

Michael D. Eisner College of Education

California State University, Northridge

School Counseling Master's Degree & Credential Program Assessments

2012-2013

Department of Educational Psychology and Counseling

School Counseling Credential

| California State University Northridge | Transition Point 1 <i>Entry to Program</i> | Transition Point 2 <i>Entry to Clinical Practice</i> | Transition Point 3 <i>Exit from Clinical Practice</i> | Transition Point 4 <i>Exit from Program</i> | Transition Point 5 <i>Follow-Up</i> |
|--|---|---|---|---|--|
| Knowledge | (1) Undergrad GPA of 3.00 overall or score at or above 50 th percentile on: (a) one of the three GRE sections or (b) Miller Analogies Test (2) GPA of 2.5 or higher in last 60 units (3) Grade of “B-“ or higher in all prerequisite courses | (1) GPA of 3.00 or higher in program courses (2) Grade of “B” or higher in EPC 643 and EPC 655 | (1) 659CC and 659DC Fieldwork Evaluations (2) Grade of “B” or higher in the following EPC courses: 602, 648, 648L, 658, 658L, and 689. | (1) GPA of 3.00 or higher in all program courses (2) Credit in either EPC 697 or EPC 698C. (3) Comprehensive Exam Rubric or Thesis Rubric or Project Rubric | (1) Program Follow-Up Survey (Candidate Perceptions) (2) Program Follow-Up Survey (Employers Perceptions) |
| Skills | (1) CBEST attempted (2) Interview Review (Summary) Scores (3) Writing Proficiency Exam score of 8 or higher | (1) Grade of “B” or higher in EPC 659A and EPC 659B (2) Student Advancement Evaluation | (1) 659CC and 659DC Fieldwork Evaluations (2) Grade of “B” or higher in the following EPC courses: 602, 648, 648L, 658, 658L, and 689. | (1) GPA of 3.00 or higher in all program courses (2) Comprehensive Exam Rubric or Thesis Rubric or Project Rubric (3) CBEST passed | (1) Program Follow-Up Survey (Candidate Perceptions) (2) Program Follow-Up Survey (Employers Perceptions) |
| Dispositions | (1) Disposition Assessment for New Candidates | | (1) 659CC and 659DC Fieldwork Evaluations | (1) Disposition Assessment for Graduating Candidates (2) Comprehensive Exam Rubric or Thesis Rubric or Project Rubric | |

Candidate Demographics at Entry to Program
School Counseling
Fall 2012

| <i>Demographic</i> | Fall 2012 (N=24) |
|--------------------|---------------------|
| GENDER | |
| Female | 91.7% |
| Male | 8.3% |
| ETHNICITY | |
| African American | 9.5% |
| Asian | 14.3% |
| Hispanic | 42.9% |
| White | 33.3% |
| Native American | 0% |
| AGE | |
| Under 25 | 66.7% |
| 26-29 | 29.2% |
| 30-39 | 0% |
| 40 and over | 4.2% |
| GPA | |
| 3.50 – 4.00 | 100% |
| 3.00 – 3.49 | 0% |
| 2.50 – 2.99 | 0% |
| 2.00 – 2.49 | 0% |

Fieldwork Evaluation – B Practicum
School Counseling
Spring 2013

| <i>CTC Standard</i> | <i>NCATE Standard</i> | Spring 2013 (EPC 659B) | |
|---|---------------------------|---------------------------|----|
| | | Mean | N |
| Professional Attributes | 1.g | 4.61 | 23 |
| Competence in Multicultural and Human Relations | 1.e | 4.30 | 23 |
| Knowledge of Schools | 1.e | 4.22 | 23 |
| Coordination & Collaboration | 1.e | 3.81 | 21 |
| Family Involvement & Support | 1.e | 4.13 | 23 |
| Academic Development | 1.e | 4.22 | 23 |
| Personal & Social Development | 1.g | 4.04 | 23 |
| Career Development | 1.e | 3.67 | 18 |
| Use of Technology | 1.e | 4.09 | 23 |
| Advocacy | 1.f | 4.18 | 22 |
| Learning, Achievement, & Instruction | 1.f | 4.28 | 18 |
| Use of Data | 1.f | 3.67 | 15 |
| Program Development | 1.e | 4.43 | 14 |
| Team Building | 1.e | 4.08 | 13 |
| Leadership | 1.g | 4.13 | 16 |
| School Violence | 1.e | 3.62 | 21 |
| Professional Competencies | 1.g | 4.45 | 22 |

Notes: 1=No Competence, 2=Minimal Competence, 3=Adequate Competence, 4=More than adequate competence, 5=Excellent Competence

