



Assessment Status 2018

Program: MFT
Date: Fall 2018

Overview: The SCP (PPS) program is accredited by the California Commission on Teacher Credentialing (CTC). It also complies with the Board of Behavior Sciences (BBS) standards for education institution.

	Yes	No	Comments
Are PLOs approved and posted on website?	Y		PLOs updated during 16/17 academic year
Is there a current curriculum map?	Y		The Curriculum was updated in AY 17/18. The new PLOs need to be mapped to the BBS standards as well as the CTC standards. This work is currently being done, in the Fall 2018 semester. There is a current curriculum map which uses the CTC standards, it is provided below.
Has a rubric been developed for at least one PLO?	Y		
Has a direct assignment been identified?	Y		Yes, for the research methods PLO, the final project in CPSY 625 Qualitative and Quantitative Research Analysis and Interpretation is being used
Is the annual assessment plan complete?		N	To be completed in the Fall 2018 semester
Are student entry and exit surveys reviewed?	Y		
Has program review been completed for this cycle?	Y		PR completed in 2014
Has the action plan been completed?	Y		Action plan completed in 2014 provided below
What actions have the program taken as a result of	Y		As a result of program review and student feedback (both from focus

annual assessment or program review?		groups and the exit surveys), the curriculum was updated to reflect the ASKA model. Additionally, candidates will now graduate in May rather than August. This will make employability in schools much more feasible.
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Program Learning Outcomes:

I. Current PLOs

- Implementing effective counseling strategies and making appropriate referrals to meet students' diverse social, emotional, academic, and career needs
- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to counsel students both individually and in a group setting
- Applying knowledge of the purposes, characteristics, and uses of different types of assessment
- Using research methods and program evaluations to effectively implement prevention and intervention strategies for diverse youth
- Consulting with parents, teachers and community resources to improve learning and instruction for all students.

When were the PLOs last reviewed or updated?

The PLOs were reviewed and updated during the 2016 – 2017 academic year. The Director of Assessment hosted several PLO workshops and held individual meetings with each department. The faculty updated the PLOs to meet WSCUC standards, reflect the current curriculum, and to align with the CEL mission and goals.

PPS Credential CTC Visit Feedback and Action Plan

June 1, 2015

This action plan contains program observations on the final report from the CTC, feedback from the mid-visit report, and general program observations. If the final report indicated that all standards were met the program will not have any final report findings listed here. However, if there were some standards met with concerns on the final report they are listed. If standards were met with concerns the program must address these issues in the AY 2015-2016. This documents serves to highlight issues raised during the site visit for program leadership and to guide programs in their work during the AY 2015-2016.

Findings on Standards:

After review of the institutional report and supporting documentation, and conducting interviews of candidates, graduates, faculty, employers, mentor counselors, and fieldwork supervisors, the team determined that all program standards are met with the exception of Pupil Personnel Services School Counseling Specialization Program Standards 20 and 31, which are **Met with Concerns**.

School Counseling Program Standard 20: Career Development

Rationale: The standard requires the program *to provide candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools*. The program currently offers a graduate course in *Career Counseling, CPSY 614*, with a special emphasis on multicultural and sociopolitical issues. As evidenced through interviews with faculty and written evidence provided about the course, the course provides candidates a strong grounding in components of a career development program, and a model of program implementation and evaluation. Candidates practice some components of the model through a service learning activity in which they work with local youth in Upward Bound, providing activities on such things as FAFSA completion, connecting school to career, interviews and role plays. Candidates administer a pre- and post-questionnaire to students. However, the program does not yet require candidates to demonstrate their ability to develop, implement and evaluate a career development program in schools. The program faculty is aware of this missing component of the standard, and is planning to assure that it occurs in the coming academic year, as they revise their requirements for the fieldwork and internship experiences of candidates.

School Counseling Specialization Program Standard 31: Fieldwork

Rationale: To develop competency in **all** areas of school counseling and guidance, Standard 31 requires candidates to *demonstrate*

knowledge and skills in applying the themes and functions of school counseling in school settings . . . and to demonstrate the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling in field experience. Through a review of syllabi, and interviews with PPS faculty and adjunct faculty, the program demonstrated that faculty members offer rich theoretical grounding with some practical applications in most aspects of the requirements of school counseling through their required coursework. However, currently, the required assessments of candidate competence in the field experience and internship, as well as minimal face-to-face contact with counselor mentors have impacted the quality of the field-based experiences as a venue in which candidates can demonstrate all aspects of the professional standards. For instance, the current fieldwork evaluation form asks counselor mentors for limited information on candidate competence in the field. Candidates complete a portfolio of activities related to their classes that they have completed in the field. Many of these are related to the standard; yet, key aspects of the standard are not yet demonstrated in practice. The program faculty is aware of this, and has provided evidence that they have a comprehensive rubric in development which will guide future practice of the candidates in the field and be used by the counselor mentors and supervisors to evaluate the candidates. This new rubric, along with assurances that their counselor mentors supervise one hour per week, will allow candidates to demonstrate the skills enumerated in the rubric, and should fulfill the standard.

