

**Commission on Teacher Credentialing  
Biennial Report**

*(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)*

**Academic Years 2009-10 and 2010-11**

<b>Institution</b>	California State University, Long Beach
<b>Date report is submitted</b>	Fall 2011
<b>Program documented in this report</b>	School Counseling
<b>Name of Program</b>	School Counseling
<b>Credential awarded</b>	Pupil Personnel Services/School Counseling
<b>Is this program offered at more than one site? No</b>	
<b>If yes, list all sites at which the program is offered</b>	
<b>Program Contact</b>	Carlos P. Hipolito-Delgado
<b>Phone #</b>	562-985-8646
<b>E-Mail</b>	chipoli2@csulb.edu
<b>If the preparer of this report is different than the Program Contact, please note contact information for that person below:</b>	
<b>Name:</b>	
<b>Phone #</b>	
<b>E-mail</b>	

## **SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**

### **PART I – Contextual Information**

The Master of Science in Counseling (School Counseling Option) and the Pupil Personnel Services School Counseling Credential Programs are designed to prepare counselors to work in urban elementary, middle, and high schools. Both programs support a comprehensive, developmental, and collaborative school counseling model. Based upon the American School Counselor Association's (ASCA) National Standards for K-12 School Counseling Programs, the ASCA National Model and the Education Trust's Transformed School Counselor Initiative, our programs further supports a balanced, holistic approach that considers the academic, college and career development, and personal/social needs of K-12 students. Graduates are expected to become proactive leaders who will advocate for their students and themselves, as counseling professionals working toward equity, achievement, and opportunity for all students.

For the 09/10 school year, there were two full-time faculty members and three part-time lecturers. For the 10/11 school year, there was 1 full-time faculty member, one .5 time faculty member, and four part-time lecturers. This program is a high-demand program with over 140 applicants per year. 26 students from this applicant pool matriculated in the 09/10 school year and 24 students matriculated in the 10/11 school year.

**Table 1***Program Student Learning Outcomes and Relevant Standards*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>	<b>Outcome 7</b>	<b>Outcome 8</b>	<b>Outcome 9</b>	<b>Outcome 10</b>	<b>Outcome 11</b>
<b>SLOs</b>	Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.	Describe and address key issues pertaining to counseling in school settings, including professional, ethical, and legal issues, and issues of diversity (including race/ethnicity, gender, disabilities, sexual orientation, and others).	Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.	Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.	Employs counseling skills for effective individual counseling.	Use technological tools for college and career exploration and relevant counselor resource websites.	Critically interpret and evaluate school counseling related literature.	Demonstrate effective written skills.	Demonstrate effective oral communication skills.	Articulate their personal philosophy of school counseling.	Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.
<b>Signature Assignments</b>	Facilitated discussion (695C)	Comp exam question 2	Presentation (644A)	Ethical dilemma present. (695C)	Counseling skills eval (607)	Topics-higher ed planning present (507)	Literature critique (695C)	Final paper (695C)	Ethical dilemma present. (695C)	Final paper (695C)	Presentation (644A)
<b>National Standards</b>	Counseling, prevention, intervention ; Diversity & advocacy	Foundations; Diversity & advocacy	Foundations; Assessment; Collaboration & Consultation	Foundations	Counseling, prevention, intervention		Research & evaluation			Foundations	Foundations; Academic development; Leadership
<b>State Standards</b>	19 Academic development; 20 Career development; 21 Personal/social development	18 Professionalism; 22 Leadership; 23 Advocacy	17 Foundations; 22 Leadership; 23 Advocacy; 24 Learning, achievement, & instruction; 27 Collaboration, coordination, team building; 28 Organizational	18 Professionalism	25 Individual counseling; 26 Group counseling	20 Program evaluation and technology	20 Program evaluation and technology			18 Professionalism	17 Foundations; 18 Professionalism; 19 Academic development; 20 Career development; 21 Personal/social development

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11
	t		systems & program development; 29 Prevention education & training								
<b>Conceptual Framework</b>	Values Diversity, School Improvement, Prepares Leaders	Prepares Leaders, Values Diversity	Prepares Leaders, School Improvement, Values Diversity, Service and Collaboration, Research and Evaluation	Prepares Leaders, Values Diversity	Prepares Leaders, Promotes Growth	Promotes Growth, Values Diversity	Research and Evaluation	Promotes Growth	Prepares Leaders, School Improvement	Prepares Leaders, Promotes Growth, Values Diversity, Service and Collaboration	Values Diversity, School Improvement, Prepares Leaders
<b>NCATE Elements</b>	Student Learning	Knowledge & Skills - Other	Knowledge & Skills - Other	Professional Dispositions	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Professional Dispositions	Knowledge and & - Other

**Table 2***Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	<b>Transition Point 1 Admission to Program</b>					
	<b>2009-2010</b>			<b>2010-2011</b>		
	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>
<b>TOTAL</b>	144	27	26	142	36	24

**Table 3***Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)<sup>1</sup>*

	<b>Transition Point 2 Advancement to Culminating Experience</b>	
	<b>2009-2010</b>	<b>2010-2011</b>
<b>Thesis (698)<sup>2</sup></b>	1	-
<b>Comps</b>	21	15

---

<sup>1</sup> Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

<sup>2</sup> This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 and were still making progress on their theses at this time.

**Table 4**

*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	<b>Transition Point 3 Exit</b>	
	<b>2009-2010</b>	<b>2010-2011</b>
<b>Degree</b>	19	17
<b>Credential<sup>3</sup></b>	22	15

**Table 5**

*Faculty Profile 2009-2011<sup>4</sup>*

<b>Status</b>	<b>2009-2010</b>	<b>2010-2011</b>
Full-time TT/Lecturer	2	1
Part-time Lecturer	3	5
Total:	5	6

## **PART II – Candidate Assessment/Performance and Program Effectiveness Information**

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

---

<sup>3</sup> Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

<sup>4</sup> Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

**Table 6***Program Student Learning Outcomes and Signature Assignments*

<b>Student Learning Outcomes</b>	<b>Signature Assignment(s)</b>	<b>Description of the Assignment</b>
SLO 1: Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.	COUN 695C: Facilitated Discussion	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will facilitate a 50-60 minute class discussion on one of several possible selected topics such as school violence, child abuse, racism in the schools, working with LGBTQ students, alcohol and other drug abuse, gender issues in the schools, students with eating disorders / other body image issues, working with students with disabilities, suicide, self-mutilation / other forms of self-harm, etc.
SLO 2: Describe and address key issues pertaining to counseling in school settings, including professional, ethical, and legal issues, and issues of diversity (including race/ethnicity, gender, disabilities, sexual orientation, and others).	Comprehensive Exam	The School Counseling Comprehensive Examination is a six-hour supervised exam taken by all non-thesis students in December or May of their final semester in the program. It consists of three (3) questions. Question Two deals with the role of the school counselor in addressing critical issues such as those included in SLO #2. Students have three hours to complete Question Two and Question Three.
SLO 3: Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.	COUN 644A: Presentation	
SLO 4: Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.	COUN 695C: Ethical Dilemma Presentation	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will prepare and deliver a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending upon size of class) school-based ethical dilemmas that will be distributed in class.
SLO 5: Employs counseling skills for effective individual counseling.	COUN 607: Counseling Skills Evaluation	This course has been designed to provide candidates with an opportunity to work with individual children and adolescents under supervision in a counseling setting. Practical application of theoretical counseling approaches to cases involving academic, career, personal, and social adjustment will be undertaken, with consultation, supervision, and case management provided by the instructor and on-site school counselors. During the course candidates will deliver one-on-one counseling to a client for a period of 8 weeks during which the instructor will observe and evaluate the candidate's counseling skills based on

