Attallah College of Educational Studies
CAEP Self-Study Addendum
September 2019
Advanced Standards

Standard A.1. Content and Pedagogical Knowledge

CAEP Standard A.1: Advanced Preparation Content and Pedagogical Knowledge. The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of P-12 students toward attainment of college- and career-readiness standards.

Tasks to be completed by the team, including following up on evidence inconsistent with meeting the standard. Use the following three prompts for each task(s). Add tasks as necessary.

Questions for EPP concerning additional evidence, data, and/or interviews:

CAEP Feedback: Where are three cycles of data for Praxis Scores?

EPP Response: We have included the full three cycles of Praxis Scores A-0001. The Praxis exam is a culminating knowledge and practical skills exam administered by ETS. ETS Praxis technical Manual A-0002 and more information is provided on the ETS Praxis Information A-003. Across the three years of data presented, all students have passed the PRAXIS exam at or above the passing score of 156, demonstrating that all program completers have achieved mastery of the skills measured by this exam (i.e., Foundations of School Counseling, Delivery of Services, Management, and Accountability). The PRAXIS exam also provides data regarding raw scores earned by program completers, as well as the average performance of all test takers on each subtest. Looking at the 3 years of data as a whole, only on 5 subtests (4%) did our program's graduates perform below the average performance range. In contrast, of the 136 subtests completed by 34 School Counseling program graduates, 96% performed at or above the average performance range, with 29% performing above the average performance range. As a whole, these data suggest that upon program completion, our program's graduates are exceptionally qualified regarding the advanced content for the specialization of school counseling.

Evidence in need of verification or corroboration:
- Portfolio scores A-0004
- Portfolio rubric A-0005
- Portfolio description A-0006
- Portfolio Reliability and Validity A-0007
- School Counseling Program Summative and Formative Assessments Document A-0008

CAEP Feedback: A.1.1.6. Portfolio scores evidence is unclear as to what is being assessed and what the scores mean.

EPP Response:

- We have updated our tables to include 3 years of data for the portfolio assessment. The portfolio assignment descriptions are found in the student handbook A-0009 (pages 29-31), and is utilized by the program as a final demonstration of mastery of the advanced standards in school counseling prior to graduation. In this assignment, candidates prepare a professional portfolio based upon work they have completed in their field during their internship year. We have included this assessment as a final demonstration of mastery in addition to the PRAXIS exam (national, standardized assessment) and fieldwork self and supervisor evaluations in order to have our faculty be able to directly rate evidence of our program completers' skills and abilities in the field. For an overview of how the three different measures that the program uses to evaluate program completers' final mastery of advanced competencies in school counseling, please see the school counseling program summative and formative assessments document A-0008.
- Additionally, the portfolio assessment captures information regarding candidates' evidence regarding their progress on the Program Big Ideas, which we use to as measurements of soft skills and dispositions essential to the practice of school counseling. Information about the development of this assessment, including demonstration of content validity and reliability is provided A-0007.
- As shown on the rubric, artifacts from the portfolios are assessed on a 3-point scale.
    - A score of 3 indicates that the artifacts are of a quality and level of sophistication expected for an advanced entry-level school counselor.
    - A score of 2 indicates that artifacts are of a quality and level of sophistication expected for an adequate entry-level school counselor
    - A score of 1 indicates that the artifacts are not connected to the domain, or of insufficient quality for an entry-level school counselor.
- Across the three years of data provided, our program completers have consistently provided evidence that they are ready at an average or advanced level for entry into the profession of school counseling across the ASCA model standards of practice and Program Big ideas.

CAEP Feedback: The Portfolio Scores and assignments were not discussed in the SSR

EPP Response: The portfolio is discussed in the Student Handbook A-0009 Additional information about this assessment is provided Reliability and Validity of Portfolio Evaluation A-0007.

Questions for EPP concerning additional evidence, data, and/or interviews:

CAEP Feedback: What is the purpose of the portfolio and where is it delivered during the course of a candidate's coursework?

EPP Response: The purpose of the portfolio is to provide a summative assessment of the work products produced by our school counseling program interns, as rated by our program faculty. This serves as one of four summative assessments, the only one that is evaluated by our program faculty, please to review the school counseling program summative and formative assessments document A-008.

The portfolio is prepared and evaluated at the culmination of the internship experience, and serves as a demonstration of mastery for the completion of the MA in school counseling degree.

Evidence in need of verification or corroboration:
- Systems Change scores A-00010
- [Key Assignment 3 year Table A-00011](#)

CAEP Feedback: The data in the spreadsheet is difficult to understand.

EPP Response:
- [Systems Change Key Assignment Description (page 4)](#)A-00012
- [Systems Change Rubric](#).A-00013
- [Reliability and Validity of Key Assignments Document.](#)A-00014

The Systems change project is a key assignment that students complete during their final semester in the school counseling program. The assignment is embedded in [CSP 618](#): Best Practices in School Counseling. Further details are provided on the key assignment description [CSP 618 syllabus](#) A-00073 (page 4), [Systems Change Project Rubric](#) A-00012. Further information about [all key assignments](#) A-00014 can be found on our overview of key assignment reliability and validity. This specific key assignment measures candidates' skills in three of the CTC specialization standards for School Counseling: Collaboration, Coordination, and Team Building, Organizational and System Development, and Research, Program Evaluation and Technology. The rubric yields scores from 1 = insufficient , 2 = Developing, 3 = Sufficient, to 4 = Artisan.

The scores presented in the table for the systems change project key assignment are average scores earned over all categories on the rubric. When analyzing these data, the faculty examine both mean and median scores as measures of central tendency in order to make decisions about student progress and areas for potential program change or improvement.

In 2018-2019, the mean score across all ratings was a 3.78 and the median scores were all either 3 or 4, indicating that most student work was either in the Sufficient (3) or Artisan (4)

rating levels. In 2017-18, the mean score was a 3.4, indicating again that most student work was either in the Sufficient (3) or Artisan (4) rating levels. In 2016-2017, the average score was a 4, indicating that the small number of assignments (n=5; small cohort) reviewed that year was of Artisan level.

Excerpt from SSR to be clarified or confirmed:

CAEP Feedback: In addition, the final semester of fieldwork, students complete a final Systems Change Project. The Systems Change Project is described this in the key assignment protocol.

EPP Response: Please see the response above. Additionally, please find evidence regarding the [performance of our candidates in relation to peers](#) A-00015 as well our [School Counseling focus group meeting](#) A-00016.

Questions for EPP concerning additional evidence, data, and/or interviews:

CAEP Feedback: What does the spreadsheet data show with regard to candidates' grasp of dispositions necessary to demonstrate positive impact on all P-12 students' learning and development?

EPP Response: Dispositions and soft skills required for success in the field of school counseling are assessed via the School Counseling Program's 8 Big Ideas. These are presented to students in the Handbook, on the website, and on each syllabus in the school counseling program. The Program Big Ideas are:
1. Collaboration
2. Oral Communication
3. Self-Reflection and Tolerance for Ambiguity
4. Written Communication
5. Commitment to Service and Advocacy
6. Building Solutions for Students Through and Appreciation of their Strengths and Resources
7. Understanding Children as Individuals and Participants in Systems
8. Time Management and Organizational Skills

These Big Ideas are assessed in a variety of formative and summative ways throughout a candidate's time in our program. First, they are assessed in the First Year Review. Most importantly, they are rating throughout a candidate's field-based experiences; once at the culmination of the practicum semester (200 hours; self-evaluation and supervisor evaluation), at the mid-way point in internship (300 hours; self-evaluation and supervisor evaluation), at the end of internship (conclusion of 600 hours; self-evaluation and supervisor evaluation), and at the portfolio evaluation (faculty evaluation of candidates). For further information on each of these assessments, as well as content validity evidence for the Program Big Ideas, please see the [Reliability and Validity document for the First Year Review](#) A-00017, Reliability and Validity

document for the Practicum and Internship Evaluations A-00018, and for the Portfolio Evaluations A-0007.

School Counseling First Year Review A-00019

Data were available for two years of the First Year Review A-0019. We have conducted this review for many years, but only began formally recording the data in 2018. Previously (and this continues), the faculty discussed the results of the First Year Review in a program cluster meeting (monthly meetings attended by all fully time faculty and staff in the School Counseling Program cluster), and made plans for remediation of any student who did not receive scores of 2 or higher). As of the writing of this document, we have data for the faculty ratings of the First Year Review, which are summary ratings of a student's overall responses to each of the Program Big Ideas. The faculty have decided to also begin documenting each of the students' self ratings for each Program Big Idea from this point forward. As seen in the data tables, over the past two years, faculty have rated candidates with median scores of 3 (student is in good standing and there are no concerns). A few students have ratings of 2 (Student is in good standing but there are concerns and the faculty believe he or she needs additional support).

