

# Nebraska Department of Education Rule 24 Report

## SCHOOL COUNSELING

(Content Area)

### Educator Preparation Content Program Review

Name of institution	Doane University
Date Submitted	February 17, 2025
Contact Person	Dr. Tim Frey
Phone/Fax	402-826-8648; cell 402-381-8435
Email	timothy.frey@doane.edu

Folio type:  Regular  Mini  Advanced Program

#### Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
School Counseling	Field	PK-12	Master's

Is the endorsement offered at more than one site?  Yes  No

If yes, list additional sites where endorsement is offered:

Lincoln, Online

Institution Accreditation Status:  National  State

Is this a Nationally Accredited Program?  Yes  No

If Yes, list Accrediting Organization:

[CAEP](#)

Attach National Letter to Cover Sheet

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## Section 1: Contextual and Endorsement Program Information

### 1a – Contextual information

#### Doane University History and Purpose

Doane has occupied a distinguished place among the colleges and universities of the Midwest as Nebraska’s first and oldest private liberal arts and sciences school.

On July 11, 1872, Doane College was founded. The college was officially incorporated at that time as a nonprofit institution governed by an independent, self-perpetuating board of trustees. It has received continuous accreditation from the North Central Association of Colleges and Schools, now named the Higher Learning Commission, since 1913.

Doane began its work in higher education for adult and non-residential students when it offered its first professional development classes in Lincoln in 1981. The current Lincoln campus was established in 1988. Since then graduate programs have been delivered in a variety of Nebraska locations outside of Lincoln including current locations in Bellevue and North Platte.

In 2016, Doane College became Doane University, reflecting its structure of multiple campuses, colleges, and the addition of online programs. No matter the changes, Doane has continued to hold on to its liberal arts origins, prioritizing teaching, research, academic study and helping students reach success in all aspects of their education.

Doane is historically affiliated with what is now called the United Church of Christ (UCC). Doane serves as the representative institution for the Nebraska, Rocky Mountain, Kansas-Oklahoma, and South Dakota conferences of the UCC. Doane, although founded by Protestants, is open to students of all religions, as well as those who profess no formal religion.

## Doane University Mission, Vision and Values

Doane University's mission is to create distinctive educational experiences, immersed in the liberal arts, to prepare our students for careers and lives grounded in inquiry, ethics, and a commitment to lead and serve in the global community.

### Vision

Doane University will be a comprehensive university, recognized for innovation, valuing the liberal arts and professional studies in order to empower and prepare students for life, career, and community engagement.

### Values

- **Inclusion:** Doane values creating an environment in which all individuals and communities are able to fully participate, belong and thrive in authentic ways.
- **Integrity:** Doane values ethical and principled decision-making and taking responsibility for one's actions.
- **Innovation:** Doane values forward thinking and the ability to develop and implement new or re-imagined ideas in a collaborative environment.
- **Transformation:** Doane values enhancing lives and developing potential.

### Accreditation

Recognized by educational accrediting agencies as a standard four-year college of liberal arts, Doane University is accredited by the Higher Learning Commission and a member of the North Central Association. Its credits are accepted by the University of Nebraska and by state departments of education. Its graduates are regularly accepted to full graduate standing by leading American universities.

Programs at the university are also accredited by the Nebraska Coordinating Commission for Postsecondary Education, the National Association of Schools of Music, The Engineering Accrediting Commission of ABET, the Accreditation Council for Business Schools and Program, and the Council for Accreditation of Educator Preparation.

The university holds membership in the National Association of Schools of Music, the Council of Independent Colleges, the Association for Governing Boards, the American Association of Colleges of Teacher Education, the Association of Independent Liberal Arts Colleges of Teacher Education, The Council for the Advancement of and Support of Education, that National Association of Independent Colleges and Universities, and the Council of Independent Nebraska Colleges.

## College of Education

### Mission

Learn. Challenge. Empower. Transform.

