Virginia Commonwealth University

Counselor Education

2018
Program Assessment Report

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Program Assessment Report (2018)

This program assessment report summarizes data collected and analyzed for the purposes of informing program effectiveness and program improvements. Data in the report is based on the 2016 CACREP standards. The sets of data in the annual program assessment include:

- Admissions, Demographics, and Graduation Data
- Program Survey Data
- Core Counseling Student Learning Outcomes for Program Objectives
- CPCE and NCE Scores
- Clinical Evaluation Data
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I.   Admissions, Demographics, and Graduation Data

A.   *Admissions (Spring 2018)*

The counselor education program holds admissions once a year for both masters and doctoral programs. For the master's program areas, 75 applicant admissions were reviewed in and/or interviewed in Spring 2018 for fall or summer start dates, 69 admitted, and 35 individuals are attending. Of those attending, the following data were obtained:

Table 1. Summary of Demographics of Students Admitted and Attending Masters Program (2018)

Ethnicity	GRE	MAT	Gender	Age
White=71%	Verbal Mean=150		Female=89%	
AA/Black=29%	Quantitative Mean=146	MAT Mean=417	Male=11%	Mean=25
	Total Mean=284			

For the Ph.D. in Education, Counselor Education and Supervision concentration, 15 applicants were reviewed in Spring 2017 for Fall 2018 start date, 5 were admitted, and 5 individuals are attending.

Table 2. Summary of Demographics of Students Attending Doctoral Program (2018)

Ethnicity	GRE	Gender	Age
Black/AA/Hisp=40%	Verbal Mean=158	Female=100%	Mean Age = 29 years
White=60%	Quantitative Mean=152	Male=0%	
	Total Mean =310		

B.   *Demographics*

Table 1 includes our 2018 student demographics, disaggregated by track (CCSA and SC) and level (masters and doctoral).

Table 3. Summary of Demographics of Students (2018)

Program												
CCSA	Asian	Asian	Bl/AA	Bl/AA	Hisp	Hisp	2or+	2or+	White	White	Unk	Unk
	M	F	M	F	M	F	M	F	M	F	M	F
	0	0	0	3	0	0	0	0	5	10	0	0
SC	Asian	Asian	Bl/AA	Bl/AA	Hisp	Hisp	2or+	2or+	White	White	Unk	Unk
	M	F	M	F	M	F	M	F	M	F	M	F
	0	2	1	13	0	3	0	2	4	51	0	0
Sub	0	2	1	16	0	3	0	2	9	61	0	0
Doc	Asian	Asian	Bl/AA	Bl/AA	Hisp	Hisp	2or+	2or+	White	White	Unk	Unk
	M	F	M	F	M	F	M	F	M	F	M	F
	0	0	1	5	0	1	0	0	3	7	0	0
Totals	0	2	2	21	0	4	0	2	12	98	0	0

CCSA-Counseling Counseling and Student Affairs SC-School Counseling Doc-Doctoral (CES)
Bl/AA-Black/African American   2 or + = 2 or more ethnicities
Hisp-Hispanic   Unk-Unknown   M-Male   F-Female

C.   *Graduation Data*

Table 4 represents our 2018 graduates, disaggregated by track (CCSA, SC, and Doctoral program) and Semester of Graduation.

Table 4. Summary Program Graduates (2018)

Program	Spring 2019	Summer 2018	Fall 2018
CCSA	4	0	3
SC	**25**	0	1
Masters Total	29	0	4
Doctoral Total	2	0	0

II.   Program Survey Data

The School of Education Office of Assessment administers program evaluation surveys on a regular basis. These surveys assess areas of strengths and weaknesses, thus informing program faculty members of areas in need of improvement. Doctoral student alumni and graduation exit survey data are not available due to only recent graduates of the program. Below, the results of these surveys represent:

- Supervisor evaluation of supervisees (master and doctoral)
- Student evaluation of site supervisors (master)
- Alumni Surveys
- Graduation Exit Surveys

Employer data is collected every three years, so this data is not available for 2018 since it was an off-cycle year. In addition, alumni and graduation data was collected for the Ph.D. in Education with no specification to the Counselor Education and Supervision concentration, so data cannot be reported specific to our graduates at this time.