Practicum and Internship Self Assessments (3 years) A-00020 and Supervisor Assessments (3 years) A-00021-01

Data were available for 3 years of internship (self and supervisor) evaluations, 2 years of practicum (self and supervisor) evaluations (practicum evaluations began formal data collection in 2017; we will have 3 years of data by summer 2020), and 3 years of portfolio evaluations. Please note that, as described in the Practicum and Internship Reliability and Validity Document, the forms used until 2019 did not include 3 of the program Big Ideas: Commitment to Service and Advocacy, Building Solutions for Students Through and Appreciation of their Strengths and Resources, Understanding Children as Individuals and Participants in Systems. These will be included on all forms moving forward, beginning in the 2019-2020 academic year.

In examining the practicum evaluations that are available, all scores for both self-evaluations and supervisor evaluations had mean and median scores of 3 and above. The rubric utilized indicates that a score of 3 means that the candidate is "Ready to begin final fieldwork - Very good or confident and functions independently with little or no supervision," and a score of 4 represents that the candidate is "Ready to begin final fieldwork - Superior or very confident and shows exceptional skill or knowledge." Therefore, the results of the practicum and self and supervisor ratings suggest that our candidates are demonstrating the necessary dispositional skills in the field at the practicum level.

In examining the internship evaluations that are available, all scores for both self-evaluations and supervisor evaluations had mean and median scores of 3 and above. The rubric utilized indicates that a score of 3 means that the candidate is "Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision," and a score of 4 represents that the candidate is "Ready to enter field as a

professional - Superior or very confident and shows exceptional skill or knowledge." Therefore, the results of the internship and self and supervisor ratings suggest that our candidates are demonstrating the necessary dispositional skills for an entry-level school counselor.

Portfolio Evaluations (3 years)

Finally, dispositions (Program Big Ideas) of candidates were also rated by program faculty in the portfolio assessments. There are completed at the culmination of the internship year, and faculty are rating artifacts provided by each student that document their progress on each of the Program Big Ideas as well as the ASCA domains of practice. Two years of portfolio data are available as of the drafting of this report. Additional data will be collected in Spring 2020. As seen in the data tables, the mean and median data for the portfolio assessment were between 2 and 3 for all Program Big Ideas assessed. This suggests that the faculty rated our students' documentation of their progress on these Big Ideas as "Artifacts are of a quality and level of sophistication expected for an advanced entry-level school counselor; Rating = 3" or "Artifacts are of a quality and level of sophistication expected for an adequate entry-level school counselor; Rating = 2."

As a whole, the faculty's analysis of candidates' dispositional assessments is that our students are developing well across all Program Big Ideas. As a result of our analyses of these data, the faculty have decided to continue our coursework and fieldwork supports that are preparing candidates in their skills and abilities covered by the Program Big Ideas.

Standard A.1. Area for Improvement

CAEP Feedback: The EPP does not demonstrate that the assignment and assessment data meet CAEP Sufficiency Requirements regarding reliability and validity.

Rationale: No information is presented on the quality of assessment and data for EPP assessments and assignments used to show progress monitoring of candidates.

EPP Response: We have drafted several documents that provide information regarding the development, validity, and reliability of the assessments used throughout the School Counseling program to evaluate our candidates' progress, as well as to evaluate the program and make data-based decisions regarding program improvement.

Reliability and Validity Document for Key Assignments – A-00014
Reliability and Validity Document for Surveys – A-00021
Reliability and Validity Document for Practicum and Internship Evaluations -A-00018
Reliability and Validity Document for Portfolio Evaluations – A-0007
Reliability and Validity Document for First Year Reviews – A00017
Reliability and Validity Document for Supervisor Feedback Evaluation -A-00022

In addition, we use one Standardized Assessment Prepared by the Educational Testing Service (ETS), the Praxis Exam in School Counseling.

For reference, all of our data utilized for measurement of content and pedagogical knowledge are also available here:

- SC Key Assignments data compilation – three years – 2016-2017 – 2018-2019 – A-00011
- Praxis Scores – A-0001
- SC practicum and Internship Self-Assessment A-00020
- Supervisor Assessment A-00021-01 scores for 3 years
- SC Portfolio A-0004

Standard A.2. Clinical Partnerships and Practice

CAEP Standard A.2: Advanced Preparation Clinical Partnerships and Practice. The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Tasks to be completed by the team, including following up on evidence inconsistent with meeting the standard. Use the following three prompts for each task(s). Add tasks as necessary.

Evidence in need of verification or corroboration:

- Systems Change scores A-00010

CAEP Feedback: The data in the spreadsheet is difficult to understand.

EPP Response: The Systems Change Project is an example of a co-constructed fieldwork project that the school counseling students complete as a service to their fieldwork school sites. As discussed in the Systems Change Assignment Protocol A-00012 (page 4-6), students begin this project by asking for challenges or problems occurring at their school sites. They then conduct a thorough program evaluations and compile a report to be shared with the school's administration that outlines the results of the evaluation and presents a detailed plan for system change. Throughout this project, students work with both school site staff and supervisors as well as their Chapman instructor to ensure a competent and helpful final product.

This project is evaluated via the Systems Change Rubric A-00013 on a 4 point scale (1 = Insufficient, 2 = Developing, 3 = Sufficient, 4 = Artisan). The data presented in the table are average scores across all ratings on the rubric over three years of student projects. Across all of the years, mean and median scores are at or above 3, indicating that the students all demonstrated Sufficient or Artisan level across the various CTC standards and Program Big Ideas assessed via this project.

Excerpt from SSR to be clarified or confirmed:

CAEP Feedback: In addition, the final semester of fieldwork, students complete a final Systems Change Project. The Systems Change Project is described this in the key assignment protocol.

EPP Response: The Systems Change Project is an example of a co-constructed fieldwork work project that the school counseling students complete as a service to their fieldwork school sites. As discussed in the [Systems Change Assignment Protocol](#) A-00073 (pages 4-6), students begin this project by asking for challenges or problems occurring at their school sites. They then conduct a thorough program evaluation and compile a report to be shared with the school's administration that outlines the results of the evaluation and presents a detailed plan for system change. Throughout this project, students work with both school site staff and supervisors as well as their Chapman instructor to ensure a competent and helpful final product.

Questions for EPP concerning additional evidence, data, and/or interviews:

CAEP Feedback: What does the spreadsheet data show with regard to candidates' grasp of dispositions necessary to demonstrate positive impact on all P-12 students' learning and development?

EPP Response: Candidates' grasp of the dispositions necessary to demonstrate positive impact on all P-12 students' learning and development are measured via the Program Big Ideas. A full response for how these Big Ideas assess soft skills and dispositions, as well as which of our measures document student progress on these has been provided in Standard 1.

With regard to this key assignment in particular [Systems Change Assignment Description](#) (pages 4-6) A-00073 and the Systems Change Data table A-00010 the skills demonstrated in this assignment would have an indirect impact on all students' learning and development, as the project itself focuses on systems level program evaluation and data-based decision making. Although not a dispositional skill, the ability to systematically and collect data, interpret those data, and communicate their findings from the data in a way that is accessible to a variety of educational stakeholders is an invaluable skill in helping to support all students in a school's community. The Program Big Idea assessed in this particular assignment is Written Communication.

Standard A.2. Areas for Improvement

CAEP Feedback: A.2.1. The EPP does not co-construct or share responsibility with P-12 partners technology-based collaborations for clinical preparation to provide continuous improvement of candidate preparation.

Rationale: The EPP did not discuss or provide evidence as to how they will work with P-12 partners to co-construct and improve clinical preparation for candidates.

EPP Response: The program has been working collaboratively with our P-12 partners to ensure quality clinical preparation experiences for our candidates. Historically, most of the direct interactions with the program and fieldwork partners has occurred within the practicum and internship courses. For example, each instructor for practicum and internship reaches out to each fieldwork site and supervisor several times per semester check on candidate progress, solicit supervisor feedback, and offer assistance or clarification regarding expectations or experiences. A summary of how this communication occurs between Chapman and our field site partners is outlined in our supervision communication document A-00023.