### Belief Statements

The College of Education of Doane University is a community that pursues and celebrates excellence. In this pursuit:

- We foster a vibrant intellectual community that values learning, collaboration, curiosity, inquiry and scholarship.
- We create connections and meaningful relationships.
- We cultivate a culture where all individuals are affirmed, challenged, and empowered.
- We advocate for diversity, equity and service through the support of socially just policies and practices.
- We promote the process of development and honor the journey that is individually and systemically transformative.

### **Educator Preparation Programs**

Doane University has three academic colleges. The Teacher Education Programs reside within the College of Education which includes the Department of Teaching and Learning, the Department of Education Leadership and School Counseling, and the Department of Mental Health Counseling.

The College of Education holds primary responsibility within Doane University for the preparation of teachers and administrators. In collaboration with other academic departments of the University, the department offers certification programs to prepare teacher candidates and administrators in grades pre-kindergarten through twelve. The educator preparation faculty and our colleagues across the university share a commitment to quality programs that will meet the challenges facing educators and administrators in the next decades.

### **Guiding Principles**

- The teacher education programs utilize historical, philosophical and practical knowledge as the foundation for understanding educational purposes and values.
- All teacher education students have a strong foundation in pedagogical knowledge, skills, and dispositions. Emphasis is placed on learning content in context through collaboration and reflection.
- The teacher education faculty engages key stakeholders in intentional processes and reflection on data and practices that lead to continuous improvement of the programs.
- The teacher education programs design and revise certification areas based on current theory, research, applied practice, state and national requirements and program review.
- The teacher education programs provide leadership opportunities for students to engage in meaningful dialogue and experiences concerning issues of diversity, equity and inclusion.
- The teacher education program makes intentional its commitment to the principles of diversity, equity and inclusion by encouraging all stakeholders in continual growth and reflection. This is evident in the growth of personal and professional understanding and practical application in all aspects of teaching and learning.
- The teacher education faculty and pre-service and in-service teachers engage in meaningful exploration and dialogue about the world of practice to enhance contextual understanding.
- The teacher education faculty utilizes authentic forms of assessment, including performance assessment, and traditional forms of assessment to evaluate students and programs.

Doane's School Counseling program has been offered since 2013, beginning as an emphasis area in conjunction with the Master of Arts in Counseling program, and restructuring in 2017 as a Master of Education degree in the newly established College of Education. As the State of Nebraska updated requirements for the School Counseling licensure and began to allow non-certified teachers to earn certification in school counseling, Doane updated their School Counseling program to accommodate student needs.

In 2019, the School Counseling program restructured the program to help guide students by using a tiered system. This system created a progression of coursework and field experiences which develops students' knowledge and skills in a comprehensive and linear fashion. Courses such as College and Career Readiness for School Counselors and Social Justice for School Counselors were also added to enhance the experience of graduate students by providing the opportunity to acquire the necessary knowledge and skills to serve all students in the profession.

The mission of the Doane School Counseling program is to prepare graduates to become highly competent school counselors through the ability to reflect, work collaboratively, and respond to student needs.

Students in the program will

1. become skilled in the delivery of services within schools;
2. be knowledgeable about current trends in school counseling programs;
3. demonstrate the ability to collaborate with other school personnel, families, and community services;
4. be able to demonstrate the ability to establish and implement interventions that meet students' needs;
5. be able to assess the cognitive, behavioral, and academic needs of students; and
6. be able to implement a comprehensive school counseling program that meets all students.

The vision and mission statement of the School Counseling program are under revision to align with the American School Counselor Association (ASCA) framework for creating vision and mission statements which reflect the process by which school counselors develop their vision and mission statements within a K-12 setting.

During the fall school counseling advisory council meeting, changes were proposed to the vision and mission statement. A form was sent to all members, including school counselors, adjunct instructors, students and district administrators. The purpose of the survey was to find common school counseling themes that are important to all stakeholders and should be highlighted in Doane's school counseling program. These responses along with the ASCA Professional Standards and Competencies for School Counselors will lay the foundation for the development of the vision and mission of the Doane Master of Education in School Counseling program.