Final Report		
<p>STANDARD 20: Career Development. The standard requires the program <i>to provide candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.</i> The program currently offers a graduate course in <i>Career Counseling</i>, CPSY 614, with a special emphasis on multicultural and sociopolitical issues. As evidenced through interviews with faculty and written evidence provided about the course, the course provides candidates a strong grounding in components of a career development program, and a</p>	<ol style="list-style-type: none"> 1) In general the competencies need to be demonstrated in their school site. 2) Mentor counselor needs to have more support 	<ol style="list-style-type: none"> 1) Instructor of CPSY 614 is adapting the syllabus to require students to develop, implement, and evaluate a career development program. 2) They are creating the Fieldwork Coordinator position to address this need

<p>model of program implementation and evaluation. Candidates practice some components of the model through a service learning activity in which they work with local youth in Upward Bound, providing activities on such things as FAFSA completion, connecting school to career, interviews and role plays. Candidates administer a pre- and post-questionnaire to students. However, the program does not yet require candidates to demonstrate their ability to develop, implement and evaluate a career development program in schools. The program faculty is aware of this missing component of the standard, and is planning to assure that it occurs in the coming academic year, as they revise their requirements for the fieldwork and internship experiences of candidates.</p>		
<p>STANDARD 31: Fieldwork To develop competency in all areas of school counseling and guidance, Standard 31 requires candidates to <i>demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings . . . and to demonstrate the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the</i></p>	<ol style="list-style-type: none"> 1) Fieldworks mentors are supposed to have two contacts. The Dept. communicates that requirement, but through interviewing students it seems like that isn't happening. Importantly, there isn't any record of these contacts. 2) There is a new counseling 	<ol style="list-style-type: none"> 1) Develop a web based training model for mentors 1.2) Develop a process to track the points of contact (the new Fieldwork Coordinator should have this charge) 1.3) Brainstorm/discuss ways to have extra support for site visits.

<p><i>standards for school counseling in field experience.</i> Through a review of syllabi, and interviews with PPS faculty and adjunct faculty, the program demonstrated that faculty members offer rich theoretical grounding with some practical applications in most aspects of the requirements of school counseling through their required coursework. However, currently, the required assessments of candidate competence in the field experience and internship, as well as minimal face-to-face contact with counselor mentors have impacted the quality of the field-based experiences as a venue in which candidates can demonstrate all aspects of the professional standards. For instance, the current fieldwork evaluation form asks counselor mentors for limited information on candidate competence in the field. Candidates complete a portfolio of activities related to their classes that they have completed in the field. Many of these are related to the standard; yet, key aspects of the standard are not yet demonstrated in practice. The program faculty is aware of this, and has provided evidence that they have a comprehensive rubric in development that will guide future practice of the candidates in the field and be used by the counselor mentors and supervisors to evaluate the</p>	<p>concentration (PCC). Dept. needs to figure out how the PPC relates to the PPS.</p> <p>3) They don't offer anything to thank the mentor counselors. Is that common?</p>	<p>1.4) Develop a rubric with a "menu" of activities that will demonstrate each competency. This could be given to mentor counselors/the district. Perhaps each cohort should develop their activity "menu," because developing these is a key skill once in the field. *</p> <p>*Observations from Advisory Board Meeting</p>
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<p>candidates. This new rubric, along with assurances that their counselor mentors supervise one hour per week, will allow candidates to demonstrate the skills enumerated in the rubric, and should fulfill the standard.</p>		
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Program Observations	Proposed Actions
<p>a) The CTC process was difficult; we could identify a more efficient way to organize RSVPs.</p> <p>b) There seem to be staffing inequities between programs</p> <p>c) There are too many evaluation forms to manage 3 different forms - signature from the student, mentor counselors, Estella forms.</p>	<p>b) In the credential accreditation meeting work on developing a way to analyze staff allotment and hours per student. Is there a way to make staff allotment policies more clear? Work on job descriptions for each credential program area staff</p> <p>c) Evaluation forms must be transitioned to a digital format. This could be in the new AMS system or in Google forms. The fieldwork coordinator should work on this.</p>