Additional interaction with our partners has been helping is to collaboratively make program improvements and adjustments. For example, we have been sharing information about our program with the Attallah College Superintendents and Presidents Advisory Council A-00024 including discussing information about our candidate's skills and abilities at each stage of fieldwork. At the Advisory Board meeting in August, 2019, the program received very positive feedback about the readiness of our candidates for school counseling internship; in fact, we also received direct requests for more school counseling interns at certain districts, given that our students are highly skilled in the high demand areas of mental health and counseling. Additionally, the participants expressed great enthusiasm for hiring our student's post-graduation, given their strong knowledge and abilities in these areas.

The program has completed a new School Counseling Fieldwork Manual A-00025.This manual explains the processes, expectations, and requirements for the Practicum and Internship fieldwork requirements in the program. The manual's details with regard to fieldwork expectations help to clarify the expected progression of tasks, skills, and responsibilities of fieldwork students as they progress from practicum to internship. In addition, the manual provides guidance regarding supervision, as well as an overview of all school site-based assignments that the students will be completing in collaboration with their schools (e.g., group counseling project). These assignments are designed to address varied components of clinical practice and build on one another. The assignments become progressively more complex as the student moves through the program. This handbook was provided to all of our district partners in fall, 2019.

The program is co-developing, with our partners', a full resource website for all of our district partners and supervisors. This site will house the fieldwork handbook, as well as additional resources for supervisors and practicing school counselors. On our supervision resource page, we will offer supervision-related videos, they will be focused on various supervision approaches and procedures. The training videos will assist supervisors in accurately identifying the supervisee's current stage and providing feedback and support appropriate to that developmental stage, while at the same time facilitating the supervisee's progression to the next stage. We anticipate this website to be live early in 2020.

Finally, the program will be engaging all district supervisors and other stakeholders in at least one live webinar per semester, via Adobe Connect, starting in fall 2019. This would include features such as live chat, as well as the ability to record the entire discussion and provide a link to anyone who was not able to attend. We will utilize this opportunity to share information about the program, dialog with our stakeholders about the ways in which the program is meeting current and future needs of our p-12 partners and respond to any questions that our supervisors might have.

CAEP Feedback: A.2.2. The EPP does not demonstrate that clinical experiences promote specialty-area specific application of content knowledge and general skills.

Rationale: The EPP did not discuss the progression of the clinical experiences and how those experiences are varied and developmentally progressive.

EPP Response: The program has completed a new School Counseling Fieldwork Manual A-00025. This manual explains the processes, expectations, and requirements for the Practicum and Internship fieldwork requirements in the program. In addition, the manual provides guidance regarding supervision, as well as an overview of all school site-based assignments that the students will be completing in collaboration with their schools (e.g., group counseling project). These assignments are designed to address varied components of clinical practice and build on one another. The assignments become progressively more complex as the student moves through the program. This handbook was provided to all of our district partners in fall, 2019.

The program is still working on a full resource website for all of our district partners and supervisors. This site would house the fieldwork handbook, as well as additional resources for supervisors and practicing school counselors. On our supervision resource page, we will offer supervision-related videos, they will be focused on various supervision approaches and procedures. The training videos will assist supervisors in accurately identifying the supervisee's current stage and providing feedback and support appropriate to that developmental stage, while at the same time facilitating the supervisee's progression to the next stage. We anticipate this website to be live early in 2020.

Additionally, the program plans on engaging all district supervisors and other stakeholders in at least one live webinar per semester, via Adobe Connect, starting in fall 2019. This would include features such as live chat, as well as the ability to record the entire discussion and provide a link to anyone who was not able to attend. We will utilize this opportunity to share information about the program, solicit feedback from out stakeholders, and respond to any questions that our supervisors might have.

Finally, the program co-creates our fieldwork experiences via communication with our SC stakeholders focus group (more information on the Focus Group A-00026). During this annual SC stakeholders focus group we have stakeholders that represented five different school districts, all of these individuals are leaders in their field of school counseling in Orange County,

and who are involved in the hiring process of new school counselors. We had the following representatives in attendance: Coordinator, Counseling and Student Support, Capistrano Unified, Counselor, Education Services, Irvine Unified School District, School Counselor, Santa Ana Unified, a School Counselor, and a Guidance Counselor, Saddleback Valley Unified.
In the most recent meeting (Spring 2019), we had an extended discussion regarding the program's strengths, areas for improvement, and suggestions from supervisors regarding the skills and other qualifications that they most value in practicum students, interns, and new school counselors. Although the majority of this feedback was positive and encouraged us to keep doing what we were doing (e.g., Chapman students are valued because they are so knowledgeable about mental health and counseling), we brought the results of this dialogue back to our CSP program meeting for discussion. For example, several of the stakeholders mentioned that they would like Chapman counseling supervisors to begin the year with a site visit to discuss expectations in person. We have incorporated their feedback into our supervisor training and will be providing early semester site visits for all supervisors that request them and the supervision communication A-00027.

CAEP Standard A.3. The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

Tasks to be completed by the team, including following up on evidence inconsistent with meeting the standard. Use the following three prompts for each task(s). Add tasks as necessary.

Evidence in need of verification or corroboration:
- First Year Review A-00019
- Mid-semester discussion of candidate progress A-00028
- Student First Year Review Rubric A-00029

CAEP Feedback: Faculty Monitoring Plan.

EPP Response:
One of the key aspects of assisting students in making progress and being prepared for effective work in the field is clearly outlining expectations and goals across their time in the program. As well as implementing check points throughout the program to offer feedback and skill enhancement opportunities. The school counseling program does this in a few coordinated ways.

At the beginning of the year students are provided with an updated fieldwork handbook, this handbook includes expectations for the students, course sequences, and a calendar of important events (Pages 17-20) A-00025 expected to occur during each year. Students are encouraged to refer back to this document to make sure they are progressing through the required steps.

Supervised by our Director of Counseling and School Psychology programs and the Program Coordinator of School Counseling, the school counseling program provides updates to candidates about their **progress toward their credentia**l twice per semester for the duration of the program.

Please see page 5 of the [school counseling handbook](#) A-0009 for details related to the credential progress monitoring.

Throughout their time in our program, students will be completing various tasks toward the completion of their California Pupil Personnel Services Credential. The credential is required for practice in California's schools, and candidates will be recommended for this credential shortly after successful completion of the program if they complete all steps in this process in a timely manner.

The credential monitoring process includes the following steps:

Students in the program receive updates regarding their progress toward completion of all credential related tasks and activities 2-3 times per semester. Students receive this information via email from the program administrative coordinator, the program director will also be copied on this information- in order to ensure constant communication regarding progress.

In addition, the program coordinator verifies that all the required documents have been received and tasks have been completed at the end of each year in the program. This includes verification of each of the milestones listed below prior to the commencement of fieldwork, as well as the verification of successful completion of all coursework and fieldwork hours at the end of the final year of the program.

In addition, students are monitored and provided with on-going feedback throughout their time in the program. After the first semester of their first-year students engage in a **first-year review** process. This process involves the student writing an essay reflecting on their progress in the program big ideas and sharing this with faculty (all CSP program faculty participate, students are assigned to faculty reviewers at random). Faculty also meet prior to these reviews to gather data from all involved faculty and provide thorough feedback to the student on their progress and performance. In order to enhance skills and prepare students for their profession further, faculty and students collaboratively set goals in this meeting. They also identify points for reflection and continuous progress monitoring. See [first year review information](#) A-00017. As this is a relatively new process in our school counseling program, we have two years of data from the first-year review A-00019 and will have a third year of data this spring.

In addition to the first-year review, at the **mid-point of each semester in the program**, the faculty collaborate and share data from their classes to determine whether or not a student in making adequate progress and performing effectively. Faculty then rate candidates according to the following rubric:

3= Student is in good standing and there are no concerns

2 = Student is in good standing but there are concerns and the faculty believe he/she needs additional support

1 = Student is not in good standing and should not continue in the program

If at any point during these progress monitoring and quality checks students are identified in need of additional support, they are immediately required to meet with the program coordinator or director and another supportive faculty member. They work with the faculty to identify the areas of improvement required and an academic support plan is drafted. The student and faculty provide input and they all agree to the plan. The plan includes how progress will be monitored, the types of supports needed to make progress, and a follow-up is schedule. The academic support plan A-00030.