**1b – Standards for admission, retention, transition, and completion**

Table 004.06-2.SC identifies the four transition points, or gateways, for successful completion of the School Counseling program at Doane.

004.06-2 Requirements for Program Admission and Progression

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3	Gateway #4
	Admission to School Counseling Program	Completion of Tier 1 in School Counseling Program	Completion of Tier 2 in School Counseling Program	Completion of Tier 3 and Recommendation for Certification
GPA	GPA <ul style="list-style-type: none"> <li>Undergraduate GPA of 3.0, verified by official transcript</li> </ul>	GPA Requirement <ul style="list-style-type: none"> <li>Maintain minimum cumulative GPA of 3.0 in School Counseling program</li> </ul>	GPA Requirement <ul style="list-style-type: none"> <li>Maintain minimum cumulative GPA of 3.0 in School Counseling program</li> </ul>	GPA Requirement <ul style="list-style-type: none"> <li>Cumulative GPA of 3.0 in School Counseling program</li> </ul>
Recommendations	Satisfactory recommendations from three professional associates			Satisfactory recommendation from School Counseling Program Director and Faculty
Verification of Current Teaching Certification	Applicant must provide a copy or verification of their current teaching certificate, if applicable			
Writing Sample	Written statement including leadership beliefs and philosophy and professional goals.			
Interview	Interview with School Counseling program director and review of credentials to determine admission to program.			
Successful Completion of all courses in Tier		Successful completion of all Tier 1 courses (30 credits) For those without a current teaching certificate, completion of additional 12 hours professional teacher education coursework	Successful completion of all Tier 2 courses (12 credits)	Successful completion of COE 602 Practicum & COE 691 Internship in School Counseling
Completion of all required coursework				Completion of all required coursework.

**Gateway #1 – Admission to School Counseling Program**

**Requirements for admission to the School Counseling Program:**

Application to School Counseling Program
GPA requirements <ul style="list-style-type: none"> <li>Cumulative GPA from Undergraduate Degree of 3.0, verified by official transcript</li> </ul>
Satisfactory Recommendations from three professional associates
A copy of applicant’s current teaching certificate or verification from Department of Education online portal, if applicable
Written statement including reasons for interest in Doane’s School Counseling program and philosophy of teaching, learning, and leadership.

Gateway #2 – Completion of Tier 1 in School Counseling program

**Requirements for continued progression through School Counseling program:**

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GPA requirements <ul style="list-style-type: none"> <li>• Cumulative GPA within all graduate courses of 3.0</li> </ul>
Successful completion of all Tier 1 courses (30 credits)
For those without a current teaching certificate, completion of additional 12 hours of professional teacher education coursework.

Gateway #3 – Completion of Tier 2 in School Counseling program

**Requirements for continued progression through School Counseling program:**

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GPA requirements <ul style="list-style-type: none"> <li>• Cumulative GPA within all graduate courses of 3.0</li> </ul>
Successful completion of all Tier 2 courses (12 credits)

Gateway #4 – Completion of Tier 3 and Recommendation for Certification

**Requirements for certification:**

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GPA requirements <ul style="list-style-type: none"> <li>• Minimum cumulative GPA of 3.0</li> </ul>
Satisfactory Recommendations from: <ul style="list-style-type: none"> <li>• Program Director</li> <li>• School Counseling Faculty</li> <li>• Practicum site supervisor and faculty to move on to Internship</li> <li>• Internship site supervisor and faculty for program completion and certification</li> </ul>
Successful completion of Internship in School Counseling culminating experience, as guided by course instructor and K-12 site supervisor.
Successful completion of all required coursework.

The [Doane School Counseling Program Handbook](#) provides additional information regarding the requirements that must be met.

## 1c - Field experiences

Students complete a practicum and internship experience, with a minimum of 600 total hours (150 minimum logged practicum hours, 450 minimum logged internship hours). The emphasis in these experiences is implementing parts of a comprehensive school counseling program based on the ASCA national model.

