

2016 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.

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

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

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

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

2.1.2 Number of completers in advanced programs or 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 30

**2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

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

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 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
No Change / Not Applicable

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.

Characteristics of admitted students, professional testing and licensure results, program completion statistics, data on hiring and salaries for completers of the program.:

<http://www.cehs.usu.edu/assessment/files/SC%20Tables%20for%20Website%202016%20CAEP%20Annual%20Report.pdf>

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, Utah highly qualified school counselors provides reliable and valid assessment of candidates' skills.

Ratings of in-service, clinical, and PDS teaching

Ratings by level 2, Utah highly qualified school counselors who serve as practicum classroom facilitators provide valid and reliable assessment of candidate knowledge and skills.

Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples



Ratings by level 2, Utah highly qualified onsite supervisors provide valid and reliable assessment of knowledge and skill level.

Rates

Rates of completion of courses and program



Provides insight into student engagement and successful completion of program curriculum.

Completers' career retention rates



This year for the first time we analyzed data derived from our Graduate Survey to provide career retention rates.. Preliminary data is reported in Appendix E of this report.

Completers' job placement rates



This is a valuable indicator of school district and administrator assessment of the preparation level of our graduates.

Rates of completers' professional advanced study



This year we began to collect data on our graduates' pursuit of advanced study. We plan to explore this data to determine the validity of the measure as a reflection of learning to learn.

Rates of completers' leadership roles



This year we added an item to our graduate survey to gather information on additional school, community and state-level leadership. Preliminary data is included in Appendix E of this report.

Rates of graduates' professional service activities



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



Due to the age of pupils and the confidential nature of of the issues they are dealing with, privacy as well as validity and reliability would be major concerns.

Completer self-assessment of their accomplishments



We added an item to our graduate survey asking respondents to self assess their skills and competencies. We plan to explore this data to determine whether analysis would provide meaningful data.

Third-party professional recognition of completers (e.g., NBPTS)



A new credential in College and Career Readiness education for school counselors is being developed by the Utah State Office of Education. Our graduates will be able to pursue the certificate.

Employers' evaluations of the program's completers



We administered our employer survey for the second year, We expanded to offer it to employers of graduates for five years. Preliminary data is reported in Appendix E.

Completers' authoring of textbooks, curriculum materials, etc.



We will add a question of our graduate survey to track authorship of professional materials by our graduates.

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 2016 CAEP Annual Report



2016 CAEP Annual Report Appendix E

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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.