CAEP Standard A.4: Satisfaction with Preparation

CAEP Standard A.4. The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

Tasks to be completed by the team, including following up on evidence inconsistent with meeting the standard. Use the following three prompts for each task(s). Add tasks as necessary.

CAEP Feedback: Seek additional program impact evidence.

What was provided:

- Satisfaction of employers and employment milestones
- Graduate Outcome Survey results 2016
- Exit Survey results 2017-2019

Please note: 2018-2019 Graduate Outcome Survey is still active.

EPP Response: We have updated our exit survey and graduate outcome survey tables to include 2019 data. However, both surveys are still open and currently response rates are too low to close them. In addition to the college-wide efforts to contact employers A-00034 we have been gathering information on our graduates in a number of ways. First, we are using the members of Attallah College Advisory Council to provide general feedback about the types of school counselors they are looking to hire. In the August 2019 meeting, the Advisory Council confirmed that they were most interested in hiring school counselors with a strong preparation in mental health, and particularly those with dual licensure (meaning a School Counseling credential and eligibility for a Professional Clinical Counselor License), which many of our graduates are and the meeting minutes can be A-00024. Additionally, we are using our Annual School Counseling Focus Group meeting minutes A-00016 to provide feedback regarding the

performance of our graduates in the field. As practitioners and district leaders, they are able to provide information regarding they types of positions being offered in their districts, the skills that hiring committees are looking for, as well as, when applicable, the performance of our students in both the interview process and on the job. We had the following representatives in attendance: Coordinator, Counseling and Student Support, Capistrano Unified, Counselor, Education Services, Irvine Unified School District, School Counselor, Santa Ana Unified, a School Counselor, and a Guidance Counselor, Saddleback Valley Unified.

We also review graduate outcome surveys and exit surveys annually at our CSP program retreat A-00035 in the fall, The program faculty and staff review each year, and the resulting discussions have resulted in program modifications. For example, based on feedback from the exit surveys in 2015 and 2016 that mentioned a desire to have learned more about a counselor's role in 504 evaluations and the MTSS (Multi-tiered systems of support) model, the faculty created a new course A-00036. This year, we reviewed the results as well as the general trends over the past few years. Across all items, our graduates are reporting being at least moderately well prepared (scale is from 1= *not at all well* to 5 = *extremely well*, more information on the exit survey A-00021 across all areas asked on the survey, which align to the CTC specialization standards for School Counseling. We did notice that one respondent from this past year's completers noted that they felt *not at all well* prepared with the CTC standard that addresses preparation to work with teachers on issues related to curriculum and instructional strategies. This cohort of students did not take the new course designed to meet these needs (CSP 600), and the faculty decided to watch for a trend in this area regarding next year's exit survey results.

Excerpt from SSR to be clarified or confirmed:

> **CAEP Feedback:** The SSR indicates on pages 5-6 that the Pupil Serves credential program was approved by the Commission on Teacher Credentialing in 2004.

> **EPP Response:** The Commission on Teacher Credentialing (CTC) initial approval date for the school counseling program A-00037 was 2004.

Questions for the EPP concerning additional evidence, data, and/or interviews:

> **CAEP Feedback:** Given that the EPP has been offering a program leading to the California Pupil Personnel Services credentials for several years, does the EP have additional program impact evidence available for review?

The Commission on Teacher Credentialing (CTC) initial approval date for the school counseling program A-00037 was 2004.Since that time, the program went through a full site-visit review and obtained a renewal of its approval in 2011 https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2011-03/2011-03-

item-18.pdf. A-00074 Although those materials were not available to us as of the drafting of this report, we do have anecdotal data regarding the success of our program in producing high performing school counselors. At a special board meeting of the Orange County Department of Education in the spring of 2019 (CDE School Counselor and School Counselor Advocate Award Ceremony A-00038), three school counselors (Katerina Sorrell, a 2014 graduate, Andrew Fredriksz, a 2016 graduate, and Beau Menchaca, a 2002 graduate) were recognized as School Counselors of the Year. These counselors represented three different districts, but what they had in common was that all three were alumni of our Chapman School Counseling Program.

> **CAEP Feedback:** The SSR includes non-active links to document that may contain additional P-12 impact data analyses. Are these reports and evidence available for review?

> **EPP Response:**

> - We should now be able to include workable links into the AIMs system. This problem should be solved now. We tested the process with the CAEP lead reviewer on 8/8 and it was successful.

Stipulation:

> **CAEP Feedback**: The EPP does not provide sufficient evidence to meet Standard 4.

> Rationale: Programs leading to the Pupil Personnel Services credential in School Counseling have been offered by the EPP for several years, however three cycles of data were not presented in the SSR or attached documents.

> **EPP Response:** In all possible cases, three years of data have been provided. Across the school counseling program, there are a few cases when this was not possible. For example, we have two key assignments which were formally added as key assignment in 2018-2019. These assignments have been a part of our program for many years, but formal data collection began in 2018-2019. Additionally, there are only two years of data for our Portfolio assessment and for the Practicum Self and Supervisor fieldwork evaluations. For each of these assessments, modifications were made to the assignments that caused a disruption in data collection. Across all assessments, data will continue to be collected annually.

Standard A.5: Quality Assurance and Continuous Improvement

CAEP Standard A.5. The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program

elements and capacity, and test innovations to improve completes' impact on P-12 student learning and development.

Evidence that is Inconsistent with meeting the standard:

CAEP Feedback: TE_Appropriate_Placement_Table_2017-18.pdf The programs reported in this evidence file are all initial. Therefore, they do not provide evidence on A.5 for advanced programs.

EPP Response: This should not have been connected here. It is evidence in initial (TE).

CAEP Feedback: A1.2 ALOAR_Template_2017-18 A-00040. The template demonstrates that the EPP could evaluate programs annually on based on student learning outcomes, but does not provide evidence that it does

EPP Response: Each year the school counseling program complete a process that leads to the Annual Learning Outcome Assessment Report (ALOAR). These reports focus on the critical program learning outcomes of the program and use data to support student progress in these areas. The program director/coordinator completes these reports using data provided by faculty throughout the year. The data are derived from the key assignments and associated rubrics (not hyperlinked here) A-00075-A-00087 Please see evidence of the affiliated reliability and validity of rubrics A-00014 The assignments are directly linked with the program learning outcomes.

Once the report is complete it is shared at the program and university wide level. At the university level the University Assessment Committee reviews the report, assesses the program for potential improvements based in current year submissions as well as growth over time. The University Assessment committee is looking at program learning outcomes, student learning outcomes, associated key assignments, and student outcome scores on those assignments. The goal of the committee is to support programs in aligning learning outcomes, assignments, data collection, and data reliability to ensure students' academic experience is of a high-quality year over year. Additionally, once the Assessment Committee reviews, scores, and provides written feedback this information is shared with the faculty senate for review. Once this process is complete the review is shared with the Dean of the College and the Programs. At the program level the data are presented to the faculty at an annual 2018 cluster retreat A-00039. The faculty review the program learning outcomes, the data associated with each one, and discuss areas of growth for the program. These areas can include ways to enhance learning and skills related to each program learning outcome, the data collection process itself, or how the program learning outcomes currently represent the professional development and needs of our students in the field. These data are used in conjunction with the program annual report data[1].

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[1] Program Annual Data are shared with programs who are then required to write Annual Reports. These are key components of program improvement for all programs in the Attallah College. Programs received annual and term over term data in the area of admissions, student progress and support, student performance and assessment, clinical experiences assessment, graduate

The School Counseling Program Annual Reports are also used as source of data and progress monitoring/feedback for program improvement and development. The annual report template[2] A-00040 include information about the program from a number of perspectives including (admissions, student progress and support, student performance assessment, clinical experiences assessment, graduate outcomes, and program review information). In this process programs are required to respond to the ways in which these data are promoting general program improvement as well as individual level student experiences.

During the cluster meeting data review process, the faculty also review the self-assessment A-00020 and supervisor assessment evaluations A-00021-01 of the students in both practicum and internship as well as assess the reliability and validity of the fieldwork evaluations. A-00022 Furthermore, student performance on the Praxis exams (reliability and validity are established A-0001 as acceptable per CAEP) from the past 3 years. All these data are combined to make decisions about the program including establishing priorities, identifying potential skill deficits and supports required, enhancing specific program elements, testing current/new processes, and noting potential curriculum changes.