A.   2017-2018 Alumni Survey (1- and 3-year)- Counselor Education (masters only)

YEAR OF GRADUATION	2015	2016	2017	2018
	33	56%	56%	14%

From which program did you receive your degree?	College Student Development & Counseling	School Counseling
	14%	86%

PROFESSIONAL DISPOSITIONS: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	46%	54%	0%	0%	0%	13
Understanding professional and ethical standards in your area of expertise	69%	23%	0%	8%	0%	13

LEARNING ENVIRONMENT: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	77%	15%	8%	0%	0%	13
Creating an environment that encourages the personal growth of all students	77%	23%	0%	0%	0%	13

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the social growth of all students	61.5%	38.5%	0%	0%	0%	13
Creating an environment that encourages the career growth of all students	84%	0%	8%	8%	0%	13
Creating an environment where high expectations are held of all students	62%	23%	15%	0%	0%	13
Creating an environment where diversity is celebrated	77%	15%	8%	0%	0%	13

PLANNING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programming and/or classroom guidance based on diverse student needs	62%	30%	8%	0%	0%	13
Planning counseling based on diverse student needs	85%	0%	15%	0%	0%	13
Using ethical standards when planning for and delivering services	69%	23%	8%	0%	0%	13
Using professional standards when planning for and delivering services	62%	15%	23%	0%	0%	13

PROGRAMMING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Implementing a comprehensive school counseling program or	69%	15%	8%	8%	0%	13

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
college student development program						
Understanding various ways to promote student academic success	62%	15%	23%	0%	0%	13
Understanding various ways to promote student personal success	62%	15%	23%	0%	0%	13
Understanding various ways to promote student social success	54%	31%	15%	0%	0%	13
Understanding various ways to promote student career success	46%	23%	31%	0%	0%	13
Delivering relevant programming	54%	38%	8%	0%	0%	13
Using a broad range of counseling strategies for serving diverse student populations	70%	15%	15%	0%	0%	13
Selecting technologies, informed by research, to promote learning for all students	62%	23%	15%	0%	0%	13
Integrating technology into your professional work	62%	23%	15%	0%	0%	13
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	54%	46%	0%	0%	0%	13

ASSESSMENT AND REFLECTIVE PRACTICE: *Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.*

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Evaluating overall program effectiveness	69%	15%	8%	8%	0%	13
Assessing student needs	62%	23%	15%	0%	0%	13

Assessing student academic outcomes	**54%**	**31%**	**0%**	**15%**	**0%**	**13**
Assessing student personal outcomes	**69%**	**15%**	**8%**	**8%**	**0%**	**13**
Assessing student social outcomes	**69%**	**15%**	**8%**	**8%**	**0%**	**13**
Assessing student career outcomes	**46%**	**38%**	**8%**	**8%**	**0%**	**13**
Using assessment results to inform and adjust practice	**70%**	**15%**	**15%**	**0%**	**0%**	**13**
Using current research to inform practice	**62%**	**15%**	**23%**	**0%**	**0%**	**13**
Using critical thinking skills to inform practice	**62%**	**23%**	**15%**	**0%**	**0%**	**13**
Engaging in reflective and evidence-based practice	**62%**	**30%**	**8%**	**0%**	**0%**	**13**
Collaborating professionally with colleagues and other relevant individuals	**85%**	**15%**	**0%**	**0%**	**0%**	**13**

	Excellent	**Good**	**Fair**	**# of Responses**
SUMMARY: _How would you describe the overall professional preparation you received at VCU._	**44%**	**44%**	**11%**	**9**

B. 2016-2017 Graduation Exit Survey-Counselor Education (masters only)

From which program did you receive your degree?	College Student Development & Counseling	School Counseling
	22%	78%

PROFESSIONAL DISPOSITIONS: *Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.*

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	89%	11%	0%	0%	0%	18
Understanding professional and ethical standards in your area of expertise	89%	11%	0%	0%	0%	18

LEARNING ENVIRONMENT: *Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.*

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	78%	17%	0%	5%	0%	18
Creating an environment that encourages the personal growth of all students	78%	17%	0%	5%	0%	18
Creating an environment that encourages the social growth of all students	72%	11 %	11%	6%	0%	18
Creating an environment that encourages the	72%	22%	6%	0%	0%	18

career growth of all students					
Creating an environment where high expectations are held of all students	**72%**	**17%**	**11%**	**0%**	**0%**	**18**
Creating an environment where diversity is celebrated	**83%**	**11%**	**6%**	**0%**	**0%**	**18**

__PLANNING:__ Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programming and/or classroom guidance based on diverse student needs	**61%**	**33%**	**6%**	**0%**	**0%**	**18**
Planning counseling based on diverse student needs	**61%**	**17%**	**17%**	**5%**	**0%**	**18**
Using ethical standards when planning for and delivering services	**78%**	**22%**	**0%**	**0%**	**0%**	**18**
Using professional standards when planning for and delivering services	**83%**	**11%**	**6%**	**0%**	**0%**	**18**

__PROGRAMMING:__ Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Implementing a comprehensive school counseling program or college student development program	**72%**	**28%**	**0%**	**0%**	**0%**	**18**
Understanding various ways to promote student academic success	**67%**	**22%**	**11%**	**0%**	**0%**	**18**
Understanding various ways to promote student personal success	**72%**	**28%**	**0%**	**0%**	**0%**	**18**