The practicum is a supervised on-site experience in the full range of counselor duties. Students will complete 150 hours of experience implementing activities relating to the role of a school counselor and including knowledge from Tier 1 and Tier 2 coursework as a basis for their practicum experience. Students may choose to do their practicum in 7-12, K-6, or K-12 sites based on their teacher certification level. Practicum hours must be completed under the supervision of a certified school counselor with at least 3 years of experience. Students will be required to complete an Individual Student Plan with a targeted student who needs support, as well as complete a classroom lesson observed by their Doane course instructor.

The internship is an experience in school counseling in which counseling students participate in a full range of school counselor duties and responsibilities in a school setting. Students are expected to complete 450 hours of internship under the direction of a certified school counselor at the K-6, 7-12 or K-12 level. At least 180 of these hours must be in direct contact with students. Internship is an opportunity for the school counseling student to continue developing their skills into practice in a real-life situation with available on-site supervision. Students will refine counseling skills through a combination of site supervision, faculty supervision, increased knowledge of the profession and continue the process of self-exploration and self-awareness. Internship students develop their role as a leader, advocate, and change agent, and demonstrate the ability to apply and adhere to ethical and legal standards in school counseling. Students will be able to reflect on foundational aspects of the ASCA National Model and will become skilled in the delivery of direct and indirect school counseling services within schools.

In their internship experience, students will have a complete understanding of the ASCA National Model and how to implement a comprehensive school counseling program, building on content knowledge from all coursework within Tier 1 and Tier 2 of the School Counseling program, along with experiences in their practicum. Students will understand the need to ensure equitable access to resources that promote academic achievement, social and emotional development, and career development. Students will demonstrate the ability to collaborate with other school personnel, families, and community services and will be able to use data to effectively manage a school counseling program.

The [Doane School Counseling Practicum and Internship website](#) provides additional information regarding expectations and resources provided to students in their field experience.

[Practicum Internship Expectations](#)  
[Practicum Internship Site Agreement](#)



**1d – Program completers**

Program Completers and Level – Content Area: School Counseling PK-12										
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
22	22	to	20	23	NA	NA	NA	39	NA	NA
20	23	to	20	24	NA	NA	NA	39	NA	NA

In 2022-23 and 2023-24 there were a total of 78 completers in school counseling. All completers can be found in Table 1d Program Completers and Level above.

**Section 2: Endorsement Program Key Assessments and Related Data**

**Artifact 1 – Table of Endorsement Program Key Assessments**

Attachment C – Table 2a Key Assessments

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content - Knowledge	<b>Academic Achievement</b>	<ul style="list-style-type: none"> <li>GPA monitored for all program courses.</li> <li>Praxis II scores monitored for all candidates who complete assessment.</li> </ul>	<ul style="list-style-type: none"> <li>GPA checked prior to recommendation for certification.</li> <li>Praxis II scores monitored as completed, following completion of coursework.</li> </ul>
	<b>GPA Praxis II</b>			
2	Knowledge of Learner/Learning Environments	<b>Performance Evaluation Rubric</b>	<p>The Internship Evaluation Rubric was created by Doane program director and faculty in collaboration with the School Counseling Advisory Council and updated in January 2024 to develop a growth-based rating system based on ASCA’s Annual Performance Appraisal with criteria levels added to encompass the scope of the Internship experience and a section for the student and site supervisor to document evidence or artifacts showing demonstration of each criterion. It is completed by the site supervisor in their internship experience, prior to program completion and certification. Standards #2 on the 2022-23 and #7 on the 2023-24 rubric address knowledge of learner/learning environment.</p>	End of internship/field experience
	<b>Internship Evaluation Rubric</b>			
3	Knowledge and Effective Use of Professional Practices	<b>Performance Evaluation Rubric</b>	<p>The Internship Evaluation Rubric was created by Doane program director and faculty in collaboration with the School Counseling Advisory Council and updated in January 2024 to develop a growth-based rating system based on ASCA’s Annual Performance Appraisal with criteria levels added to encompass the scope of the Internship experience and a section for the student and</p>	End of internship/field experience
	<b>Internship Evaluation Rubric</b>			