Curriculum Map School Counseling Program

Student competencies in the School Counseling Program may be demonstrated by meeting a basic proficiency in each of the 15 specific CTC Standards for School Counseling. The 15 standards are each aligned with specific learning outcomes. The Curriculum Map below lists the 15 general categories, followed by related learning goals in numerical order 1-15. In addition, the School Counseling Program has two additional competencies in Cross-Cultural Counseling (#16) and Assessment (#17). Under each standard, are program outcomes or goals (a, b, etc.). The Key codes describe the various levels of coverage of each School Counseling courses, which are listed across the top of the chart in sequential order.

Key I = Introduced with moderate coverage
M = Moderate Coverage
S = Significant Coverage
C = Comprehensive Coverage

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617	
1. Foundations of the School Counseling Profession (CTC Standard 17)																			
a. Candidates will demonstrate knowledge and the history of the trends of school counseling.	C			M		M	I		I	M		I	M			M		M	
b. Candidates will demonstrate knowledge of how school counseling programs promote student development and learning.		S		M		C	M		I	M		I	M	M		M		M	
2. Professionalism, Ethics and Legal Mandates (CTC Standard 18)																			
a. Candidates will identify ethical principles for school counselors and their application for practice.	C	I	I	I		I	I		I	M			M			M			
b. Candidates will identify the relevant education law and legal issues in the school setting.	C					I	I		I	M			M			M			
c. Candidates will apply ethical and legal standards in working with students and parents.	C					I	M		I	M			M			M			
d. Candidates will know and apply the fundamental practices of the school counselor at different grade levels.	C	I	I	I		I	M		I	M			M			M			
3. Academic Development (CTC Standard 19)																			
a. Candidates will demonstrate knowledge of high school graduation requirements.				I		I	I			I			I		C	I		I	
b. Candidates will demonstrate knowledge and skill in assisting students to develop academic plans.				I		I	I			I			I		C	I		I	
c. Candidates use career and college resources, linking students to post secondary educational opportunities.				I		I	I			I			I		C	I		I	
4. Career Development																			

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
(CTC Standard 20)																		
a. Candidates identify career, occupational, and college counseling approaches with students.		I		I			I						I		C	I		
b. Candidates identify academic and career resources, and the development of effective programs for establishing academic and career plans.		I		I			M			M			M			M		
c. Candidates apply career counseling, interest inventories, and job-seeking skills training.				I			M			M			M			M		
d. Candidates use career and college resources, linking students to opportunities.				I			M			M			M			M		
5. Personal and Social Development (CTC Standard 21)																		
a. Candidates demonstrate skills to assist students in developing personal strengths, values, self-worth, problem solving, decision making, and goal setting.		S		I	I	I	S			M	I	S	S	I	S	S	I	I
b. Candidates demonstrate skill in helping students appreciate cultural diversity and individual differences.		S	M	I	C	I	S	M	M	M	I	S	S	I	S	S	I	I
c. Candidates identify and apply strategies for measuring student social and academic problems.		S		I	I	I	S		I	M	I	S	S	I	S	S	I	I
6. Leadership (CTC Standard 22)																		
a. Candidates demonstrate knowledge of effective leadership strategies in offering programs and individual counseling.		I		I		M		M		I		I	M	I		M		I
b. Candidates demonstrate knowledge of issues relating to educational reform, funding, and school management that promotes student learning.	I			I		M			I	I	M		M	I		M		I
7. Advocacy (CTC Standard 23)																		
a. Candidates demonstrate skills and attitudes essential for advocating for the academic success of students.	I	M		I		M	M			M			M	M		M		I
b. Candidates demonstrate knowledge of barriers and discriminatory practices that limit the future educational outcomes for all students.		M		I	S		M		M	M			M	M		M		I
8. Learning Achievement and Instruction (CTC Standard 24)																		
a. Candidates identify theories of learning, learning styles, and barriers to learning.			M								C		I		M	I	M	
b. Candidates identify assessment data and the special education process for learners with special needs.											C		I		M	I	M	
c. Candidates identify teaching and curriculum standards and productive instructional strategies and classroom environments.											C		I		M	I	M	
d. Candidates demonstrate skills in developing lesson plans, implementing effective											C		I		M	I	M	