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Understanding various ways to promote student social success	67%	33%	0%	0%	0%	18
Understanding various ways to promote student career success	72%	28%	0%	0%	0%	18
Delivering relevant programming	76%	24%	0%	0%	0%	17
Using a broad range of counseling strategies for serving diverse student populations	61%	28%	11%	0%	0%	18
Selecting technologies, informed by research, to promote learning for all students	56%	28%	16%	0%	0%	18
Integrating technology into your professional work	72%	11%	17%	0%	0%	18
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	67%	22%	11%	0%	0%	18

ASSESSMENT AND REFLECTIVE PRACTICE: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Evaluating overall program effectiveness	61%	39%	0%	0%	0%	18
Assessing student needs	71%	29%	0%	0%	0%	17
Assessing student academic outcomes	67%	22%	11%	0%	0%	18
Assessing student personal outcomes	50%	50%	0%	0%	0%	18
Assessing student social outcomes	53%	47%	0%	0%	0%	17
Assessing student career outcomes	61%	33%	6%	0%	0%	18

Using assessment results to inform and adjust practice	61%	22%	17%	0%	0%	18
Using current research to inform practice	56%	39%	5%	0%	0%	18
Using critical thinking skills to inform practice	78%	22%	0%	0%	0%	18
Engaging in reflective and evidence-based practice	89%	11%	0%	0%	0%	18
Collaborating professionally with colleagues and other relevant individuals	72%	22%	6%	0%	0%	18

	Excellent	Good	# of Responses
SUMMARY: How would you describe the overall professional preparation you received at VCU.	78%	22%	18

III. Program Objectives

The master's program objectives and doctoral program objectives are connected to the 2016 CACREP student learning standards. In this section, each program objective will list the student learning outcomes for 2018.

A. *Masters' Program Objectives*

1. Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural, and career counseling that is grounded in research and reflective of current national and state standards.

CACREP Standard	Student Learning Outcome
2.b	**CCSA Practicum Students-50% (Adequate); 50% (Very Good)** **SC Practicum Students-48% (Very Good); 48% (Adequate); 4% (N/A)**
3.a.	**CCSA Practicum Students-33% (Adequate); 67% (Very Good)** **SC Practicum Students-56% (Very Good); 44% (Adequate)**
3.b.	**CLED 601- 100% (Exceeds)**
4.a	**CLED 605- 91% (Exceeds Expectations); 9% (Meets Expectations)**
5.a.	**CCSA Practicum Students-33% (Adequate); 67% (Very Good)** **SC Practicum Students-44% (Very Good); 56% (Adequate)**
5.c.	**CCSA Practicum Students-33% (Minimal); 67% (Very Good)** **SC Practicum Students-77% (Very Good); 13% (Adequate)**
6.a.	**CLED 603- 93% (Exceeds Expectations); 7% (Meets Expectations)**

2. **Students will demonstrate competency in counseling, assessment, and consultation skills in K-12 school and higher education settings.**

CACREP Standard	Student Learning Outcome
4.d.	CLED 605- 91% (Exceeds Expectations); 9% (Meets Expectations)
4.e.	CLED 605- 91% (Exceeds Expectations); 9% (Meets Expectations) CCSA Practicum Students-33% (Adequate); 67% (Very Good) SC Practicum Students-35% (Very Good); 13% (Adequate); 52% (N/A)
4.i.	CCSA Practicum Students-100% (Very Good) SC Practicum Students-35% (Very Good); 13% (Adequate); 52% (N/A)
5.c.	CCSA Practicum Students-100% (Very Good) SC Practicum Students-78% (Very Good); 13% (Adequate); 9% (Target)
5.l.	CLED 602- 31.3% (Exceeds Expectations); 60.87% (Meets Expectations); 7.83% (Does not meet expectations)
7.c.	CLED 602- 31.3% (Exceeds Expectations); 60.87% (Meets Expectations); 7.83% (Does not meet expectations)
7.e.	CLED 606- 92% (Exceeds Expectations); 8% (Meets Expectations)
7.h.	EDUS 660-64.71% (Advanced); 23.53% (Proficient); 5.88% (Needs improvement); 5.88% (Not included)
7.i.	CCSA Practicum Students- 100% (Very Good) SC Practicum Students-48% (Very Good); 43% (Adequate); 9% (Target)
7.j.	CCSA Practicum Students-% (Very Good) SC Practicum Students-48% (Very Good); 43% (Adequate); 9% (Target)
7.k.	EDUS 660- 72% (Advanced); 28% (Proficient)
7.m.	CCSA Practicum Students-33% (Very Good); 67% (N/A) SC Practicum Students-65% (Very Good); 35% (Adequate)

3.   **Students will demonstrate the knowledge and skills to be critical consumers of research in their roles as counselors.**