			site supervisor to document evidence or artifacts showing demonstration of each criterion. It is completed by the site supervisor in their internship experience, prior to program completion and certification. Standards #10 on the 2022-23 and #13 on the 2023-24 rubric address knowledge and effective use of professional practices.	
4	Professional Responsibility and Overall Proficiency	<b>Performance Evaluation Rubric</b>	The Internship Evaluation Rubric was created by Doane program director and faculty in collaboration with the School Counseling Advisory Council and updated in January 2024 to develop a growth-based rating system based on ASCA’s Annual Performance Appraisal with criteria levels added to encompass the scope of the Internship experience and a section for the student and site supervisor to document evidence or artifacts showing demonstration of each criterion. It is completed by the site supervisor in their internship experience, prior to program completion and certification. Standards #5 on the 2022-23 and #10 on the 2023-24 rubric address professional responsibility and overall proficiency.	End of internship/field experience
	<b>Internship Evaluation Rubric</b>			
5	Optional Assessment	n/a	n/a	n/a

### **Key Program Assessment #1 – Knowledge of Content – Praxis II or GPA**

The Praxis II subject-specific tests are administered by the Educational Testing Service (ETS). Each test measures content knowledge in the area. The results are reported to the candidate and our institution as an overall score and has sub-category scores that vary depending on the content area. The test and the passing score are determined by the Nebraska Department of Education (NDE).

The GPA of each student is monitored throughout the program and at the conclusion of all program coursework, prior to recommendation for certification. The minimum required GPA for all College of Education graduate coursework is 3.0.

Assessment: [Nebraska Praxis Content Tests](#) (“Praxis Content Test Chart” indicates the test number and passing score)

### **Key Program Assessment #2 – Knowledge of Learner/Learning Environments**

The ASCA National Model’s “School Counselor Performance Appraisal Template” was used to develop the Internship rubric, which assesses students’ knowledge and skills demonstrated during a student’s field experience. The rubric was changed in the Spring of 2024 for three reasons. ASCA updated its version of the template to align with the 4th edition, published in 2019. Secondly, after a review of the updated performance appraisal template, additional standards were identified and added to encompass the students’ field experience and to better align with the course’s outcomes. Lastly, the rating scale was updated to reflect the language consistent with ASCA. Descriptors were also added to show the differences between each of the ratings. In the previous edition of the rubric, the rating focused on whether or not the student met the standards. With the updated rating system, the students can see how they fall on a growth scale. This allows for varying ratings, which show strengths and areas for growth. This gives students more information on how to improve and set goals for future practice.

Students use their knowledge of human development, learning, and educational theories to create a Closing the Gap Action Plan based on school outcome data. The Closing the Gap Action Plan uses direct services such as small group lessons to address gaps in achievement, attendance, or discipline. Indirect school counseling services are also utilized such as collaboration with administrators, data specialists, and teachers. The small group assignment and delivery are part of the MTSS process whereas school counselors develop interventions for Tier 2 students who have not met the standards within Tier 1. Lastly, students present the results of the small group intervention to their site supervisor and principal.

Assessment: [Internship Evaluation Assessment](#)

### **Key Program Assessment #3 – Knowledge and Effective Use of Instructional Practices**

The ASCA National Model’s “School Counselor Performance Appraisal Template” was used to develop the Internship rubric, which assesses students’ knowledge and skills demonstrated during a student’s field experience. The rubric was changed in the Spring of 2024 for three reasons. ASCA updated its version of the template to align with the 4th edition, published in 2019. Secondly, after a review of the updated performance appraisal template, additional standards were identified and added to encompass the students’ field experience and to better align with the course’s outcomes. Lastly, the rating scale was

updated to reflect the language consistent with ASCA. Descriptors were also added to show the differences between each of the ratings. In the previous edition of the rubric, the rating focused on whether or not the student met the standards. With the updated rating system, the students can see how they fall on a growth scale. This allows for varying ratings, which show strengths and areas for growth. This gives students more information on how to improve and set goals for future practice.