CAEP Feedback: A2.1 Counseling_Placements_MOUs.pdf (A.5.2) The evidence file provides evidence that the EPP tracks candidate placement in diverse settings and has MOUs with placement sites, but does not provide evidence that the EPP's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

EPP Response: We have revised our site placement sheets to include diversity data about the schools our students are conducting their practicum (SC Practicum Sites A-00041) and internship (SC Internship Sites A-00042). We have included information about each school's diversity index, as reported on district websites according to the California Department of Education, including the number of ELL students, students in foster care, and students receiving Free and Reduced lunch. Diversity data for all of Orange County p-12 Public Schools is found here http://www.ed-data.org/county/Orange. These data indicate that our students are engaged in practicum and internship fieldwork at diverse p-12 school sites.

Additionally, we collect data regarding students' experience with diverse populations in the Supervisor Feedback Evaluation. This Supervisor Feedback evaluation A-00022 is completed by each student at the culmination of their practicum and internship experiences. In addition to other ratings specific to the type of experiences they had, amount of supervision, etc., this survey evaluation asks program candidates to rate (5 point scale- 1 = strongly disagree, 5 =

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outcomes, and program review. Programs are then required to review, reflect, analyze and write to the ways in the program will address successes and areas for improvement within each category.

[2] These data are not available online, but will be made available to reviewers on site.

strongly agree) their fieldwork sites regarding diversity opportunities. The specific items are: "The fieldwork site provided opportunities to work with students of different cultural and socioeconomic background," and "The fieldwork site provided opportunities to work with students of different ability levels and learning needs." Data on these items for the past three years is presented in this supervisor feedback diversity table. A-00043-01 As shown, the mean and median ratings across both of these items are between 4 and 5 across all three years of data collection. This demonstrates that our students *agree* or *strongly agree* that their fieldwork sites have granted them access to these types of diverse student populations.

CAEP Feedback 1.2 Program_Annual_Report_Template.docx Since this is a blank template, and reports are not provided, it does not provide evidence for standard A.5 components A.5.3, A.5.4, or A.5.5.

EPP Response: Each year the school counseling program complete a process that leads to the Annual Learning Outcome Assessment Report (ALOAR). These reports focus on the critical program learning outcomes of the program and use data to support student progress in these areas. The program director/coordinator completes these reports using data provided by faculty throughout the year. The data are derived from the key assignments and associated rubrics A-00014. The assignments are directly linked with the program learning outcomes.

Once the report is complete it is shared at the program and university wide level. At the university level the University Assessment Committee reviews the report, assesses the program for potential improvements based in current year submissions as well as growth over time. The University Assessment committee is looking at program learning outcomes, student learning outcomes, associated key assignments, and student outcome scores on those assignments. The goal of the committee is to support programs in aligning learning outcomes, assignments, data collection, and data reliability to ensure students' academic experience is of a high-quality year over year. Additionally, once the Assessment Committee reviews, scores, and provides written feedback this information is shared with the faculty senate for review. Once this process is complete the review is shared with the Dean of the College and the Programs. At the program level the data are presented to the faculty at an annual cluster retreat. The faculty review the program learning outcomes, the data associated with each one, and discuss areas of growth for the program. These areas can include ways to enhance: learning and skills related to each program learning outcome, the data collection process itself, or how the program learning outcomes currently represent the professional development and needs of our students in the field. These data are used in conjunction with the annual report data.

The School Counseling Program Annual Reports[3] (referenced in the comment above) are also used as source of data and progress monitoring/feedback for program improvement and development. The annual report template A-00040 include information about the program from a number of perspectives including (admissions, student progress and support, student performance assessment, clinical experiences assessment, graduate outcomes, and program

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[3] These data are not available online, but will be made available to reviewers on site.

review information). In this process programs are required to respond to the ways in which these data are promoting general program improvement as well as individual level student experiences.

During the cluster meeting data review process, the faculty also review the self-assessment and supervisor assessment evaluations of the students in both practicum and internship as well as assess the [reliability and validity of the fieldwork evaluations A-00022](). Furthermore, faculty review and analyze student performance on the Praxis exams ([reliability and validity are established]() A-0001 as acceptable per CAEP) from the past 3 years. All these data are combined to make decisions about the program including establishing priorities, identifying potential skill deficits and supports required, enhancing specific program elements, testing current/new processes, and noting potential curriculum changes.

We can provide Annual Reports and ALOAR if necessary (we will block out Student level data until reviewers are on site, then we will allow them to view while they are here).

- SC ALOAR 2015-2016 A-00043
- SC ALOAR 2016-2017 A-00044
- SC ALOAR 2017-2018 A-00045

Tasks to be completed by the team, including following up on evidence inconsistent with meeting the standard. Use the following three prompts for each task(s). Add tasks as necessary.

Evidence in need of verification or corroboration:

CAEP Feedback: Program Annual Reports

EPP Response: SEE ABOVE

- SC Annual report 2016-2017
- SC Annual Report 2017-2018

Due to the detailed nature of this accreditation review, School Counseling was exempt from providing the annual report for 2018-2019. We currently have two cycles of data from the annual reports as well as accreditation documentation which serves as a replacement for the annual report, giving us 3 years of data.

Questions for the EPP concerning additional evidence, data, and/or interviews:

CAEP Feedback: Are program annual reports available for all programs from 2016 - 2018? How have these been used to make program improvements? How have results been shared with stakeholders?

EPP Response:

We have established an annual meeting with some of our stakeholders (particularly professionals, site supervisors, and employers in their field of study). The meeting takes place in the Spring semester and is referred to as the SC stakeholders focus group and the protocol A-00026.This meeting begins with mock interviews for our students (led by our community stakeholders) and concludes with a focus group involving faculty and stakeholders with the goal of program feedback and improvement. During this annual SC stakeholders focus group we had stakeholders that represented five different school districts, all of these individuals are leaders in their field of school counseling in Orange County, and who are involved in the hiring process of new school counselors. We had the following representatives in attendance: Coordinator, Counseling and Student Support, Capistrano Unified, Counselor, Education Services, Irvine Unified School District, School Counselor, Santa Ana Unified, a School Counselor, and a Guidance Counselor, Saddleback Valley Unified.

During the SC stakeholders focus group, we plan to systematically share our program data with the group and gather feedback. In the most recent meeting (Spring 2019), we had an extended discussion regarding the program's strengths, areas for improvement, and suggestions from supervisors regarding the skills and other qualifications that they most value in practicum students, interns, and new school counselors. Although the majority of this feedback was positive and encouraged us to keep doing what we were doing (e.g., Chapman students are valued because they are so knowledgeable about mental health and counseling), we brought the results of this dialogue back to our CSP program meeting for discussion. For example, several of the stakeholders mentioned that they would like Chapman counseling supervisors to begin the year with a site visit to discuss expectations in person. We have incorporated their feedback into our supervisor training and will be providing early semester site visits for all supervisors that request them and the supervision communication A-00023.

In addition, we have recently engaged an advisory panel of stakeholders, the Attallah College Superintendents and Presidents Advisory Council to encourage increased collaboration with community stakeholders. For example, in the August 2019 meeting, the Advisory Council confirmed that they were most interested in hiring school counselors with a strong preparation in mental health, and particularly those with dual licensure (meaning a School Counseling credential and eligibility for a Professional Clinical Counselor License), which many of our graduates are. The notes from the Advisory Council meeting A-00024. Additionally, we are using our Annual School Counseling Focus Group notes A-00016 to provide feedback regarding the performance of our graduates in the field. Now this advisory group has been established we plan to hold annual meetings that provide a program overview, updated program data, and opportunities to gather ideas and feedback. Moving forward, we will evaluate how well our SPAC works to help identify the needs of our partners and to meet our own needs for fieldwork opportunities as well as opportunities to gather feedback on how our alumni are doing in the workplace. We will be working closely with our partners to learn how well prepared our teachers, counselors, psychologists, and leaders are when they enter the field. We will be using this feedback to help strengthen our degree and credential programs.

As practitioners and district leaders, they are able to provide information regarding the types of positions being offered in their districts, the skills that hiring committees are looking for, as well as, how Chapman graduates are performing as counselors in their districts. Moving forward, we will evaluate how well our SPAC works to help identify the needs of our partners and to meet our own needs for fieldwork opportunities as well as opportunities to gather feedback on how our alumni are doing in the workplace. We will be working closely with our partners to learn how well prepared our teachers, counselors, psychologists, and leaders are when they enter the field. We will be using this feedback to help strengthen our degree and credential programs.