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617	
instructional strategies for student learning styles.																			
e. Candidates demonstrate skills in counseling special needs students and addressing barriers to learning, and working with parents, teachers, and school personnel.											C		I		M	I	M		
9. Individual Counseling (CTC Standard 25)																			
a. Candidates will identify the major theories in counseling.		C	I				C	I		C		M	C	I		C		I	
b. Candidates will know the basic counseling skills with emphasis on the school setting.		C		C	M	M	C	I		C		M	C	I		C		I	
c. Candidates will identify and apply basic counseling techniques to individual students.		C	I	C	M	M	C	C		C		M	C	I		C		I	
d. Candidates demonstrate skill in crisis intervention and community referrals.		M		C		M	C			C		I	C	I		C		I	
10. Group Counseling and Facilitation (CTC Standard 26)																			
a. Candidates demonstrate knowledge of group dynamics and skills of group counseling with students.		I		I						C		S		S		S			
b. Candidates demonstrate knowledge of interpersonal communication and group process in facilitating group work.		I		I						C		S		S		S			
c. Candidates practice planning and developing a group that identifies and meets the needs of a specific group of students.		I	I	I						C		S		S		S			
d. Candidates practice conducting and evaluating a group counseling session that develops awareness and skills for students.		I		I						C		S		S		S			
11. Collaboration, Coordination and Team Building (CTC Standard 27)																			
a. Candidates demonstrate skills in consulting and collaborating with school staff, parents, individuals, groups, and community agencies.		I		I		M	S		I	S			S	C	I	S		C	
b. Candidates possess skills in building effective teams of school staff, parents and community members to promote student learning.		I		I		M	S			S			S	C	I	S		C	
c. Candidates know and apply consultation strategies and principles for working with school systems.				I		M	S		I	S			S	C	I	S		C	
12. Organizational Systems and Program Development (CTC Standard 28)																			
a. Candidates understand organizational theory and it applies to the structure, dynamics and cultural contexts of schools.				I	M	M	I					I	I	M		I		M	
b. Candidates have skills to develop, implement and evaluate guidance programs as part of an overall school plan.				I		M	I			I		I	I	M	S	I		M	
13. Prevention, Intervention and Training (CTC Standard 29)																			

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
a. Candidates will identify and apply prevention and early intervention strategies for identifying and addressing student problems or issues.		I		I		C				M					I			
b. Candidates will identify and apply approaches for developing family-school collaborations and relationships.		I		I		C				M					I			
c. Candidates recognize the coordination of comprehensive support services for students utilizing school and community partnerships and resources.		I		I		C	C			M			C	M	I	C		M
d. Candidates can identify a prevention or intervention approach or program to meet student needs.		I		I		C				M					I			
e. Candidates create working relationships and coordinate services with school, community, and family to impact student success.		I		I		C	C			M			C	M	I	C		M
14. Research, Program Evaluation and Technology (CTC Standard 30)																		
a. Candidates identify strengths and weaknesses of the basic qualitative and quantitative research designs, statistical methods and are able to evaluate published research.		I			I				C			M						
b. Candidates demonstrate knowledge and skills of needs assessment, program evaluation, and the use of technology in disseminating program evaluation data.		I				S	I		C	I		M	I			I		
15. Field Experience (CTC Standard 31)																		
a. Candidates develop effective counseling skills with students, parents, school staff and other working professionals.		I		I		I	C			C			C	C		C		M
b. Candidates demonstrate skill in program development and evaluation.		I		I		C	C			C			C	I		C		I
c. Candidates receive regular and formal feedback and evaluations of their field experience by mentor counselors and program faculty.					C					C			C			C		
16. Cross Cultural Counseling																		
a. Candidates will recognize the effects that culture, race, ethnicity, class, gender, and sexual orientation have on the performance of youth in schools.		S		I	C				M				I			I		
b. Candidates will recognize the cultural values and beliefs among dominance ethnic groups in the U.S. and diversity within each group.		S		I	C				M				I			I		
c. Candidates will identify socio-cultural issues that influence cross-cultural interactions in the school environment.		S		I	C				M				I			I		
d. Candidates will promote ethnic and cultural identity development and a healthy climate that respects diversity throughout the school.		S	I	I	C				M				I			I		

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617	
e. Candidates will demonstrate increased knowledge and skills in providing culturally appropriate counseling to support the personal and academic success of diverse youth.		S		I	C				M				I			I			
17. Assessment and the Counselor																			
a. Candidates demonstrate knowledge of test construction, testing instruments, and their biases or limitations.									I		I				I			C	
b. Candidates demonstrate skill in administering and interpreting tests to effectively use the information for counseling, planning, and consulting with teachers and parents.									I		I				I			C	
c. Candidates demonstrate skills in using assessment information for developing personal counseling goals.									I		I				I			C	