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
		the rubric below.
SLO 6: Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.	COUN 507: Topics Higher-Ed Planning	In groups of 3 – 4, candidates will explore a designated topic in higher education planning and prepare a two-part presentation using on line resources and materials to deliver the information to both students and counselors.
SLO 7: Critically interpret and evaluate school counseling related literature.	COUN 695C: Literature Critique	During class, students will write a critique of a brief research article that will be assigned reading for that date. They will be aware (per course syllabus) that they will be asked to write this literature critique on the date specified in the course outline.
SLO 8: Demonstrate effective written skills.	COUN 695C: Final Paper	In an 8-12 page paper, students will describe their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor.
SLO 9: Demonstrate effective oral communication skills.	COUN 695C: Ethical Dilemma Presentation	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will prepare and deliver a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending upon size of class) school-based ethical dilemmas that will be distributed in class
SLO 10: Articulate their personal philosophy of school counseling.	COUN 695C: Final Paper	In an 8-12 page paper, students will describe their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor.
SLO 11: Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.	COUN 644A: Presentation	



**Table 7**

*Program Effectiveness Data*

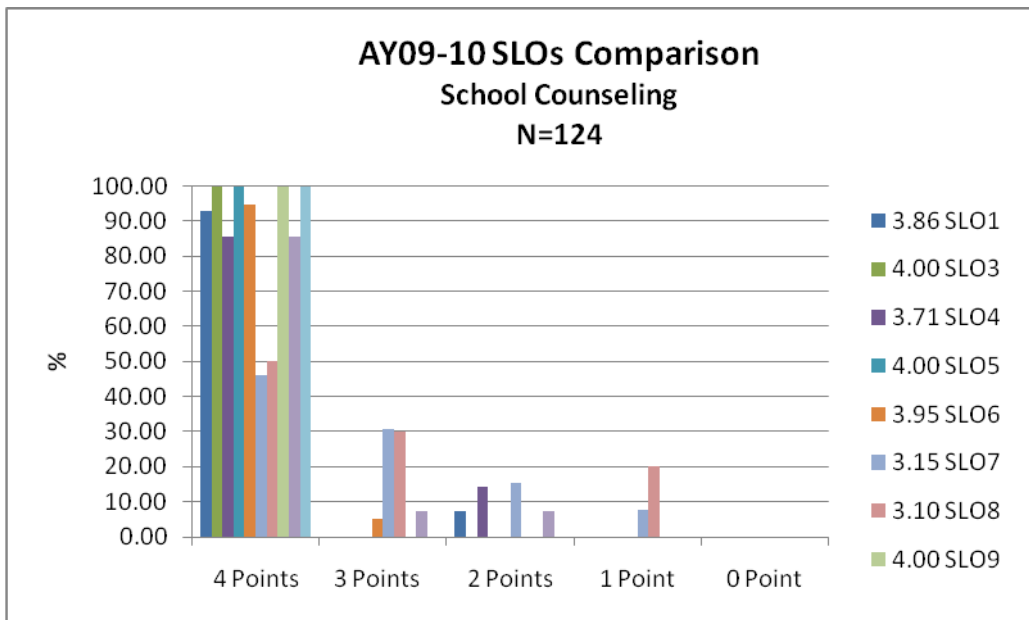
Data Collection Instrument	When Administered
Exit Survey	Spring
Alumni Survey	Spring