CACREP Standard	Student Learning Outcome
8.b.	**CCSA Practicum Students-100% (Very Good)**
	SC Practicum Students-48% (Very Good); 43% (Adequate); 9% (Target)
8.e.	**CCSA Practicum Students-33% (Minimal); 67% (Very Good)**
	SC Practicum Students-48% (Very Good); 43% (Adequate); 9% (Target)
8.f.	**EDUS 660- 75% (Advanced); 25% (Proficient)**
8.g.	**EDUS 660- 75% (Advanced); 25% (Proficient)**
8.i.	**CCSA Practicum Students-33% (Adequate); 67%(Very Good)**
	SC Practicum Students-65% (Very Good); 35% (Adequate)
8.j.	**EDUS 660- 84% (Advanced); 16% (Proficient)**

4.   **Students will develop and demonstrate advocacy and leadership skills through their professional development and extracurricular learning activities.**

CACREP Standard	Student Learning Outcome
1.d.	**SC Practicum Students-65% (Very Good); 35% (Adequate)**
	CCSA Practicum Students-100% (Very Good)
1.f.	**CCSA Practicum Students-100% (Very Good)**
	SC Practicum Students-65% (Very Good); 35% (Adequate)
2.b.	**CCSA Practicum Students-100% (Very Good)**
	SC Practicum Students-48% (Very Good); 48% (Adequate); 4% (Target)
3.e.	**CCSA Practicum Students-67% (Very Good); 33% (N/A)**
	SC Practicum Students-35% (Very Good); 13% (Adequate); 52% (N/A)

5. **Student will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.**

CACREP Standard	Student Learning Outcome
1.i.	**CCSA Practicum Students-100% (Very Good)** **SC Practicum Students-96% (Very Good); 4% (Adequate)**
1.k.	**CCSA Practicum Students-100% (Very Good)** **SC Practicum Students-13% (Adequate); 87% (Very Good)**
2.c.	**CCSA Practicum Students-100% (Very Good)** **SC Practicum Students-48% (Very Good); 48% (Adequate); 4% (Target)**
3.i.	**CLED 615- 100% (Meets Expectations)**
4.j.	**CLED 605- 96% (Exceeds Expectations); 4% (Meets Expectations)**
5.d.	**CCSA Practicum Students-% (Very Good)** **SC Practicum Students-35% (Adequate); 61% (Very Good); 4% (N/A)**
5.f	**CLED 602- 84% (Exceeds Expectations); 16% (Meets Expectations)**
6.g.	**CLED 603- 89% (Exceeds Expectations); 11% (Meets Expectations)**
7.m.	**CCSA Practicum Students-33% (Adequate); 67% (Very Good)** **SC Practicum Students-65% (Very Good); 35% (Adequate)**
8.j.	**EDUS 660- 84% (Advanced); 16% (Proficient)**

B. *Doctoral Program Objectives*

1. Students will demonstrate professional leadership and identity through curricular and co-curricular experiences.

CACREP Standard	Student Learning Outcome
5.a.	CLED 720-80%-Exceeds; 20%-Does not Meet
5.b.	CLED 720-60%-Exceeds; 40%-Meets
5.c.	CLED 720-60%-Exceeds; 40%-Meets
5.d.	Comprehensive Exam-100% (Satisfactory)
5.e.	CLED 720-60%-Exceeds; 40%-Meets
5.f.	CLED 720-60%-Exceeds; 40%-Meets
5.g.	CLED 730-100% (Exceeds)
5.h.	CLED 720-60% (Exceeds); 40% (Meets)
5.i.	CLED 720-60% (Exceeds); 40% (Meets)
5.j.	CLED 720-60% (Exceeds); 40% (Meets)
5.k.	CLED 720-60%-Exceeds; 40%-Meets
5.l.	CLED 720-80%-Exceeds; 20%-Meets

2. Students will learn and apply teaching theory and demonstrate this knowledge in professional teaching experiences.

CACREP Standard	Student Learning Outcome
3.a.	CLED 720-80%-Exceeds; 20%-Meets
	CLED 721-100% (Exceeds)
3.b.	CLED 721-100% (Exceeds)
3.c.	CLED 721-100% (Exceeds)
3.d.	CLED 721-100% (Exceeds)
3.e.	CLED 721-100% (Exceeds)
3.f.	CLED 720-60% (Exceeds); 40% (Meets)
	CLED 721-100% (Exceeds)
3.g.	CLED 721-100% (Exceeds)
3.h.	CLED 720-80% (Exceeds); 20% (Meets)
	CLED 721-100% (Exceeds)
3.i.	CLED 720-80% (Exceeds); 20% (Meets)
	CLED 721-100% (Exceeds)

3.   Students will learn and apply advanced counseling theories and demonstrate this knowledge and skills through professional counseling practice.