Fieldwork Evaluation – C & D Practicum
School Counseling
Fall 2012 and Spring 2013

| <i>CTC Standard</i> | <i>NCATE Standard</i> | Fall 2012 (EPC 659C) | | Spring 2013 (EPC 659D) | |
|---|-----------------------|-------------------------|----|---------------------------|----|
| | | Mean | N | Mean | N |
| Professional Attributes | 1.g | 4.79 | 34 | 4.86 | 37 |
| Competence in Multicultural and Human Relations | 1.e | 4.85 | 34 | 4.81 | 37 |
| Knowledge of Schools | 1.e | 4.42 | 33 | 4.76 | 37 |
| Coordination & Collaboration | 1.e | 4.34 | 29 | 4.71 | 35 |
| Family Involvement & Support | 1.e | 4.37 | 27 | 4.48 | 33 |
| Academic Development | 1.e | 4.63 | 32 | 4.69 | 36 |
| Personal & Social Development | 1.g | 4.44 | 27 | 4.61 | 31 |
| Career Development | 1.e | 4.35 | 23 | 4.46 | 28 |
| Use of Technology | 1.e | 4.63 | 32 | 4.77 | 35 |
| Advocacy | 1.f | 4.68 | 31 | 4.78 | 36 |
| Learning, Achievement, & Instruction | 1.f | 4.52 | 25 | 4.53 | 30 |
| Use of Data | 1.f | 4.17 | 23 | 4.62 | 29 |
| Program Development | 1.e | 4.32 | 19 | 4.63 | 30 |
| Team Building | 1.e | 4.50 | 22 | 4.61 | 31 |
| Leadership | 1.g | 4.41 | 29 | 4.49 | 35 |
| School Violence | 1.e | 4.11 | 19 | 4.45 | 29 |
| Professional Competencies | 1.g | 4.66 | 32 | 4.74 | 35 |

Notes: 1=No Competence, 2=Minimal Competence, 3=Adequate Competence, 4=More than adequate competence, 5=Excellent Competence

Disposition Assessment of Graduating Candidates
School Counseling
Spring 2013

| <i>It is important that graduate students:</i> | <i>NCATE Standard</i> | Spring 2013 | |
|--|---------------------------|-------------|---|
| | | Mean | N |
| Develop and apply expertise in their fields of study. | 1.e | 4.67 | 9 |
| Think critically and engage in reflective, ethical, and legal practice throughout their education and professional lives. | 1.e, 1.g | 4.89 | 9 |
| Develop empathic, respectful, and congruent interpersonal skills and abilities to work successfully with groups and individuals from diverse backgrounds in educational, community, and mental health settings. | 1.e, 1.g | 4.89 | 9 |
| Communicate effectively using oral, written, and observational skills. | 1.e | 4.56 | 9 |
| Become information competent scholars and researchers capable of utilizing current technology in work environments while engaging in and disseminating creative, empirical, and applied research studies and/or program evaluations. | 1.e | 4.44 | 9 |
| Collaborate skillfully and respectfully as leaders, consultants, and team members in a variety of settings. | 1.g | 4.67 | 9 |
| Develop skills necessary to assess and evaluate individuals and groups. | 1.e, 1.f | 4.56 | 9 |
| Maintain an inclusive multicultural and global perspective, emphasizing social justice, gender and educational equity, access, and support. | 1.g | 5.00 | 9 |
| View their roles as preventative, educative, and therapeutic in promoting the well-being, healthy relationships, academic success, and career mastery. | 1.g | 4.67 | 9 |
| Acts as advocates with initiative, perception, and vision to lead and transform the practices and policies of those who provide services to individuals, families, schools, organizations, community, and policymakers. | 1.g | 4.89 | 9 |
| Provide service through a wide variety of field-based partnerships informed by theory, research, and practice. | 1.g | 4.44 | 9 |
| Pursue lifelong professional and personal development through such mediums as continuing education, information technology, psychological counseling, participation and leadership in professional organizations and doctoral study. | 1.g | 4.67 | 9 |

Notes: 1 = Not important, 2 = Somewhat important, 3 = Very important, 4 = Critically important, 5 = Highest priority

Candidate Fieldwork Experience Evaluation
School Counseling
Spring 2013

| <i>Please rate how well your field experience/clinical practice this semester helped you to:</i> | <i>NCATE Standard</i> | Spring 2013 | |
|--|-----------------------|-------------|----|
| | | Mean | N |
| 1.1 Deepen knowledge in my discipline | 3.b | 4.64 | 28 |
| 1.2 Create an environment where students will achieve state-adopted academic standards | 3.b | 4.50 | 28 |
| 1.3 Employ inclusive practices | 3.b | 4.54 | 28 |
| 1.4 Reflect on my own practice | 3.b | 4.75 | 28 |
| 1.5 Exhibit ethical and caring behavior | 3.b | 4.79 | 28 |
| 1.6 Collaborate with peers, colleagues, and/or other professionals | 3.b | 4.68 | 28 |
| <i>Please rate the following aspects of your field experience:</i> | | | |
| 2.1 Clarity of expectations for fieldwork responsibilities | 3.c | 4.61 | 28 |
| 2.2 The opportunity to apply what I learned in my program coursework. | 3.c | 4.61 | 28 |
| 2.3 The opportunity to use technology. | 3.c | 4.36 | 28 |
| 2.4 The opportunity to implement and assess strategies for improving student learning. | 3.c | 4.39 | 28 |
| 2.5 The opportunity to reflect on my practice. | 3.c | 4.64 | 28 |
| 2.6 The opportunity to demonstrate the knowledge, skills and dispositions in the professional role for which I am preparing. | 3.c | 4.54 | 28 |
| 2.7 Feedback to help me improve my practice. | 3.c | 4.56 | 27 |

Notes: 1=Unsatisfactory, 2=Marginal, 3=Satisfactory, 4=Strong, 5=Outstanding