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

**2009-10 Student Learning Data**

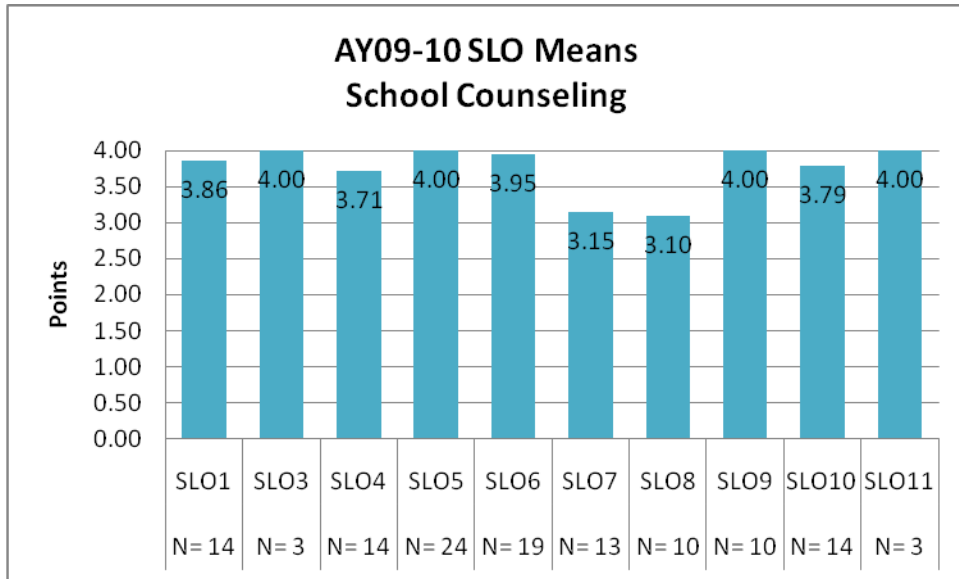
**Figure 1**

*School Counseling AY09-10 SLOs Comparison*



**Figure 2**

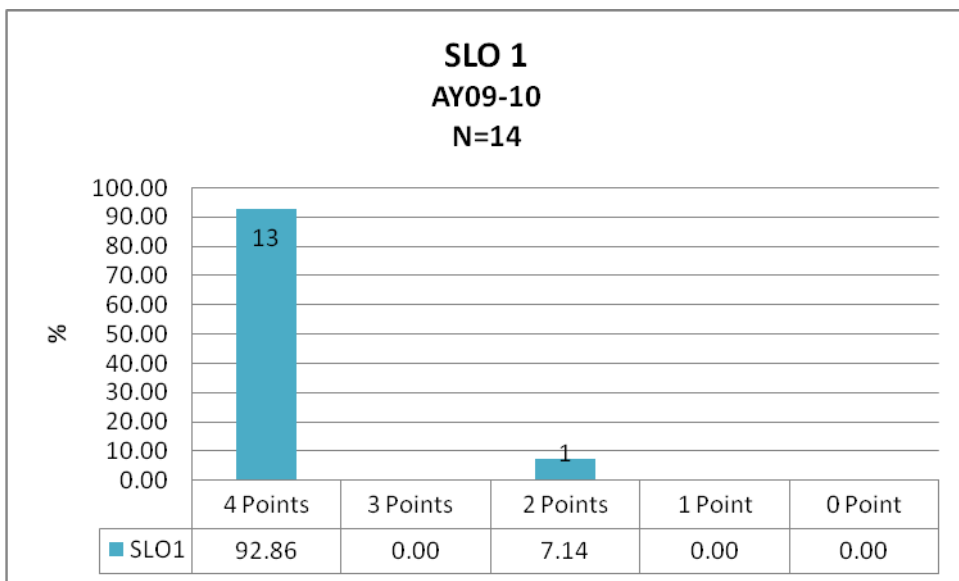
*School Counseling AY09-10 SLO Means*



**Outcome 1:** Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.

**Figure 3**

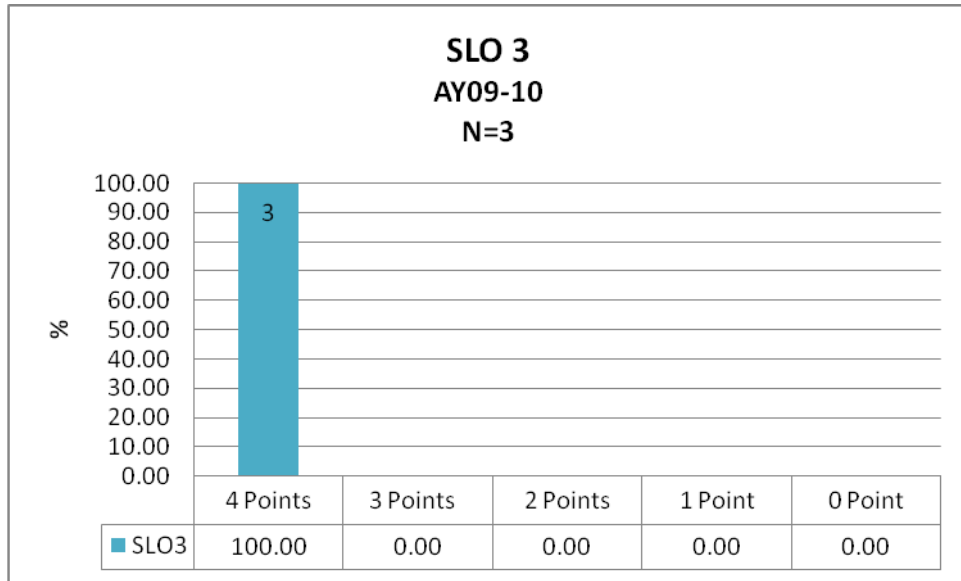
*School Counseling AY09-10 Score Distribution-SLO 1*



**Outcome 3:** Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.

**Figure 4**

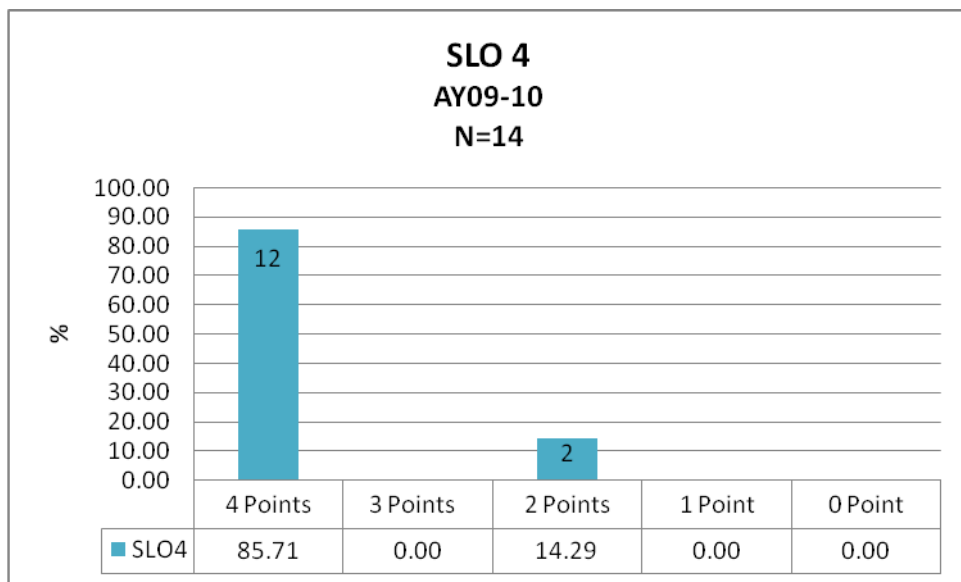
*School Counseling AY09-10 Score Distribution-SLO 3*



**Outcome 4:** Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.

**Figure 5**

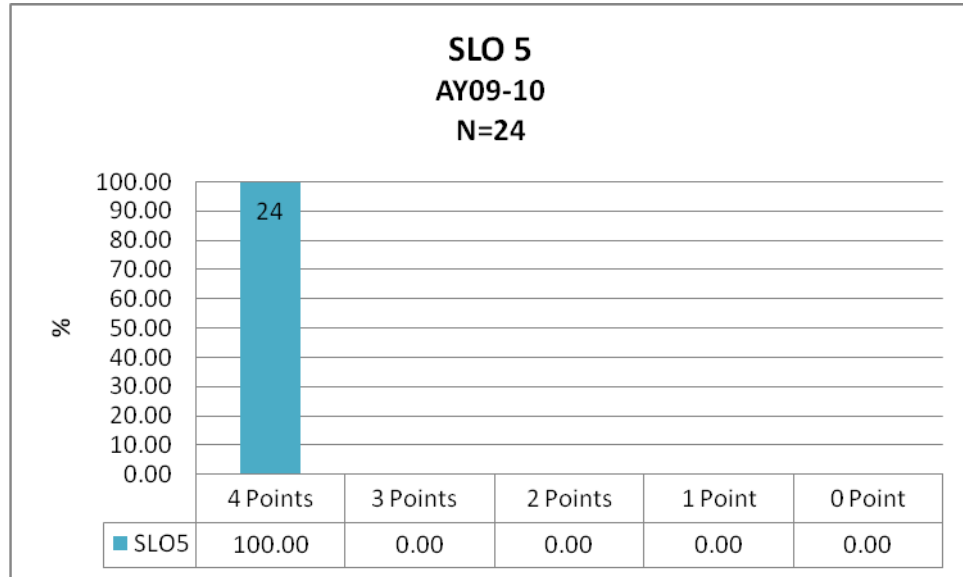
*School Counseling AY09-10 Score Distribution-SLO 4*