CACREP Standard	Student Learning Outcome
1.a.	CLED 730-100% (Exceeds Expectations)
1.b.	CLED 730-80% (Exceeds Expectations); 20% (Meets)
1.c.	CLED 730-80% (Exceeds Expectations); 20% (Meets)
1.d.	CLED 730-60% (Exceeds Expectations); 40% (Meets)
1.e.	CLED 730-50% (Exceeds Expectations); 50% (Meets)
1.f.	CLED 730-80% (Exceeds Expectations); 20% (Meets)

4.   Students will learn and apply supervision theories and demonstrate this knowledge and skills through professional supervision practice.

CACREP Standard	Student Learning Outcome
2.a.	CLED 740- 87.5% (Strong); 12.5%% (Satisfactory)
2.b.	CLED 740- 87.5% (Strong); 12.5%% (Satisfactory)
2.c.	CLED 740- 87.5% (Strong); 12.5%% (Satisfactory)
2.d.	CLED 740- 100% (Satisfactory)
2.e.	CLED 740- 87.5% (Strong); 12.5%% (Satisfactory)
2.f.	CLED 740- 100% (Satisfactory)
2.g.	CLED 740- 100% (Satisfactory)
2.h.	CLED 740- 100% (Satisfactory)
2.i.	CLED 720-100% (Meets)
2.j.	CLED 740- 87.5% (Strong); 12.5%% (Satisfactory)
2.k.	CLED 740- 87.5% (Strong); 12.5%% (Satisfactory)

5.   Students will learn research methods and design and demonstrate this knowledge through application in supervised settings.

CACREP Standard	Student Learning Outcome
4.a.	Comprehensive Exam-100% (Satisfactory)
4.c.	Comprehensive Exam-100% (Satisfactory)
4.e.	CLED 721-100% (Exceeds Expectations)
4.f.	CLED 721-100% (Exceeds Expectations)
4.g.	Comprehensive Exam-100% (Satisfactory)
4.h.	CLED 730- 80% (Exceeds Expectations); 20% (Meets Expectations) CLED 740- 87.5% (Strong); 12.5%% (Satisfactory)

6.   Students will grow in their multicultural competence and demonstrate this through advocacy and social justice.

CACREP Standard	Student Learning Outcome
1.f.	CLED 730- 28.57% (Exceeds Expectations); 71.43% (Meets Expectations)
2.k.	CLED 740- 100% (Satisfactory)
3.h.	CLED 721-100% (Exceeds)
5.k.	CLED 720-80% (Exceeds); 25% (Met); 20% (Does not meet)
5.l.	CLED 720-80% (Exceeds); 20% (Met)

IV.   Comprehensive Exam Pass Rates (Masters-only; 2018)

Test	N	Spring	Summer	Fall
Comp. Exam	28	100% pass	N/A	100% pass

V.   Student Dispositions

Student dispositions are assessed at admission, annually through a faculty student review, CLED 602, CLED 604/608 (Practicum-Masters), CLED 672 (Internship-Masters), CLED 730 (Advanced Practicum-Doctoral), Continuing Doctoral Status (Doctoral). The following charts capture the data collected in CLED 602, 604/608/672, and 730.

A.   *Masters Students*

Green = 1st year, 1st/2nd semester
Yellow = 2nd year, 3rd/4th semester
Pink = 2nd year, 4th semester or after

Professional Dispositions	Student Outcomes
Openness to new ideas	CLED 602-73% (Very Good); 27% (Adequate)
	CLED 604-2.63% (Minimal); 10.53 Adequate 86.84% (Very Good) CLED 608-25% (Target); 58.33% (Very Good); 16.67% Adequate
	CLED 672 (CCSA)-83.33% (Target); 16.67% (Very Good) CLED 672 (SC)- 90.48% (Target); 9.52%(Very Good)
Flexibility	CLED 602-62% (Very Good); 38% (Adequate);
	CLED 604-2.63% (Target); 71.05% (Very Good); 26.32% (Adequate) CLED 608-25% (Target); 66.67% (Very Good); 8.33% (Adequate)
	CLED 672 (CCSA)- 83.33%(Target); 16.67%(Very Good) CLED 672 (SC)- 90.48% (Target); 9.52% (Very Good)
Cooperativeness with others	CLED 602-86% (Very Good); 14% (Adequate)
	CLED 604-5.26% (Target); 76.32% (Very Good); 18.42% Adequate CLED 608-33.33% (Very Good); 66.67% (Adequate)
	CLED 672 (CCSA)- 83.33%(Target); 16.67%(Very Good) CLED 672 (SC)- 90.48%(Target); 4.76% (Very Good); 4.76% (Adequate)
Willingness to accept and use feedback	CLED 602-3% (Target); 75% (Very Good); 22% (Adequate)
	CLED 604-2.63% (Target); 65.79% (Very Good); 23.68% (Adequate); 7.89 (Minimal) CLED 608-8.33% (Target); 83.33% (Very Good); 8.33% (Adequate)

