

2014 EPP Annual Report

CAEP ID: 10669	AACTE SID: 4735
Institution: Utah State University	
EPP: School Counseling	

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 24

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

The program responded to national and state initiatives to increase post-secondary education awareness, engagement and completion by current K-12 students. The faculty implemented changes to program curriculum which focuses on what is referred to in the field as "college and career readiness." A new course was developed to develop skills required to achieve desired outcomes, and existing courses incorporated curriculum to support the effort. A proposal has been submitted to change the specialization on transcripts to MEd - School Counseling and College and Career Readiness.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Candidate performance data, including information regarding student admissions, outcomes, and other relevant data: <http://psychology.usu.edu/Graduates/MED-Psychology-School-Counseling/Student-Admissions-Outcomes-and-Other-Data/>

Candidate performance data, including information regarding student admissions, outcomes, and other relevant data: <http://www.cehs.usu.edu/index.php/about-us/student-performance-data>

Section 5. Candidate and Program Measures

No, a program or programs leading to initial teacher certification is not currently being offered.

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Section 7. Accreditation Pathway

Inquiry Brief. *Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.*

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief ¹		Not available and not in the Brief		Reason for your selection
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages



We feel this is a valid measure of our candidates' mastery of program content.

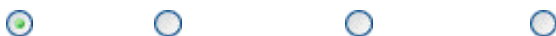
Scores on standardized tests

Candidate scores on standardized license or board examinations



This is a valid measure of our candidates' knowledge using national norms.

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude



This is a reliable and valid indicator of the candidates' capacity to successfully engage in the academic rigors of the program.

Standardized scores and gains of the completers' own students



K-12 students are not assessed on content knowledge presented by their school counselor using standardized assessments.

Ratings

Ratings of portfolios of academic and clinical accomplishments



School Counseling students do not complete portfolios.

Third-party rating of program's students

Ratings by both practicum and internship on-site Level-2, highly qualified school counselors provides

	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reliable and valid assessment of candidates' skills.
Ratings of in-service, clinical, and PDS teaching	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ratings by practicum classroom , level 2 school counselors provide valid and reliable assessment of candidate knowledge and skills.
Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ratings by level 2, highly qualified onsite supervisors provide valid and reliable assessment of knowledge and skill level.
Rates					
Rates of completion of courses and program	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provides insight into student engagement and successful completion of program curriculum.
Completers' career retention rates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	This could provide us with insight into long-term satisfaction with the profession.
Completers' job placement rates	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	This is a valuable indicator of school district and administrator assessment of the preparation level of our program completers.
Rates of completers' professional advanced study	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	This is a terminal graduate-level program.
Rates of completers' leadership roles	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We have a goal of training school counselors to be leaders. This assessment may evaluate our success.
Rates of graduates' professional service activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	We do not consider this to be a valid nor reliable measure of our graduates' level of professional capacity.
Case studies and alumni competence					
Evaluations of completers by their own pupils	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Due to the age of students and the type of issues they are dealing with. Validity and reliability would be major concerns.
Completer self-assessment of their accomplishments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	This may provide useful information regarding graduates' perceptions of knowledge and skill level.
Third-party professional recognition of completers (e.g., NBPTS)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	In our state, this is not a frequently attempted credential. We will explore the requirements.
Employers' evaluations of the program's completers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	While this is a potentially reliable source of information, with current state requirements of all school administrators, asking administrators to complete another assessment for evaluation of their counselors does not seem feasible. We will consider it as a future source of information.
Completers' authoring of textbooks, curriculum materials, etc.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not relied on

Case studies of completers' own students' learning and accomplishment



Inherent in the work of school counselors are issues of confidentiality and privacy which precludes this kind of data collection.

¹: Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

 Data Analysis for 2014 Annual Report.pdf

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2014 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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