**Outcome 5:** Employs counseling skills for effective individual counseling.

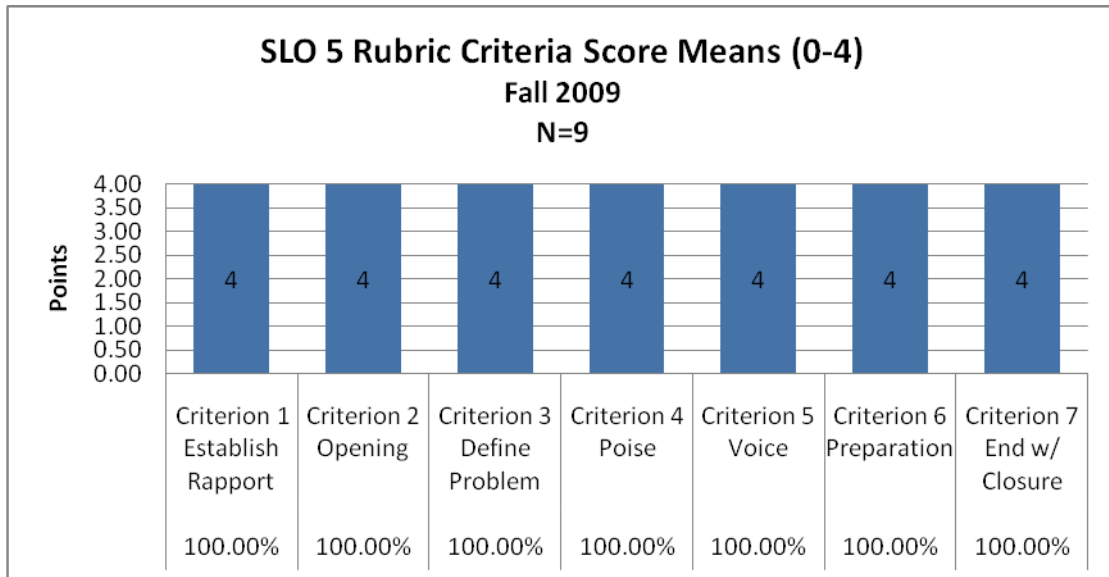
**Figure 6**

*School Counseling AY09-10 Score Distribution-SLO 5*



**Figure 7**

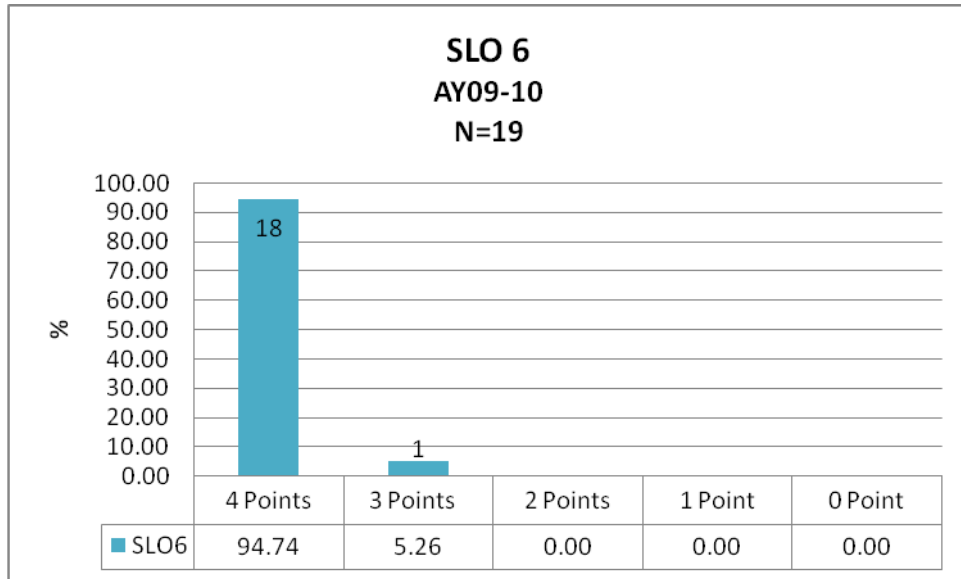
*School Counseling Fall 2009 Criteria Means-SLO 5*



**Outcome 6:** Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.

**Figure 8**

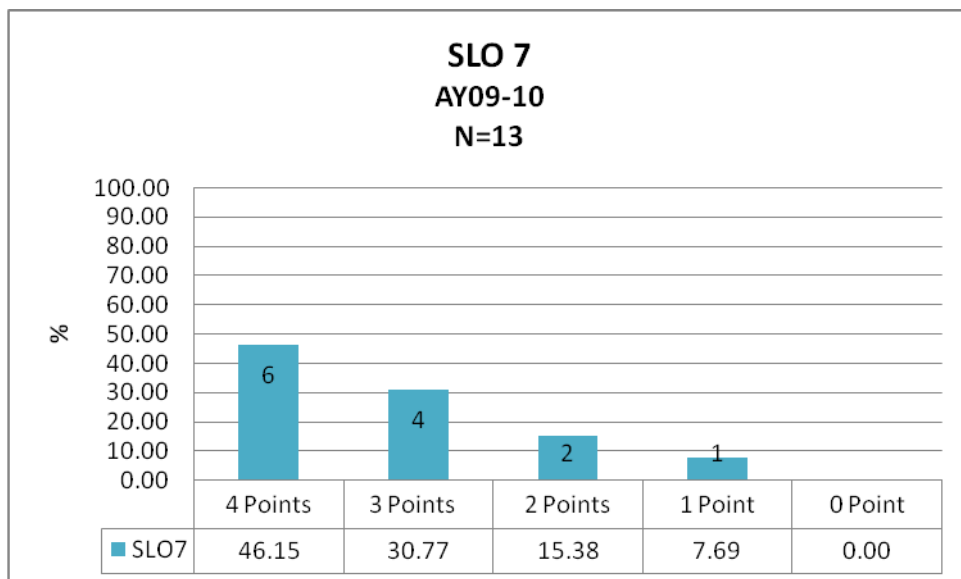
*School Counseling AY09-10 Score Distribution-SLO 6*



**Outcome 7:** Critically interpret and evaluate school counseling related literature.

**Figure 9**

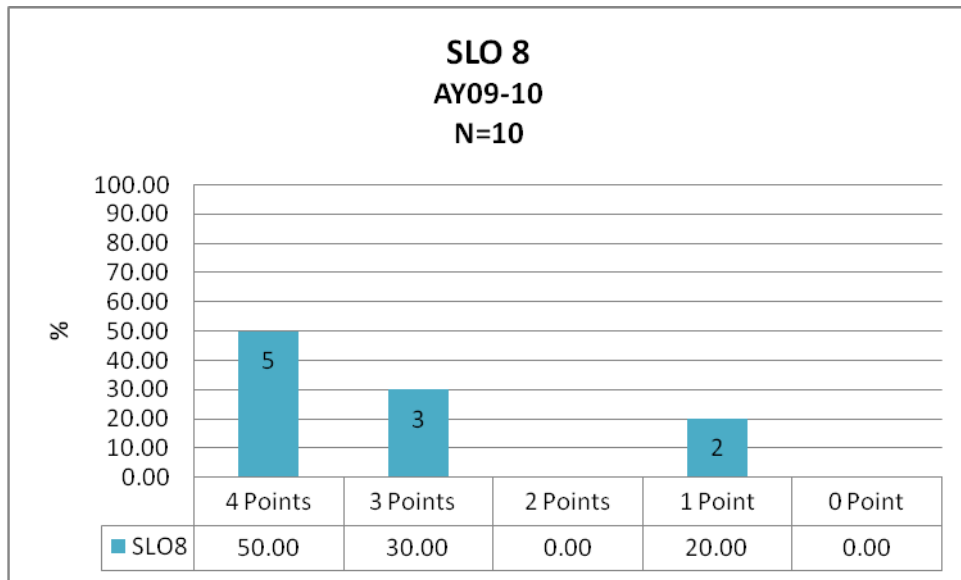
*School Counseling AY09-10 Score Distribution-SLO 7*



**Outcome 8:** Demonstrate effective written skills.

**Figure 10**

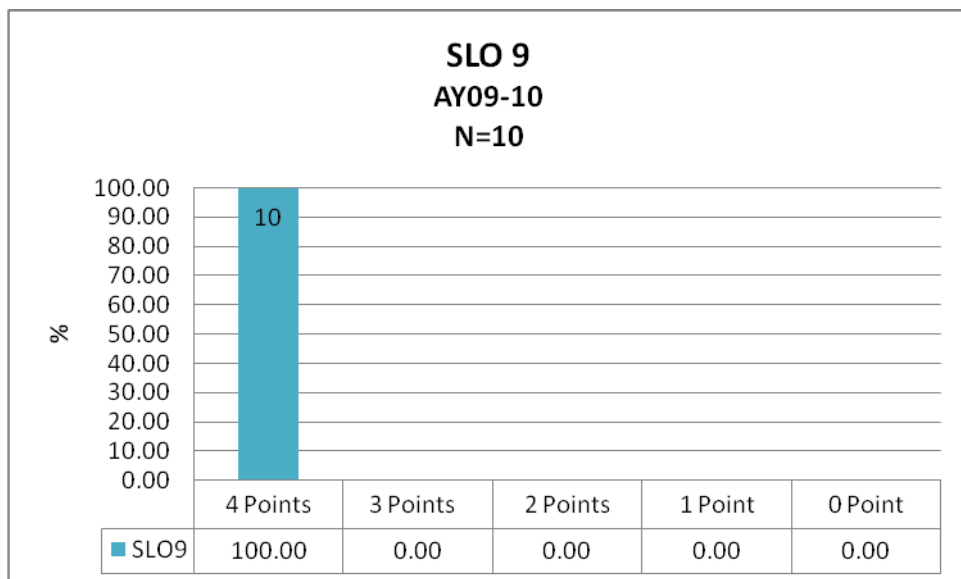
*School Counseling AY09-10 Score Distribution-SLO 8*