We will collect the information gathered from both of these stakeholder groups and bring it back to the faculty cluster meetings for integration back into the program development process. For example, In the most recent meeting (Spring 2019) with our SC Stakeholders Focus Group, we had an extended discussion regarding the program's strengths, areas for improvement, and suggestions from supervisors regarding the skills and other qualifications that they most value in practicum students, interns, and new school counselors. Although the majority of this feedback was positive and encouraged us to keep doing what we were doing (e.g., Chapman students are valued because they are so knowledgeable about mental health and counseling), we brought the results of this dialogue back to our CSP program meeting for discussion. For example, several of the stakeholders mentioned that they would like Chapman counseling supervisors to begin the year with a site visit to discuss expectations in person. We have incorporated their feedback into our supervisor training and will be providing guidance regarding the [supervision communication](#) A-00023for early semester site visits for all supervisors.

CAEP Feedback: Are these reports use to identify patterns, including strengths and weaknesses, across programs? What evidence documents this cycle of analysis, improvements or innovations, data collection, and subsequent analysis?

EPP Response: For the past four years, the Attallah College has produced WASC ALOAR reports and Annual Reports. The former are due for most programs in the late summer or Fall depending on whether the program has a summer start. Annual Reports are due mid-October unless the program has completed a WASC program review in which case, Dean uses the program review documents in lieu of an Annual Report. Reports are written by Program Coordinators with the assistance of the office of the Director of Program Assessment and Improvement (DPAI) for the Attallah College. It is the responsibility of the OPAI (Michelle Hall) to provide each Program Coordinator with data collected throughout the year to meet the standards of our accrediting bodies. Each Program Coordinator shares the data with faculty in the design team for each program to learn about program strengths and to make decisions about how to address concerns that arise in the student and/or other stakeholder feedback.

Dean uses Annual Reports (ARs) to learn what each design team is working on. After the ARs have been submitted, Dean meets with each Program Coordinator to discuss feedback from

alums/students etc. and to find out how each program is addressing what they are learning. Early in the Spring semester, Dean meets individually with the Coordinators, Program Directors, and the Director of Program Assessment and Improvement (Michelle Hall). They also meet together in the Program Coordinators monthly meetings to talk about trends that have been noted in the ARs and from any other source. We identify cross-College issues such as marketing, recruiting, admissions and enrollment in these meetings so that we can plan for annual recruitment targets. In the Fall semester, Dean meets with the Coordinators and Directors to discuss the previous Spring and Summer recruitment cycles and to talk about future planning. Our Communications Specialist (Cheryl Baltes) attends these meetings to learn ways to be more effective targeting particular populations with our Strategic Marketing Team. We use data from our Diversity Task Force to help us understand how well our Attallah College is meeting the University's goals and to talk about what additional measures we might take ourselves to increase our enrollment of underrepresented students, and our hiring of underrepresented faculty and staff. We use data to inform strategies for each search (staff and faculty).

Dean's expectation is that each program uses their monthly meetings to analyze student assessment data as well as survey data. Each year, curriculum changes that result from these discussions are then discussed by the members of the Curriculum Committee whose approval is necessary for any substantive revision to the relevant university catalogue. All course changes or degree design changes go through the same process, which starts at the College and then goes to university-wide committees as required by policy. Every such decision is informed by data collected annually from relevant stakeholders in the College.

Questions for the EPP concerning additional evidence, data, and/or interviews

CAEP Feedback: Quality Assurance System What evidence exists to document that the EPP's QAS is comprised of valid data and that the provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development?

EPP Response: Each year the school counseling program completes a process that leads to the Annual Learning Outcome Assessment Report (ALOAR). These reports focus on the critical program learning outcomes of the program and use data to support student progress in these areas. The program director/coordinator completes these reports using data provided by faculty throughout the year. The [data are derived from the key assignments and associated rubrics identified in the program](#) A-00014. The assignments are directly linked with the program learning outcomes.

Once the report is complete it is shared at the program and university wide level. At the university level the University Assessment Committee reviews the report, assesses the program for potential improvements based in current year submissions as well as growth over time. The University Assessment committee is looking at program learning outcomes, student learning outcomes, associated key assignments, and student outcome scores on those assignments. The

goal of the committee is to support programs in aligning learning outcomes, assignments, data collection, and data reliability to ensure students' academic experience is of a high-quality year over year. Additionally, once the Assessment Committee reviews, scores, and provides written feedback this information is shared with the faculty senate for review. Once this process is complete the review is shared with the Dean of the College and the Programs. At the program level the data are presented to the faculty at an annual cluster retreat. The faculty review the program learning outcomes, the data associated with each one, and discuss areas of growth for the program. These areas can include ways to enhance learning and skills related to each program learning outcome, the data collection process itself, or how the program learning outcomes currently represent the professional development and needs of our students in the field. These data are used in conjunction with the annual report data.

The School Counseling Program Annual Reports are also used as source of data and progress monitoring/feedback for program improvement and development. The annual report templates include information about the program from a number of perspectives including (admissions, student progress and support, student performance assessment, clinical experiences assessment, graduate outcomes, and program review information).

During the cluster meeting data review process, the faculty also review the self and supervisor evaluations of the students in both practicum and internship. Furthermore, student performance on the Praxis exams A-0001 from the last three years. All data included in the annual report are from measures with established reliability and validity (documentation provided throughout this report). All these data are combined to make decisions about the program including establishing priorities, identifying potential skill deficits and supports required, enhancing specific program elements, testing current/new processes, and noting potential curriculum changes.

CAEP Feedback: In what ways are you able to target specific areas for program improvement using your current QAS?

EPP Response: May 2019 Meeting A-00048 and August 2019 Meeting. A-00049

CAEP Feedback: Data Quality Questions for EPP concerning additional evidence, data, and/or interviews: What progress has the EPP made toward evaluating quality and establishing the validity and reliability of instruments used in data collection?

EPP Response: We have drafted several documents that provide information regarding the development, validity, and reliability of the assessments used throughout the School Counseling program to evaluate our candidates' progress, as well as to evaluate the program and make data-based decisions regarding program improvement.

Reliability and Validity Document for Key Assignments – A-00014
Reliability and Validity Document for Surveys – A-00021
Reliability and Validity Document for Practicum and Internship Evaluations -A-00018

Reliability and Validity Document for Portfolio Evaluations – A-0007
Reliability and Validity Document for First Year Reviews – A-00017
Reliability and Validity Document for Supervisor Feedback Evaluation – A-00022

In addition, we use one Standardized Assessment Prepared by the Educational Testing Service (ETS), the Praxis Exam in School Counseling. Reliability and Validity for this assessment meets CAEP standards.

Areas for Improvement

CAEP Feedback: 5.2 A variety of data are presented, but evidence on data quality, including validity and reliability is not presented.

Rationale. There is limited evidence provided to support that instruments used for tracking progress and evaluating operational effectiveness are valid and reliable.

EPP Response: We have drafted several documents that provide information regarding the development, validity, and reliability of the assessments used throughout the School Counseling program to evaluate our candidates' progress, as well as to evaluate the program and make data-based decisions regarding program improvement.

Reliability and Validity Document for Key Assignments A-00014
Reliability and Validity Document for Surveys – A-00021
Reliability and Validity Document for Practicum and Internship Evaluations – A-00018
Reliability and Validity Document for Portfolio Evaluations – A-0007
Reliability and Validity Document for First Year Reviews – A-00017
Reliability and Validity Document for Supervisor Feedback Evaluation – A-00022

CAEP Feedback: 5.4 Documentation that stakeholders are involved in program evaluation and improvement or informed about the EPP's progress is not presented.

Rationale: There is limited evidence provided by the EPP that stakeholders are informed about the EPP's progress toward goals, further no evidence is provided to support the involvement of stakeholders in program evaluation and improvement.

EPP Response: Although we used program annual reports for making program improvements internally (as described above), we have not systematically shared this information with community stakeholders.

We have established an annual meeting with some of our stakeholders (particularly professionals, site supervisors, and employers in their field of study). The meeting takes place in the Spring semester and is referred to as the SC stakeholders focus group A-00026. This meeting begins with mock interviews for our students (led by our community stakeholders) and concludes with a focus group involving faculty and stakeholders with the goal of program

feedback and improvement. The meeting minutes from the most recent meeting A-00016. During the second annual SC stakeholders focus group we had stakeholders that represented five different school districts, all of which are leaders in their field of school counseling in Orange County, and who are involved in the hiring process of new school counselors. We would plan to systematically share our program data with the group and gather feedback.