Students develop a unit of small group lessons based on the ASCA Mindsets and Behavior Standards for Student Success. These standards are paired with learning objectives for each of the lessons within the unit. Small group participants are given a pre/post-test to gauge their knowledge and skills for each of the ASCA standards and learning objectives. Results data show how students are different because of the intervention.

Assessment: [Internship Evaluation Assessment](#)

#### **Key Program Assessment #4 – Professional Responsibility and Overall Proficiency**

The ASCA National Model’s “School Counselor Performance Appraisal Template” was used to develop the Internship rubric, which assesses students’ knowledge and skills demonstrated during a student’s field experience. The rubric was changed in the Spring of 2024 for three reasons. ASCA updated its version of the template to align with the 4th edition, published in 2019. Secondly, after a review of the updated performance appraisal template, additional standards were identified and added to encompass the students’ field experience and to better align with the course’s outcomes. Lastly, the rating scale was updated to reflect the language consistent with ASCA. Descriptors were also added to show the differences between each of the ratings. In the previous edition of the rubric, the rating focused on whether or not the student met the standards. With the updated rating system, the students can see how they fall on a growth scale. This allows for varying ratings, which show strengths and areas for growth. This gives students more information on how to improve and set goals for future practice.

Internship students demonstrate this standard through self-appraisal and assessment, personal reflection, consultation, and supervision. Student artifacts that relate to this standard are an ASCA membership, goal setting for professional growth, and identification of specific individuals from whom professional consultation and supervision may be sought.

Assessment: [Internship Evaluation Assessment](#)

#### **Key Program Assessment #5 – Optional Assessment**

n/a

**Artifact 2 – data tables w/summarized data**

**Key Program Assessment #1 – Content – Praxis II & GPA**

<b>Endorsement Program: School Counseling</b>		
	<b>School Year</b>	
	<b>2022-2023</b>	<b>2023-2024</b>
	<b>2022-2023 Completers</b>	<b>2023-2024 Completers</b>
Final GPA	Mean GPA: 3.97 Range of GPAs: 3.75-4.0 N= 39	Mean GPA: 3.97 Range of GPAs: 3.87-4.0 N= 39

<b>Endorsement Program: School Counseling</b>		
	<b>School Year</b>	
	<b>2022-2023</b>	<b>2023-2024</b>
Praxis II Scores (5421 + 5422)	Pass Rate (5421): 100% Average Score: 172.38 N = 8	Pass Rate (5422): 85% Average Score: 170.73 N = 26
Nebraska passing score (5421)= 156	Pass Rate (5422): 63% Average Score: 165.74 N = 19	
Nebraska passing score (5422)= 159		

**Key Program Assessment #2 - Knowledge of Learner/Learning Environments**

<b>Internship Evaluation Rubric</b>	<b>School Counseling Graduates</b>	
	<b>2022-2023 N=35 (Previous 0-2 Scale)</b>	
	<b>Mean</b>	<b>Mode</b>
2) Demonstrates a working knowledge of developmental, learning, counseling and education theories	1.56	2
	<b>2023-2024 N= 32 (Updated 0-3 Scale)</b>	
	<b>Mean</b>	<b>Mode</b>
7) Demonstrates a working knowledge of developmental, learning, counseling and education theories	2.54	3

**Key Program Assessment #3 - Knowledge and Effective Use of Instructional Practices**

Internship Evaluation Rubric	School Counseling Graduates	
	2022-2023 N=35 (Previous 0-2 Scale)	
	Mean	Mode
10) Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings	1.84	2
	2023-2024 N= 32 (Updated 0-3 Scale)	
	Mean	Mode
	13) Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings	2.77