**Outcome 9:** Demonstrate effective oral communication skills.

**Figure 11**

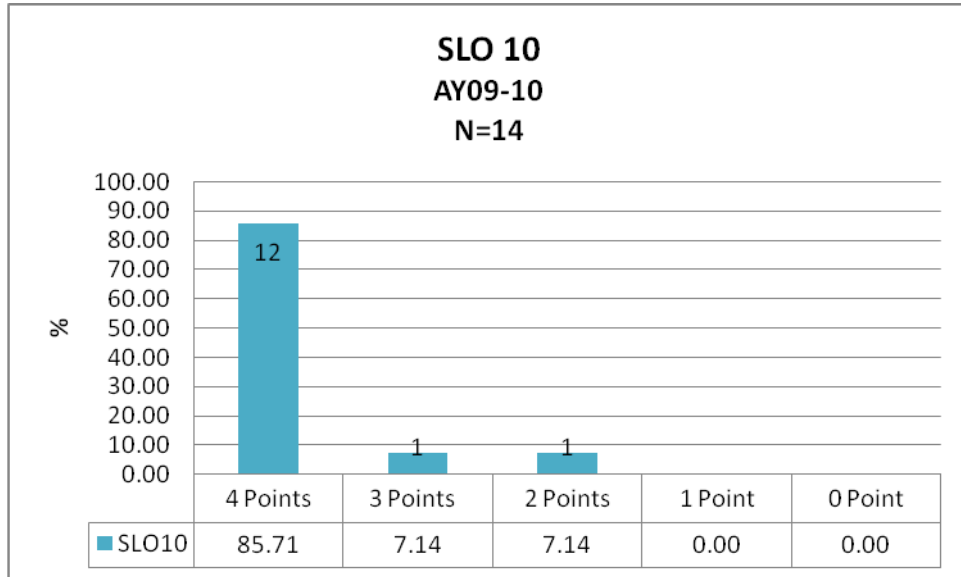
*School Counseling AY09-10 Score Distribution-SLO 9*



**Outcome 10:** Articulate their personal philosophy of school counseling.

**Figure 12**

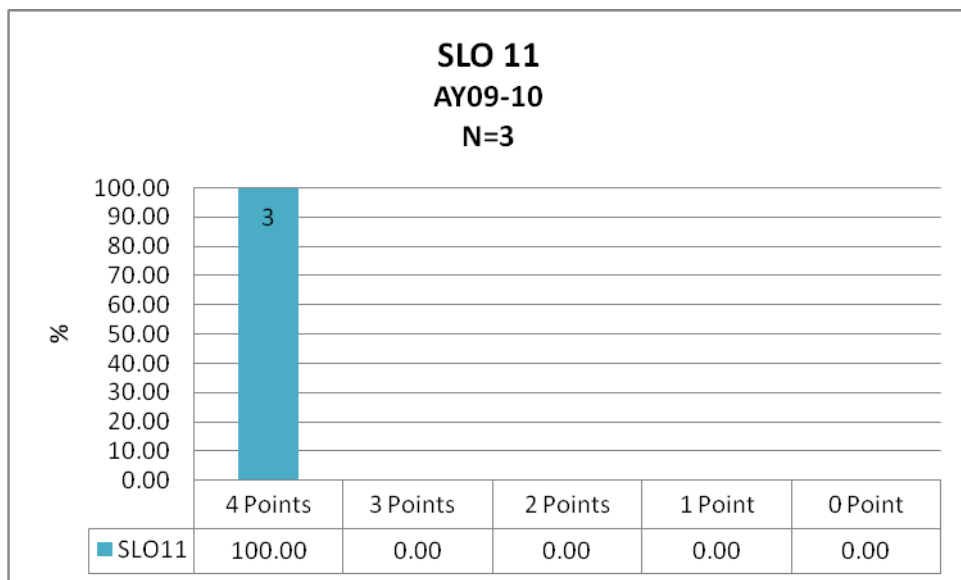
*School Counseling AY09-10 Score Distribution-SLO 10*



**Outcome 11:** Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.

**Figure 13**

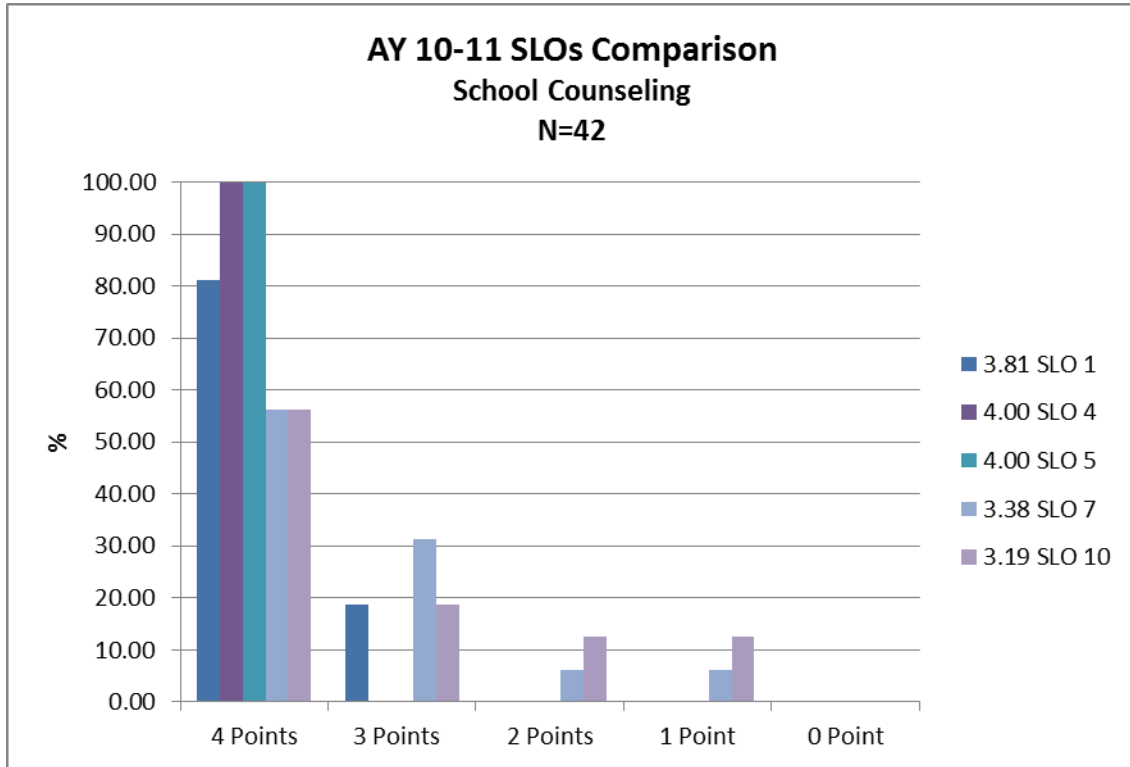
*School Counseling AY09-10 Score Distribution-SLO 11*