During the SC stakeholders focus group, we plan to systematically share our program data with the group, dialog with our stakeholders about our program and gather feedback that is used to make program improvements. One example of this from the most recent meeting (Spring 2019), we had an extended discussion regarding the program's strengths, areas for improvement, and suggestions from supervisors regarding the skills and other qualifications that they most value in practicum students, interns, and new school counselors. Although the majority of this feedback was positive and encouraged us to keep doing what we were doing (e.g., Chapman students are valued because they are so knowledgeable about mental health and counseling), we brought the results of this dialogue back to our CSP program meeting for discussion. For example, several of the stakeholders mentioned that they would like Chapman counseling supervisors to begin the year with a site visit to discuss expectations in person. We have incorporated their feedback into our supervisor training A-00023 and will be providing early semester site visits for all supervisors that request them.

In addition, we have recently engaged an advisory panel of stakeholders, the Attallah College Superintendents and Presidents Advisory Council to encourage increased collaboration with community stakeholders. For example, in the August 2019 meeting, the Advisory Council confirmed that they were most interested in hiring school counselors with a strong preparation in mental health, and particularly those with dual licensure (meaning a School Counseling credential and eligibility for a Professional Clinical Counselor License), which many of our graduates are. Here are the notes A-00024 from the Advisory Council meeting. Additionally, we are using our Annual SC stakeholders focus group A-00016 to provide feedback regarding the performance of our graduates in the field. As practitioners and district leaders, they are able to provide information regarding they types of positions being offered in their districts, the skills that hiring committees are looking for, as well as, when Now this advisory group has been established we plan to hold annual meetings that provide a program overview, updated program data, and opportunities to gather ideas and feedback.

We will continue to collect the information gathered from both of these stakeholder groups and bring it back to the faculty cluster meetings for integration back into the program development process.

Stipulations

CAEP Feedback: 5.5. The EPP's quality assurance system does not systematically monitor completer achievements. Further, the use of completer impact and outcome evidence for continuous improvement is not demonstrated. There is no evidence that the provide

employs a method for tracking candidates progression on the 8 annual reporting measures and shares data with stakeholders.

EPP Response: As a school counseling program, Measures 1 and 2 are not applicable. The program systematically reviews all data described in this standard and makes program adjustments when necessary. Currently, the data are telling us that our candidates and completers do very well across each of the areas required in this standard. Our graduation rates are high, with two students completing the program according to our recommended part-time, 3 year track Page 7 A-0009 over the past two years, and three candidates total leaving the program after deciding that school counseling was not the profession for them. When it comes to meeting certification requirements (e.g., all completer have earned or are in the process of being recommended for credentials over the past 3 years; all completers have passed the Praxis exam Praxis Scores A-0001 at or above California's recommended passing score of 156, as demonstrated in section A.1). Over the past several years, our job placement rate has also been very strong. As of September 1, 7 out of the 9 program completers from May 2019 had secured jobs in the field. The other two candidates had expressed the desire to take a gap year before looking for jobs (discussed with faculty at their portfolio interview prior to graduation). Updates on candidates' graduation status, credential status, and job status are provided to the faculty at every fall program retreat (May 2019 Meeting A-00048 and August 2019 Retreat A-00049). In 2019, the faculty interpreted the strong outcomes of our graduates as an indication to not make any major changes to the program at this time.

We share information about our students' progress and outcomes and seek feedback with the Attallah College Advisory Council and our SC program Focus Group. At the Advisory Board meeting in August, 2019, the program received very positive feedback about the readiness of our candidates for school counseling internship; in fact, we also received direct requests for more school counseling interns at certain districts, given that our students are highly skilled in the high demand areas of mental health and counseling. Additionally, the participants expressed great enthusiasm for hiring our student's post-graduation, given their strong knowledge and abilities in these areas. We have interpreted this as further feedback that our candidates are doing well in these areas and determined that no immediate changes are needed to the program.

- Measure 3: Results of employer surveys, and including retention and employment milestones A-00031
- Measure 4: Results of completer surveys
  - Graduate Outcome Survey results from 2016 and 2019 A-00032
- Measure 5: Graduation rates from preparation programs
  - Completers progress tracking A-00050
- Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements A-00051
- Measure 7: Ability of completers to be hired in education positions for which they are prepared A-00031
  - SC Job Outcome Spreadsheet A-000104

- Measure 8: [Student loan default rates and other consumer informationA-000105](#)

III. Cross-Cutting Themes of Diversity and Technology

Evidence that inadequately demonstrates integration of the cross-cutting theme of diversity

CAEP Feedback: The EPP did not provide evidence for its work in diversity.

Questions for EPP concerning additional evidence, data and/or interviews, including follow up on evidence inconsistent with meeting a standard (if applicable)

CAEP Feedback: What are the specific plans mentioned in the SSR related to diversity goals?

EPP Response: The school counseling program has always focused on recruiting and supporting a diverse pool of future school counselors. Our goal has always been to attract and graduate students who are reflective of the general diversity of orange county https://datausa.io/profile/geo/orange-county-ca/#demographics. On overview of our goals and efforts is provided in our [SC Diversity Plan](#) A-00052.

As demonstrated by our [applicant and current student demographic information](#) A-00053 our school counseling program has done well in terms of these goals. Our current cohort's demographics map well onto those of the county at large, and in some cases exceed representation of certain groups (59% identify as Hispanic or Latino). Over half (68%) of the 2019 cohort of 22 students speaks a language other than English, with 45% speaking Spanish. We strongly believe that the diversity of this cohort is a good reflection that our efforts for recruitment of a diverse cohort have been successful.

Our faculty's interests are heavily focused on areas of diversity and inclusion. There are posted on our website and we have compiled a [summary of relevant projects](#) A-00054. These efforts are posted on our program website and faculty profiles, as we believe they assist us in recruiting a diverse pool of applicants. Other actions we have taken over the past few years to help with our diversity recruitment include removal of the GRE as an application requirement, offering a larger financial aid award as a recruitment ($4000/year, or roughly 16% of the program tuition). These changes and their perceived impact on the program are highlighted in our [SC Diversity Plan](#) A-00052.

Our program integrates information about effectively working with and supporting diverse populations across classes and within clinical experiences. It is crucial that this information is embedded in all classes and practiced in multiple contexts. Below we have listed some sample content related to these issues and the classes in which it is specifically addressed.

School Counseling students gain an understanding of how cultural variables and diversity impact our understanding of child development in multiple classes (CSP 514 A-00055, CSP 516 A-00056, and CSP 517 A-00057). Students learn about how ethnic, cultural, socioeconomic, and environmental factors influence students' learning. They learn and practice the necessary skills for working effectively with students and families from diverse backgrounds and in evolving communities. They also discuss was in which educational practice and policies needs to be modified to meet the needs of culturally diverse families (CSP 514 A-00055, CSP 515 A-00058, CSP 620/621 A-00059 and CSP 640 A-00060), School counseling students learn about the use of data to understanding, support, and make decisions with students and families. Classes specifically address how to collect and interpret data for students with cultural and linguistic differences (CSP 636 A-00061, CSP 516 A-00056).

In addition, students who participate in CSP 514 abroad A-00062 are able to prepare for working with individuals from cultural backgrounds that are different from their own- whether they are working locally or in a different region. We provide courses in a number of different countries and cultures including: South Africa, Cuba, Peru, Vietnam, Cambodia, and Guatemala. During this immersion experience, the graduate students engage in reflection, self-analysis, and sharing of personal feelings, thoughts, experiences, and biases are as necessary as well as gain practical "hands-on" experience. They also feel what it is like to be completely immersed in cultures other than their own. In doing so, they broaden their understanding of cultural dynamics, dimensions of diversity, and the impact of "other-ness."

In all of our classes, the readings, case studies, and projects involve elements of working with individuals from diverse backgrounds. School counseling student training, coursework, and supported clinical experiences allow our students to be more thoughtful, reflective, and therefore more impactful when working with individuals and families from diverse backgrounds. We measure these evolving abilities in a number of ways.