**Key Program Assessment #4 - Professional Responsibility and Overall Proficiency**

Internship Evaluation Rubric	School Counseling Graduates	
	2022-2023 N=35 (Previous 0-2 Scale)	
	Mean	Mode
5) Applies school counseling professional standards and competencies	1.90	2
	2023-2024 N= 32 (Updated 0-3 Scale)	
	Mean	Mode
	10) Applies school counseling professional standards and competencies	2.69

**Key Program Assessment #5 – Optional Assessment**

n/a

### Artifact 3 – narrative interpretation/summary of assessment data

#### Key Program Assessment #1 – Content – Praxis II & GPA

Data from Praxis 5421 and 5422 are analyzed each year. The scores are broken down into the four ASCA components (define, manage, deliver, and assess). This information provides information about strengths and areas for growth. For example, the most recent test scores showed a slight dip in scores in the define component specifically in the area of ethics. As the director, I worked with the instructor of the Ethics, Law and Professional Practice for School Counselors course to find ways to enhance students' learning. The instructor added remote meeting options for students to attend and ask questions about the material. We have also added an on ground option for students this summer. And finally, the instructor attended a 2-day ASCA Ethics professional development online seminar. Across other courses, we have infused ethical scenarios for students to discuss and work through using the ASCA Ethical Decision-Making Model.

#### Key Program Assessment #2 – Knowledge of Learner/Learning Environments

The scores for this standard are analyzed to check for proficiency in the area of students' understanding of education theories such as Multi-Tiered Systems of Support (MTSS) and Closing the Gap to provide equitable systems of support. Students create developmentally appropriate interventions that address the needs of a subset of students who, through data, show a gap in attendance, achievement, or discipline.

Ratings of these scores are analyzed which provide information about the proficiency in which Doane School Counseling students develop and deliver a small group intervention focused on closing the gap. These ratings not only inform us of the proficiency in which students are reaching this standard in Internship, but also how to improve our teaching in previous classes. The design of the program was developed through Tiered systems. By the time students reach Internship, they have learned the knowledge and skills to implement the coursework during Internship. Alignment of Tier 2 and Tier 3 courses are imperative, as we want to create a consistent framework including resources, rubrics, and grading. We noticed that students found completion of the Closing the Gap activity difficult which may have impacted their rating of this standard. With this information, we developed a weekly meeting to align Tier 2 and Tier 3 courses through rubrics, videos, and collaboration among faculty and adjunct instructors. In addition, the information we gather from our Internship evaluations has prompted guidelines and increased partnerships with school counselors and principals so Internship students are evaluated after high-quality interaction, observation, and supervision by their site supervisors throughout the semester. And finally, students now add evidence and artifacts to the evaluation to document what they are doing to meet the standard. This informs the site supervisor of the activities, which the student is involved in developing and delivering. This is especially helpful when students and site supervisors work at different locations. Students will then self-assess on each of the standards before the site supervisor ultimately rates the students on their performance and proficiency of each standard.

#### Key Program Assessment #3 – Knowledge and Effective Use of Professional Practices

The Doane School Counseling program used the ratings from this standard to analyze the proficiency in which students are able to create a unit of lesson plans based upon the ASCA Mindsets and Behaviors for Student Success. This rating shows us the knowledge students have about the importance of backward design and starting with the student standard to build lessons and interventions for individual, small group and large group settings. The ASCA Mindset and Behavior standards our Internship students select guide the lesson. Learning objectives are developed along with a pre/post-test that assesses student



knowledge and skills before and after the small group in which the lessons are being taught and skills practiced by students. The rating Doane students receive for this standard lets us know whether or not students obtained the knowledge to develop lessons that are based on the ASCA Mindset and Behavior standards. Much like the previous standard, faculty will review this data to see if the knowledge and practice are occurring in a systematic way throughout earlier courses so that by Internship, implementation is successful.