2010-11 Student Learning Data

Figure 14

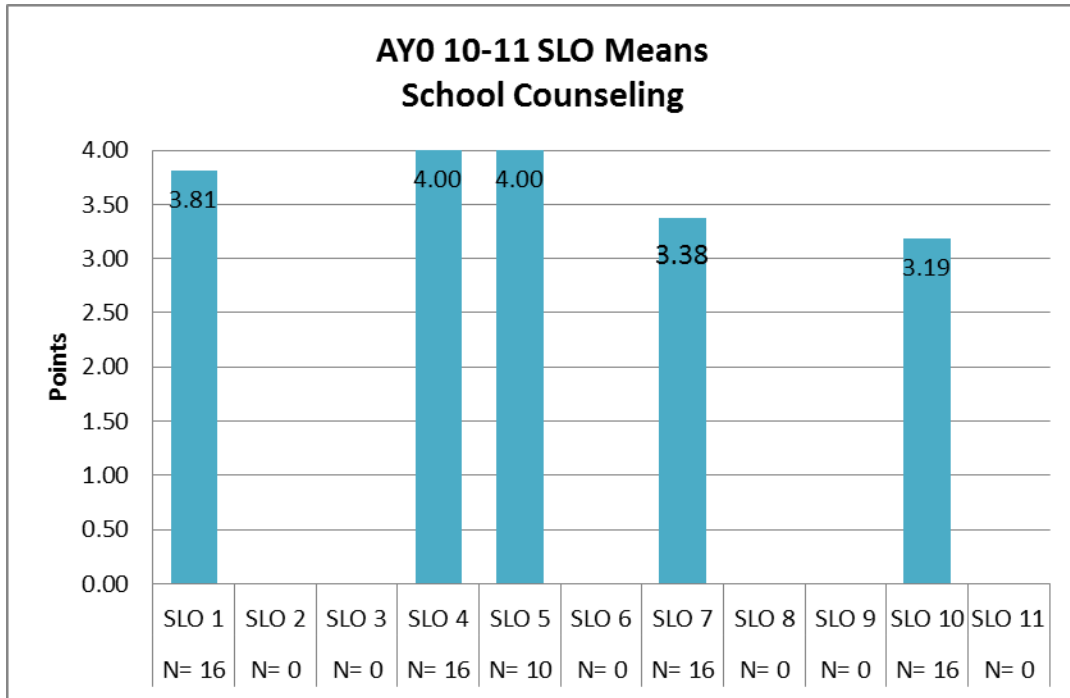
School Counseling AY10-11 SLOs Comparison





**Figure 15**

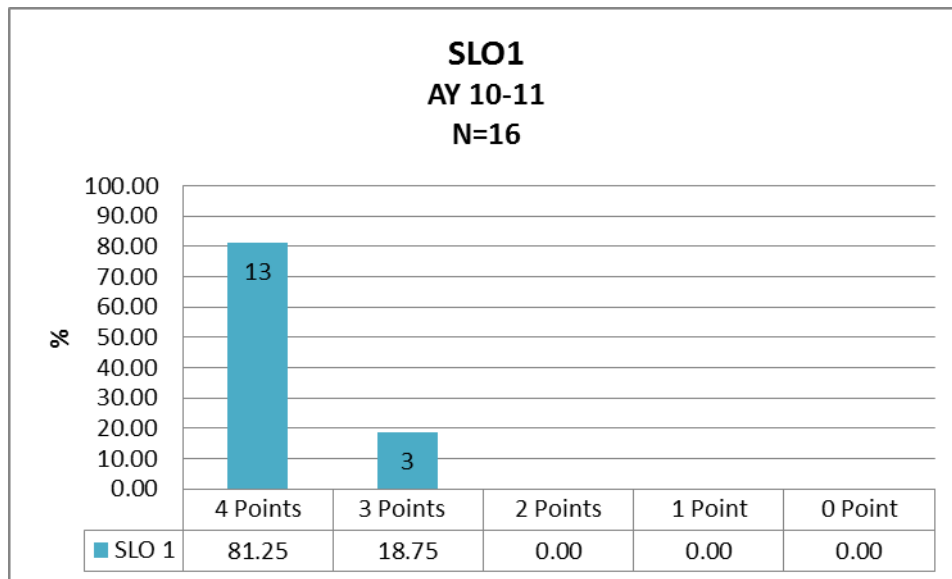
*School Counseling AY10-11 SLO Means*



**Outcome 1:** Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.

**Figure 16**

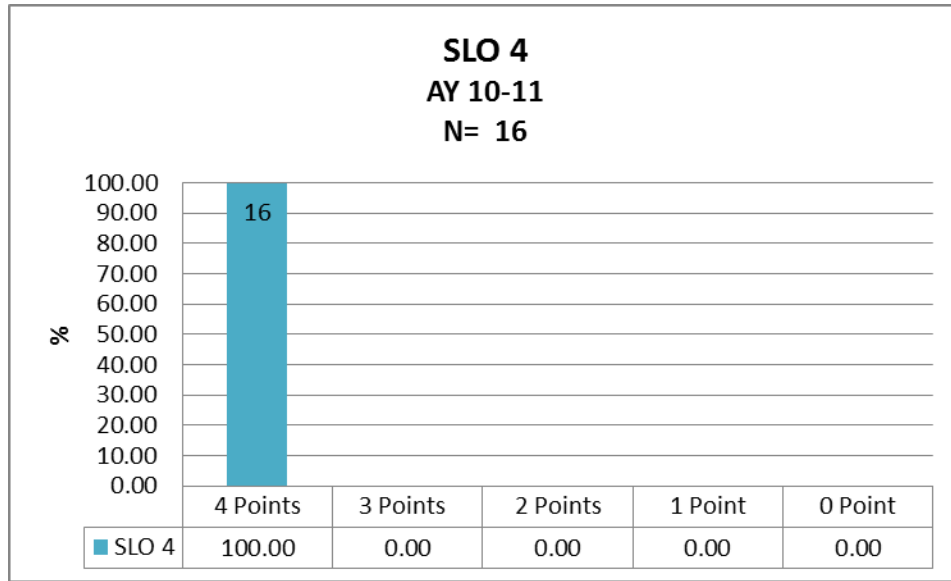
*School Counseling AY10-11 Score Distribution-SLO 1*



**Outcome 4:** Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.

**Figure 17**

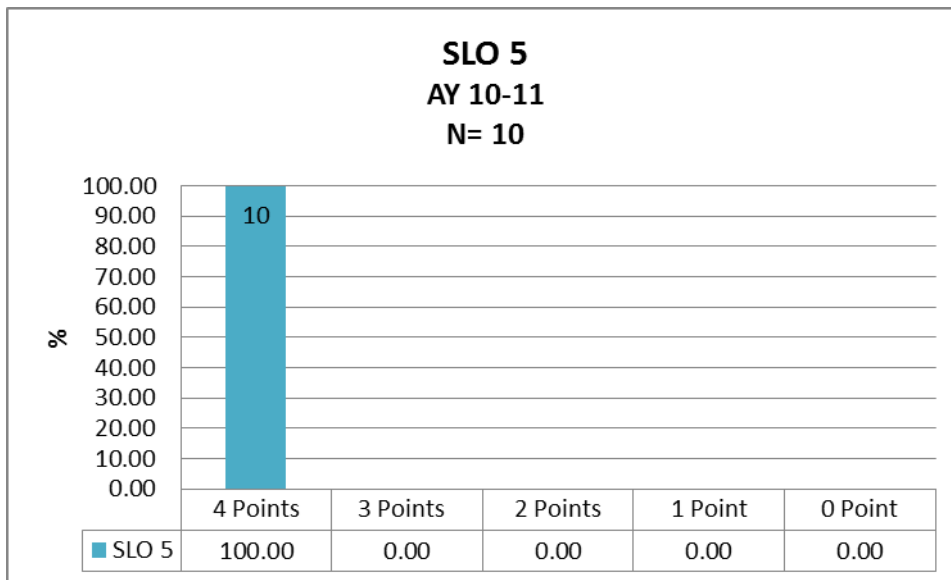
*School Counseling AY10-11 Score Distribution-SLO 4*