Information about our candidate's abilities in the cross-cutting theme of Diversity are collected via self and supervisor ratings of our students' skills and abilities in fieldwork (practicum and internship). Information about the development, reliability, and validity of these assessments is provided A-00018. The specific items that are most relevant for curricula are under the CTC common standard of **Socio-Cultural Competence** (a. Recognizes the impact of cultural, ethical, economic, legal and political diversity on student development and learning, b. Identifies and utilizes resources that enhance multicultural awareness and support achievement for all students, c. Uses skills that demonstrate an awareness of multicultural issues and their impact on student development and achievement).

In these evaluations, each of these skills (each is a CTC standard for School Counselors), students rate themselves or are rated by supervisors according to the following scale:
  4 – Ready to enter field as a professional - Superior or very confident and shows exceptional skill or knowledge

3 – Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision

2 – Needs additional experience before entering field as a professional - Adequate or somewhat confident or able to perform competently with moderate supervision

1 – Needs additional experience before entering field as a professional - Needs improvement or not confident and requires close supervision

N/O – No opportunity to develop this skill

Data regarding student performance on these measures is provided here practicum self-assessment A-00063 cultural competence scores and practicum supervisor assessment A-00064 cultural competence scores and internship self-assessment A-00065 cultural competence scores /supervisor assessment A-00066 cultural competence scores. As shown, students are performing well in these areas. All mean scores for both self and supervisor ratings are above a score of 3, and all median scores for both self and supervisor ratings are 4. As a whole, this indicates that when in the field as interns and practicum students, our students are demonstrating very good to superior skills in the area of diversity.

CAEP Feedback: Can the EPP provide data evidence shows how candidates identify and create curriculum to meet the individual needs of P-12 students during clinical experiences?

EPP Response: As school counselors, the professional roles and responsibilities regarding the identification and creation of curriculum vary significantly from the roles and responsibilities of teachers. Instruction regarding the identification and creation of curriculum for school counseling students occurs across several courses and focuses on knowledge required for effective consultation regarding academic and/or learning challenges, curriculum for career guidance, and curricula for individual and group-based counseling services. Our curriculum matrix for how our courses map onto the CTC standards for School Counseling demonstrates the course sequences for how various CTC standards related to the identification and creation of curriculum are introduced (I), Reinforced (R) and Assessed (A). For convenience, these standards have been highlighted in Green in CTC Matrix A-00067 for the school counseling program. The Syllabi for these courses are in evidence (not linked) CSP 500 A-00095, CSP 511 A-00088, CSP 512 A-00089, CSP 513 A-00090, CSP 514 A-00097, CSP 515 A-00096, CSP 516 A-00098, CSP 517 A-00099, CSP 600 A-00091, CSP 616 A-00092, CSP 617 A-00093, CSP 618 A-000100, CSP 620/621 A-000101, CSP 636 A-000102, CSP 640 A-000103, CSP 654 A-00094.

Student Skill Assessment

Our students' skills in the area of identification and creation of curriculum are assessed in three primary ways. The first is in the group counseling project key assignment. The group counseling project description A-00068 and the group counseling project rubric A-00069. As described in the key assignment description, this project requires students to research evidence-based curricula for the group topic they select (either their supervisor selects a topic for a group, or they conduct a needs assessment to determine a group topic), then create, implement, and

evaluate a counseling group curriculum. Rubric scores for this key assignment are available as average scores across all areas assessed. This key assignment was added back to the program in 2019, so as of the drafting of this document, only one year of data are available. We will continue to have this key assignment for the next two data cycles to ensure that our candidates' clinical experiences clearly demonstrate the ability to create, implement, and evaluate curriculum to meet the needs of p-12 students. As shown in the tables (Group Counseling Scores A-00070) students performed well on this assessment, with the majority of students performing in the Artisan (4) range, and one student in the Sufficient (3) range.

Our students' skills in the area of identification and creation of curriculum are also assessed via the self and Supervisor Internship Evaluations. Information on the reliability and validity of these internship assessments A-00018. The specific items that are most relevant for curricula are 1) **Learning, Achievement, and Instruction** (a. Understands instructional strategies for teaching counseling guidance related materials (curriculum design, lesson plan development, classroom management strategies, differentiated instruction; b. Implements strategies to prepare students for full range of postsecondary options), 2) **Individual Counseling** (a. Incorporates processes of effective counseling and wellness programs for individual students, b. Helps students identify strengths and cope with developmental problems, c) Utilizes crisis intervention and management skills with individual students), and 3) **Group Counseling and Facilitation** (a. Utilizes knowledge of the theories and process for effective group counseling, b. Designs and conducts group counseling that enables students to increase personal awareness and overcome barriers to learning)**.**

> In these evaluations, each of these skills (each is a CTC standard for School Counselors), students rate themselves or are rated by supervisors according to the following scale:
> 4 – Ready to enter field as a professional - Superior or very confident and shows exceptional skill or knowledge
> 3 – Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision
> 2 – Needs additional experience before entering field as a professional - Adequate or somewhat confident or able to perform competently with moderate supervision
> 1 – Needs additional experience before entering field as a professional - Needs improvement or not confident and requires close supervision
> N/O – No opportunity to develop this skill

Data regarding student performance on these measures is provided here (Selected Internship Ratings A-00071). As shown, students are performing well in these areas. All mean scores for both self and supervisor ratings are above a score of 3, and all median scores for both self and supervisor ratings are 4. As a whole, this indicates that when in the field as interns, our students are demonstrating skills in the area of identification and development of curriculum that very good to superior when compared to other entry-level school counselors.

> **CAEP Feedback**: What is the plan for recruiting diverse candidates?

EPP Response: The school counseling program has always focused on recruiting and supporting a diverse pool of future school counselors. Our goal has always been to attract and graduate students who are reflective of the general diversity of orange county https://datausa.io/profile/geo/orange-county-ca/#demographics. On overview of our goals and efforts is provided in our SC Diversity Plan A-00052.

As demonstrated by our applicant and current student demographic information (LINK), our school counseling program has done well in terms of these goals. Our current cohort's demographics map well onto those of the county at large, and in some cases exceed representation of certain groups (59% identify as Hispanic or Latino). Over half (68%) of the 2019 cohort of 22 students speaks a language other than English, with 45% speaking Spanish. We strongly believe that the diversity of this cohort is a good reflection that our efforts for recruitment of a diverse cohort have been successful.

Our faculty's interests are heavily focused on areas of diversity and inclusion. There are posted on our website and we have compiled a summary of relevant projects A-00054.These efforts are posted on our program website and faculty profiles, as we believe they assist us in recruiting a diverse pool of applicants. Other actions we have taken over the past few years to help with our diversity recruitment include removal of the GRE as an application requirement, offering a larger financial aid award as a recruitment ($4000/year, or roughly 16% of the program tuition). These changes and their perceived impact on the program are highlighted in our SC Diversity Plan A-00052.

Evidence that inadequately demonstrates integration of the cross-cutting theme of Technology

EPP Response: Information about our candidate's abilities in the cross-cutting theme of Technology are collected via self and supervisor ratings of our students' skills and abilities in fieldwork (practicum and internship). We Information about the development, reliability, and validity of these assessments A-00022. The specific items that are most relevant for curricula are under the CTC common standard of **Technological Literacy** (a. Utilizes appropriate technology for data management, accountability and communication with all students and is aware of potential abuses of technology, B. Uses site-based computer technology to access and interpret student records).

    In these evaluations, each of these skills (each is a CTC standard for School Counselors), students rate themselves or are rated by supervisors according to the following scale:

    4 – Ready to enter field as a professional - Superior or very confident and shows exceptional skill or knowledge

    3 – Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision

    2 –Needs additional experience before entering field as a professional - Adequate or somewhat confident or able to perform competently with moderate supervision

1 – Needs additional experience before entering field as a professional - Needs improvement or not confident and requires close supervision

N/O –   No opportunity to develop this skill

Data regarding student performance on these measures is provided here for internship self-assessment technological literacy scores A-00071 and supervisor assessment technological literacy scores. A-00072 As shown, students are performing well in these areas. All mean scores for both self and supervisor ratings are above a score of 3, and all median scores for both self and supervisor ratings are 4. Additionally, our program's portfolio assessment A-000-07 is a digital assignment. As shown in the assignment instructions, we guide our students through the process of creating a digital portfolio that they can adapt and use for field and job-seeking purposes and the [portfolio description](#) A-0006. As a whole, this indicates that when in the field as intern students, our students are demonstrating very good to superior skills in the area of technological literacy.