	CLED 672 (CCSA)- 66.67%(Target);33.33%(Very Good) CLED 672 (SC) 85.71% (Target); 9.52% (Very Good); 4.76% (Adequate)
Awareness of own impact on others	CLED 602-49% (Very Good); 51% (Adequate)
	CLED 604-7.89% (Minimal); 44.74% (Very Good); 47.37% (Adequate) CLED 608- 8.33% (Target); 75%% (Very Good); 16.67% (Adequate)
	CLED 672 (CCSA)- 50%(Target); 50%(Very Good) CLED 672 (SC)- 85.71% (Target); 4.76% (Very Good); 9.52% (Adequate)
Ability to deal with conflict	CLED 602- 54% (Very Good); 46% (Adequate)
	CLED 604-2.63% (Minimal); 31.58% (Very Good); 42.11% (Adequate); 26.38% N/A CLED 608-8.33% (Target); 83.33% (Very Good); 8.33% (Adequate)
	CLED 672 (CCSA)- 66.67%(Target); 33.33%(Very Good); 16.67% (Adequate) CLED 672 (SC)- 66.67% (Target); 33.33% (Very Good)
Ability to accept personal responsibility	CLED 602-62% (Very Good); 38% (Adequate)
	CLED 604-5.26% (Minimal); 63.16% (Very Good); 28.95% (Adequate); 2.63% (N/A) CLED 608-25% (Target); 58.33% (Very Good); 16.67% (Adequate)
	CLED 672 (CCSA)- 83.33%(Target); 16.67%(Very Good) CLED 672 (SC)-80.95% (Target); 19.05% (Very Good)
Ability to express feelings effectively and appropriately	CLED 602-78% (Very Good); 22% (Adequate)
	CLED 604-5.26% (Minimal); 60.53% (Very Good); 34.21% (Adequate); CLED 608-66.67% (Very Good); 16.67% (Adequate); 8.33% (Target); 8.33% (N/A)
	CLED 672 (CCSA)- 33.33%(Target); 66.67%(Very Good) CLED 672 (SC)- 85.71%% (Target); 14.29% (Very Good)
Attention to ethical and legal considerations	CLED 602-48% (Very Good); 52% (Adequate)
	CLED 604-5.26% (Minimal); 57.89% (Very Good); 36.84% (Adequate) CLED 608-16.67% (Target); 83.33% (Very Good)

	CLED 672 (CCSA)- 66.67%(Target); 33.33%(Very Good) **CLED 672 (SC)- 80.95% (Target);19.05% (Very Good)**
Initiative and motivation	**CLED 602-4% (Target); 76% (Very Good); 18% (Adequate); 3.03% (Minimal)**
	CLED 604-10.53% (Minimal); % (Very Good); 36.84% (Adequate) **CLED 608-83.33% (Very Good); 16.67% (Target)**
	CLED 672 (CCSA)- 50%(Target); 50%(Very Good); 16.67%(Adequate) **CLED 672 (SC)- 61.9% (Target); 33.33% (Very Good); 4.76% (Adequate)**

B.   *Doctoral Students*

Professional Dispositions	Student Outcomes
Self Awareness	CLED 730-100% (Exceeds Expectations)
Emotional Stability	CLED 730-100% (Exceeds Expectations)
Self Control	CLED 730-100% (Exceeds Expectations)
Cooperativeness	CLED 730-100% (Exceeds Expectations)
Adaptability	CLED 730-100% (Exceeds Expectations)
Ability to be a team player	CLED 730-100% (Exceeds Expectations)
Dependability	CLED 730-100% (Exceeds Expectations)
Use of Suggestions and constructive criticism	CLED 730-100% (Exceeds Expectations)
Promptness	CLED 730-100% (Exceeds Expectations)
Ability to work independently	CLED 730-100% (Exceeds Expectations)
Willingness to assume responsibility	CLED 730-100% (Exceeds Expectations)
Initiative	CLED 730-100% (Exceeds Expectations)
Cross cultural competence/multicultural sensitivity	CLED 730-7100% (Exceeds Expectations)

VI.   Clinical Data

A.   *Masters Practicum and Internship Clinical Evaluation Data*

Table 5: Supervisee Evaluation of Site Supervisor (CCSA Practicum Students)