**Outcome 5:** Employs counseling skills for effective individual counseling.

**Figure 18**

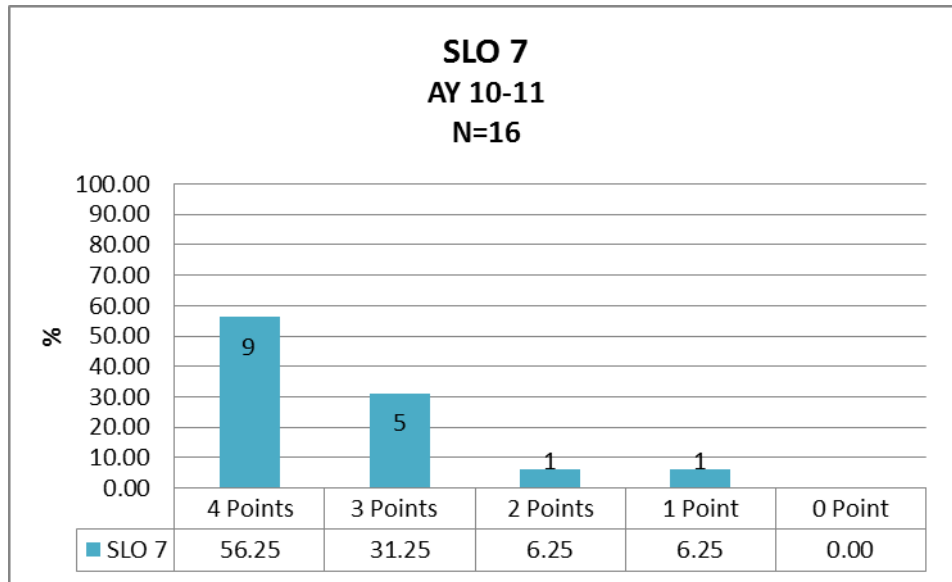
*School Counseling AY10-11 Score Distribution-SLO 5*



**Outcome 7:** Critically interpret and evaluate school counseling related literature.

**Figure 19**

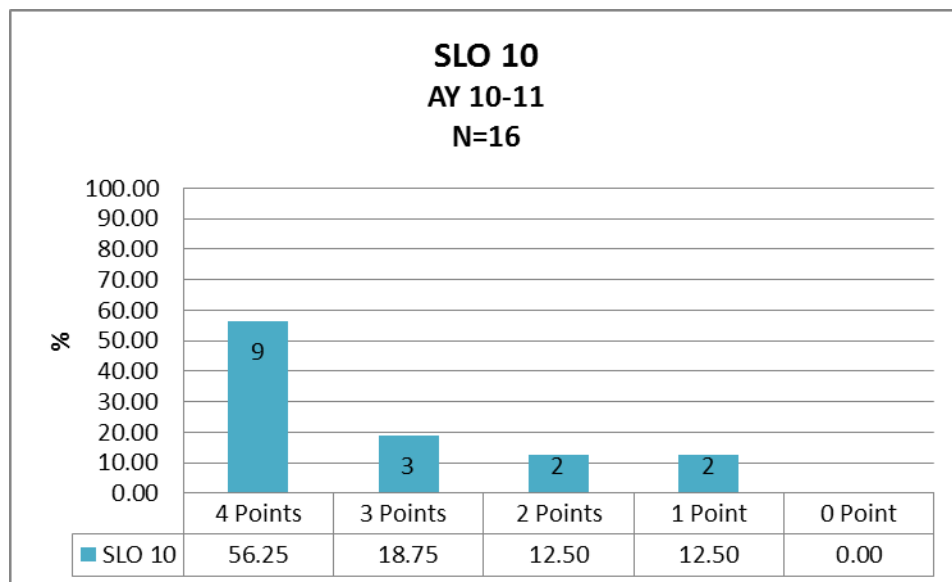
*School Counseling AY10-11 Score Distribution-SLO 7*



**Outcome 10:** Articulate their personal philosophy of school counseling.

**Figure 20**

*School Counseling AY10-11 Score Distribution-SLO 10*



**2010-11 Program Effectiveness Data**

**Figure 21**

<b>18. To what degree has your program contributed to your ability to:</b>				
	<b>A great deal</b>	<b>Somewhat</b>	<b>Not at all</b>	<b>Response Count</b>
promote intellectual growth for ALL students/clients?	<b>71.4% (5)</b>	28.6% (2)	0.0% (0)	7
promote personal growth for ALL students/clients?	<b>57.1% (4)</b>	42.9% (3)	0.0% (0)	7
promote interpersonal growth for ALL students/clients?	<b>57.1% (4)</b>	42.9% (3)	0.0% (0)	7
be a socially responsible leader?	<b>71.4% (5)</b>	14.3% (1)	14.3% (1)	7
value diversity among your students/clients?	<b>85.7% (6)</b>	14.3% (1)	0.0% (0)	7
collaborate with the community?	<b>57.1% (4)</b>	28.6% (2)	14.3% (1)	7
promote school or organizational improvement for all students/clients?	<b>66.7% (4)</b>	16.7% (1)	16.7% (1)	6
engage in research to inform your practice?	<b>42.9% (3)</b>	28.6% (2)	28.6% (2)	7
engage in ongoing evaluation of your practice?	<b>42.9% (3)</b>	<b>42.9% (3)</b>	14.3% (1)	7