#### **Key Program Assessment #4 – Professional Responsibility and Overall Proficiency**

This standard is essential as students move into the school counseling profession. It relates to the student's disposition, self-awareness, and ability to reflect, grow, and develop new knowledge and skills through the Internship experience. The rating from this standard informs our teaching and practice with the ASCA Professional Standards and Competencies. Although there are parts of this document that are included throughout the program, there hasn't been a foundational course that focuses on this document and the importance of acquiring all of these skills and knowledge. The program is set to be re-aligned to these standards and dispersed among the courses. Each course will focus on specific standards within the ASCA Professional Standards and Competencies. An introduction course is also being developed to introduce the ASCA Professional Standards and Competencies to students early. Also in this new course, students will begin to develop their school counseling identity and begin the practice of self-reflection.

#### **Key Program Assessment #5 – Optional Assessment**

n/a

### **Section 3 – Use of related data and information for continuous program improvement of endorsement program**

The Doane School Counseling program relies on perception and outcome data to assess the functionality of the program. The move to a tiered system of progress through the program in 2019 built a strong and comprehensive program. Previously, students could complete coursework in any order and lacked guidance in the course sequence, but it was evident that students were not building a solid foundation of courses to be able to manage the skills and expectations of courses such as Interpreting Data and Programming for School Counseling. Implementation of the tiered system of building on coursework has allowed students to become better prepared for coursework, and ultimately their practicum and internship experiences. The program continues to grow and enhance through continuous reflection and growth.

In 2024, one of our education course requirements was modified to reflect the growing needs of non-certified students. The need was identified through classroom conversations, student surveys, and advisory council input. Students previously completed a Models of Teaching course through our Curriculum and Instruction program; however, the knowledge level of our non-teaching certified School Counseling students of basic education concepts and skills led us to create a more foundational course to meet the needs of these students in particular, separately from our certified teachers who were taking the course through the Curriculum and Instruction degree program. EDU 654 Foundations of Teaching for School Counselors was created to serve the needs of non-certified teachers entering the field of school counseling. This class focuses on educational systems, teaching methods, classroom observations, functions of the professions within the school system, lesson planning, and engagement strategies. The class was developed in collaboration with the Curriculum and Instruction program and our first offering was launched in Spring of 2025. We are excited to see the response from our students and make adjustments where needed.

Perception data from student surveys has been collected each semester since the Fall of 2023. The questions focus on the program as a whole. There are several strengths students have identified, including the high quality of instruction and the caring disposition of instructors. The first survey indicated a need in the area of Practicum and Internship, so a document was created and shared with students to identify course outcomes, logging hours, and site supervision. With continued input from students, instructors, and the advisory council, a weekly meeting solely focused on Practicum and Internship has been developed. Alignment of courses, structure, logging platform, assessments, rubrics, and enhancing the site supervisor role and experience are the key objectives. Opportunities for continuous feedback from site supervisors, students, and the advisory council are evident through course evaluations and meetings. In addition, a Google site has been developed to organize information for site supervisors, administration, and students. Currently in development is a Practicum and Internship handbook that will provide comprehensive expectations and procedures.

In addition, a student orientation takes place each term to prepare students for their future within the school counseling program. During the orientation, students learn about courses, instructors, self-care, projective growth of the profession, ethics, and support systems within the university. After the orientation, students take a survey about the value of the orientation. This information guides future developments of the orientation to best meet the needs of all of our students.

As noted in section 2 above, the Internship Evaluation was revised in the Spring of 2024 to fully reflect and assess the standards students are implementing during the Internship. The rating scale was changed to a growth-oriented system modeled after the ASCA Performance Appraisal (unsatisfactory, developing, proficient, distinguished). We have analyzed the scores and have seen more variation in students' scores which allows for more specific student feedback; identifying strengths and areas for growth.

The Doane School Counseling program is under consistent review by the program director and faculty through the monitoring of course evaluations, surveys, grades, advisory council feedback, ASCA updates and standards, and the needs of K-12 students.