Please check your level of agreement with the following statements:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Site Supervisor (My supervisor...					
Explained his/her role as my supervisor	0%	0%	0%	100%	0%
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%
Gave me feedback about my role as a counselor	0%	0%	0%	100%	0%
Gave me feedback I could use	0%	0%	0%	100%	0%
Helped me clarify the major issues that my client brought to the session	0%	0%	0%	100%	0%
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	0%	100%	0%
Encouraged me to develop a plan for the semester	0%	0%	0%	100%	0%
Modeled appropriate techniques when necessary	0%	0%	0%	100%	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%
Provided opportunities to experience the professional role	0%	0%	0%	100%	0%
Provided one hour per week supervision as required	0%	0%	0%	100%	0%
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	0%	100%	0%
About your Supervisor (My supervisor helped promote….)					
My professional identity by encouraging membership in professional organizations	0%	0%	100%	0%	50%
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	0%	100%	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	0%	100%	0%
My feelings and thoughts about my supervisor (I felt…)					
Confident of the counseling skills of my supervisor	0%	0%	0%	100%	0%
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%

My supervisor was committed to his/her role as a supervisor	0%	0%	0%	100%	0%
My supervisor motivated and encouraged me	0%	0%	0%	100%	0%
My supervisor served as an appropriate professional role model	0%	0%	0%	100%	0%
Supervision sessions allowed for personal and professional growth	0%	0%	0%	100%	0%
My supervisor recognizes his/her own limitations	0%	0%	100%	0%	0%
My supervisor was genuine, congruent, empathic, and honest	0%	0%	0%	100%	0%
My supervisor consistently modeled effective time management and organization skills	0%	0%	0%	100%	0%
How the Supervisor Helped (My supervisor helped me…)					
Clarify my own ideas about counseling theory	0%	0%	100%	0%	0%
Focus on specific counseling strategies and plans to assist the client	0%	0%	100%	0%	0%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	0%	0%	0%	100%	50%
Develop techniques to resolve conflict	0%	0%	0%	100%	50%
Understand the counselor's role in the Crisis Plan for this site	0%	0%	100%	0%	50%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	50%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	0%	100%	50%
Find opportunities to offer a variety of counseling or support groups	0%	0%	0%	100%	50%

Table 6: Supervisee Evaluation of Site Supervisor (School Practicum Students)

Please check your level of agreement with the following statements:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Site Supervisor (My supervisor...					
Explained his/her role as my supervisor	7.14%	7.14%	7.14%	78.57%	0%
Made me feel at ease with the supervisory process	0%	0%	21.43%	78.57%	0%
Gave me feedback about my role as a counselor	0%	0%	35.71%	64.29%	0%
Gave me feedback I could use	0%	0%	28.57%	71.43%	0%
Helped me clarify the major issues that my client brought to the session	0%	0%	35.71%	64.29%	0%
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	28.57%	71.43%	0%
Encouraged me to develop a plan for the semester	0%	0%	14.29%	85.71%	0%
Modeled appropriate techniques when necessary	0%	0%	14.29%	85.71%	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	7.14%	14.29%	78.57%	0%
Provided opportunities to experience the professional role	0%	0%	7.14%	92.86%	0%
Provided one hour per week supervision as required	0%	7.14%	7.14%	71.43%	0%
Provided appropriate supervision in addition to the one hour a week requirement	0%	14.29%	19.64%	71.43%	0%
About your Supervisor (My supervisor helped promote….)					
My professional identity by encouraging membership in professional organizations	0%	7.14%	35.71%	50%	0%
Opportunities for me to meet the course requirements according to the syllabus	0%	7.14%	14.29%	78.57%	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	7.14%	23.81%	66.67%	0%
My feelings and thoughts about my supervisor (I felt…)					
Confident of the counseling skills of my supervisor	0%	7.14%	21.43%	71.43%	0%
My supervisor respected me and was concerned with my professional growth	0%	7.14%	0%	92.86%	0%
My supervisor was committed to his/her role as a supervisor	0%	7.14%	21.43%	71.43%	0%

My supervisor motivated and encouraged me	0%	7.14%	7.14%	85.71%	0%
My supervisor served as an appropriate professional role model	0%	0%	21.43%	78.57%	0%
Supervision sessions allowed for personal and professional growth	0%	14.29%	7.14%	71.43%	0%
My supervisor recognizes his/her own limitations	0%	7.14%	21.43%	78.57%	0%
My supervisor was genuine, congruent, empathic, and honest	0%	7.14%	14.29%	78.57%	0%
My supervisor consistently modeled effective time management and organization skills	0%	14.29%	14.29%	78.57%	0%
How the Supervisor Helped (My supervisor helped me…)					
Clarify my own ideas about counseling theory	0%	7.14%	57.14%	35.71%	0%
Focus on specific counseling strategies and plans to assist the client	0%	0%	35.71%	64.29%	0%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	0%	0%	21.43%	78.57%	0%
Develop techniques to resolve conflict	0%	7.14%	35.71%	57.14%	0%
Understand the counselor's role in the Crisis Plan for this site	0%	7.14%	35.7%	57.14%	0%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	14.29%	85.71%	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	28.57%	71.43%	0%
Find opportunities to offer a variety of counseling or support groups	0%	2.68%	33.04%	64.29%	0%