Figure 22

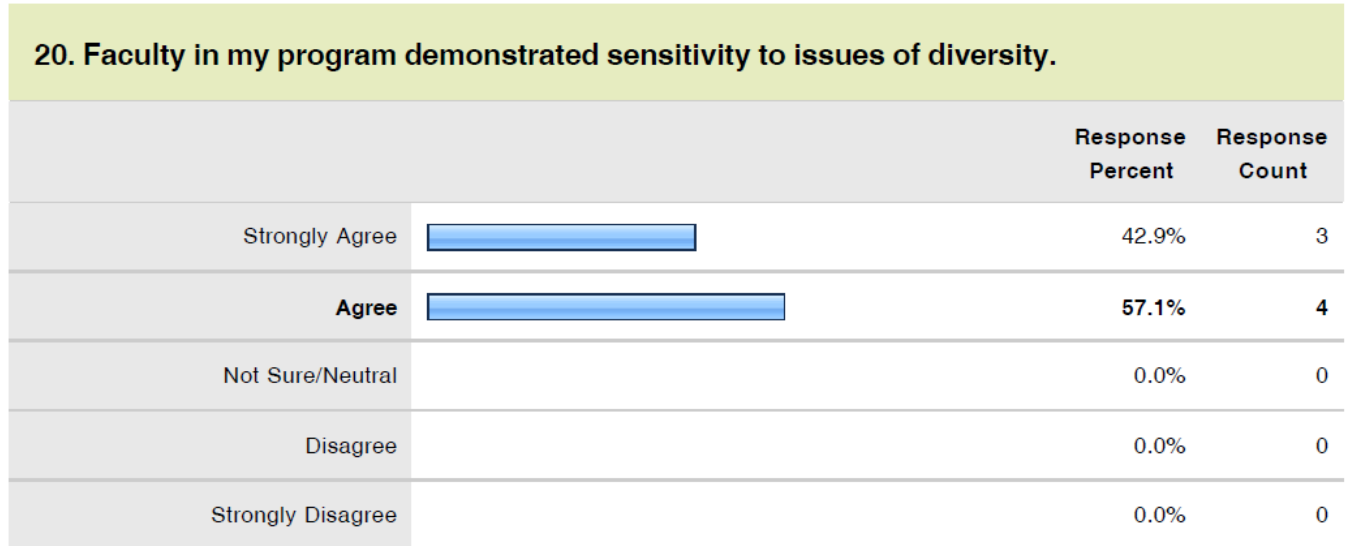
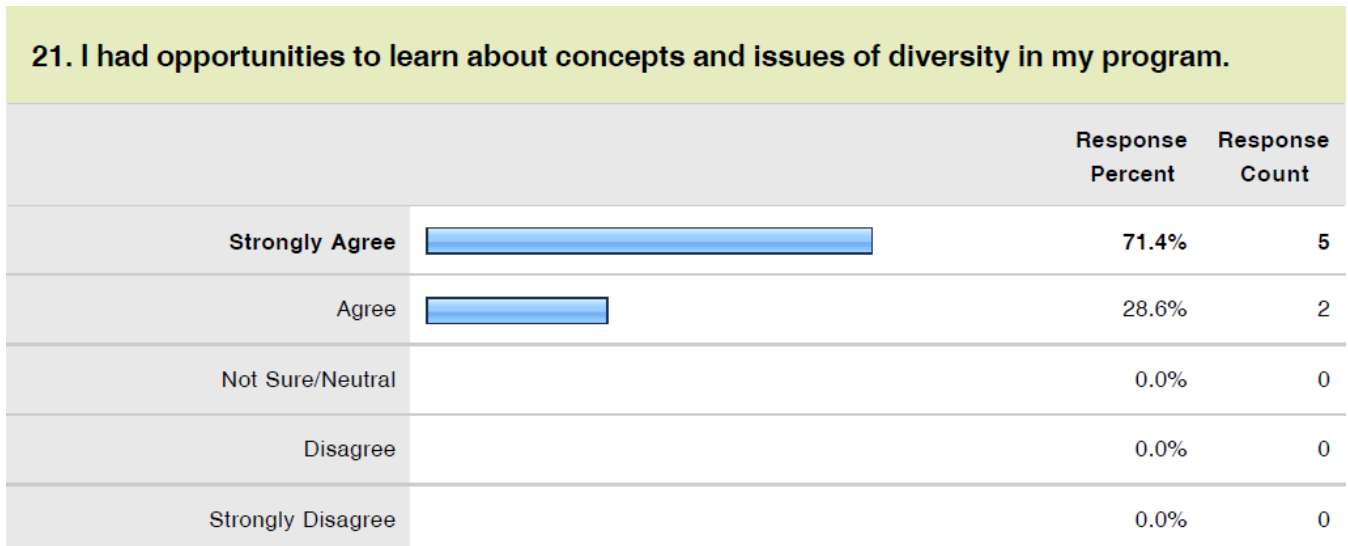


Figure 23



### **PART III – Analyses and Discussion of Candidate and Program Data**

For the 2009 – 2010 academic year low scores were noted for school counseling SLO's 7 and 8 (see figures 9 & 10). The school counseling faculty noted that the lower performance in both of these assignments might be an indication of students' difficulties with academic writing. The goal of the assignment associated with SLO 7 is to aid students in becoming critical consumers of school counseling literature—students receive a research article that has some research issues but is published regardless of these issues. Through this assignment students are taught that published research is not flawless and that as scholar practitioners they are able to critique research. The faculty decided that the weaker performance of students in this area is likely related to limited practice in critiquing scholarly literature and that additional opportunities to practice this skill should be incorporated throughout student's program of study.

In regards to student performance in SLO 8, faculty realized that the timing of this assignment was problematic and that student's writing skills were an area of concern. SLO 8 is associated with the capstone course for the school counseling program and is typically due at the end of the semester, after comprehensive exams. It was the feeling of faculty that students were burnt out and, often, completed only the bare minimum required of this assignment. It was also determined that more concerted effort be placed in the development of students' writing skills.

For the 2010 and 2011 academic year data, school counseling faculty noted issues related to SLO's 3, 10, and 11. SLO's 3 and 11, which are collected during students' second semester of fieldwork, have yet to be finalized. Despite earlier meetings to develop the assignment and grading rubric, a final version of the grading rubric was never created. Further, each university supervisor structures supervision differently. Thus, there is a need to, for the purpose of these SLOs, have a standardized assignment and grading rubric.

The faculty also noted that SLO 10 had the greatest distribution of scores, much wider than any of the other SLOs. Faculty was concerned since this assignment is to develop a personal philosophy of counseling, which they begin developing in their first semester. The concern was that by their last year of study students should be clear on their philosophy of counseling, particularly if students continue to develop their philosophy throughout the program. It was also noted that the instructor of COUN 695C for this term was not the usual instructor for the course. Further, the instructor posited that the low scores were more related to anxiety surrounding comprehensive exams. The students' energy and focus was not on the assignment, but on the pending comprehensive exam.

Program faculty was also concerned with the current structure of SLO's, feeling that 11 SLOs was too many. Further, a concern was raised of the number of SLOs assessed by COUN 695C. This course is typically the last course students take prior to graduation. Faculty was of that opinion that by spreading SLO's through students program of study would provide faculty with opportunities to intervene with students who are experiencing difficulty and to provide appropriate remediation.

Overall the school counseling faculty was pleased with the program effectiveness data (figures 21 – 23). They were particularly happy with students' ratings that the program taught them to value diversity of students and with the faculty's knowledge of diversity. The faculty was also pleased that the majority of students' believed that the school counseling program promoted social responsible leadership and promoting student learning, both of which are consistent with the ASCA national model and the transformed school counseling initiative—founding principles of the school counseling program.

An area of concern for the school counseling faculty, as related to program effectiveness data, was candidates' ratings of program evaluation and using research to inform practice. It was the opinion of the faculty that, despite numerous courses on research and program evaluation, that a more concentrated effort was needed to link research and program evaluation with school counseling specific courses. Specifically, these topics needed to be reinforced in introduction to school counseling, special topics in school counseling, and the advanced seminar in school counseling.

## Part IV – Use of Assessment Results to Improve Candidate and Program Performance

Table 8

Data Source	Plan of Action or Proposed Changes Made	Timeline	Applicable Program or Common Standard(s)
2009/2010 SLO 7	Increase emphasis on being critical consumers of school counseling and academic literature. Faculty decided to increase the number of assignments that require students to be critical consumers of academic literature. These assignments will be spread throughout students program of study. Plans are already in place to add a position paper, which includes a critique of academic literature, in COUN 507. Faculty will also discuss further how to incorporate literature critiques in COUN 510 and COUN 606.	Fall 2012	Critically interpret and evaluate school counseling related literature. CTC Standard 20: Program evaluation and technology
2009/2010 SLO 8	Change due date of assignment. Faculty will discuss if it is best to have assignment due prior to the comprehensive exam or two weeks after the exam.	Fall 2011	Demonstrate effective written skills.
2010/2011 SLO 3 & 11	Develop a standardized assignment and scoring rubric to be used across all fieldwork sections.	Spring 2012	Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs; Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social

Data Source	Plan of Action or Proposed Changes Made	Timeline	Applicable Program or Common Standard(s)
			counseling. CTC Standards: 17 Foundations; 18 Professionalism; 19 Academic development; 20 Career development; 21 Personal/social development 22 Leadership; 23 Advocacy; 24 Learning, achievement, & instruction; 27 Collaboration, coordination, team building; 28 Organizational systems & program development; 29 Prevention education & training
2010/2011	Faculty will devise a new set of SLOs. These SLOs will be designed to better align with the ASCA national standards and the Education Trust's Transformed School Counselor Initiative. Further, these SLOs will be designed in such a way so they are spread throughout a student's program of study.	Spring 2012	