the Baptist Catholic Middle School		1	1
Telos Academy		1	

***Title 1 School**

Appendix G: Data Quality

Validity and Reliability of Current Data Sources

Name	Respondent or Source	Data Validity and Reliability
Demographic data	Admission applications/student level	Generally accepted to be both valid and reliable as the data is purely descriptive. Much of it may be limited due to the self-report nature of the data.
GPA at various time points	University database/student level	Reliable, content valid.
Course grades	University database/student level	Generally reliable, impacted by changes in faculty. High level of content validity; however, it is unclear whether grades are truly indicative of mastery of course content. Needs further examination
Praxis II Scores	ETS/student level	Psychometric properties established by ETS; strong content validity.
Practicum Classroom Supervisor Evaluation	Classroom supervisors/student level	Good content validity.
Practicum Supervisor Evaluation	Practicum supervisors/student level	See Evaluation folder of this appendix for supporting research. Good content validity.
Internship Supervisor Evaluation	Internship supervisors/student level	See Evaluation folder of this appendix for supporting research. Good content validity.
Graduate Survey Results	Graduates/non-identified student level	Content validity. Concerns related to bias introduced by return rate and possible selection bias.
CEHS Completer Survey Results	Graduates/non-identified student level	Content validity.
Employment information	Graduate or state database	Content validity. Good reliability.
Employer Survey Results	Employers/non-identified student level	Content validity. Concerns related to bias introduced by return rate and possible selection bias. Low sample size issues.
Minutes of faculty meetings	Permanent product from monthly faculty meetings	Content validity. Reliability may be impacted by note-taker bias.
Pilot test of new Practicum and Internship Evaluation forms	Supervisors/instrument level	Content validity. Needs further examination.
2016 CACREP, ASCA, and Utah Model Standards for School Counseling Programs and Praxis Crosswalk alignment	Faculty members/course level	Content validity.