Table 7: Supervisor Evaluation of CCSA Practicum Students (Clinical Continuum)

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	33.33%	66.67%	0%	0%	0%
Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	0%	33.33%	66.67%	0%	0%	0%
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	33.33%	66.67%	0%	0%	0%
Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	0%	100%	0%	0%	0%
Demonstrates effective reflection of feeling (5.g)	0%	0%	66.67%	33.33%	0%	0%	0%
Demonstrates effective summarization (5.g)	0%	0%	0%	100%	0%	0%	0%
Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	0%	100%	0%	0%	0%
Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	33.33%	66.67%	0%	0%	0%
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	0%	100%	0%	0%	0%
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	0%	100%	0%	0%	0%
Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	33.33%	66.67%	0%	0%	0%
Demonstrates ethnically and culturally relevant strategies for	0%	0%	0%	100%	0%	0%	0%

developing helping relationships (CACREP 1.i; 5.d.; CCSA 2.p.)							
Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h., CCSA 3.b-d)	0%	0%	0%	100%	0%	0%	0%
Develops effective measurable outcomes for students (CACREP 5.i;8.d)	0%	0%	33.33%	66.67%	0%	0%	0%
Demonstrates effective crisis intervention and psychological first aid strategies and being part of a community outreach or emergency management response team (CACREP 1.c; 5.m; CCA 2.b)	0%	0%	0%	66.67%	0%	33.33%	0%
Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a.;5.a.; CCSA 1.b)	0%	0%	33.33%	66.67%	0%	0%	0%
Program Organization, Implementation, Delivery and Assessment							
Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	0%	0%	100%	0%	0%	0%
Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	100%	0%	0%	0%
Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i,j; CCSA 1.e)	0%	0%	0%	100%	0%	0%	0%
Collects and analyzes data ethically to guide decision making related to academic, personal, and career success (7.m; 8.i; CCSA 3.e.)	0%	0%	0%	33.33%	0%	66.67%	0%
Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	0%	0%	100%	0%	0%	0%
Plans and implements groups effectively (6.e,.h)	0%	0%	0%	100%	0%	0%	0%
Demonstrates effective group leadership skills (6.d)	0%	0%	66.67%	33.33%	0%	0%	0%

Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	0%	0%	100%	0%	0%	0%
Demonstrates effective presentation skills	0%	0%	33.33%	66.67%	0%	0%	0%
Designs and implements programs and services offered in higher education environments and evaluates those programs and services through developed outcome measures (8.d-e, g; CCSA 3.a)	0%	0%	33.33%	66.67%	0%	0%	0%
Demonstrates evidence-based strategies to assist individuals in higher education settings with personal/social development (5.j;8.b; CCSA 3.b.)	0%	0%	0%	100%	0%	0%	0%
Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	0%	0%	33.33%	66.67%	0%	0%	0%
Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	0%	0%	0%	0%	0%	100%	0%
Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	0%	0%	33.33%	0%	66.67%	0%
Collaborates and consults within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational settings (5.c; CCSA 3.a.)	0%	0%	0%	100%	0%	0%	0%
Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	0%	0%	0%	33.33%	0%	66.67%	0%
Demonstrates skills of critically examining the connections	0%	0%	33.33%	66.67%	0%	0%	0%

between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f.)							
Professional Development							
Joins professional organizations (1.f; CCSA 2.o)	0%	0%	0%	100%	0%	0%	0%
Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	0%	0%	0%	100%	0%	0%	0%
Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	0%	0%	0%	100%	0%	0%	0%
Uses current literature and research in developing programs and interventions (CCSA 3.e.)	0%	0%	0%	100%	0%	0%	0%
Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher education settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b, c, h; CCSA 2.j)	0%	0%	0%	100%	0%	0%	0%
Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.m)	0%	0%	0%	100%	0%	0%	0%
Understands and demonstrates role and identity of a professional counselor in higher education settings, including being a member of the school community and an advocate for students and the profession (1.b.d.; CCSA 2.a)	0%	0%	0%	100%	0%	0%	0%

Table 8: Supervisor Evaluation of School Counseling Practicum Students (Clinical Continuum)

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	8.7%	82.61%	8.7%	0%	0%
Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	0%	17.39%	73.91%	8.7%	0%	0%
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	39.13%	56.52%	4.35%	0%	0%
Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	17.39%	78.26%	4.35%	0%	0%
Demonstrates effective reflection of feeling (5.g)	0%	0%	52.17%	47.83%	0%	0%	0%
Demonstrates effective summarization (5.g)	0%	0%	13.04%	82.61%	4.35%	0%	0%
Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	8.7%	43.48%	47.83%	0%	0%	0%
Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	4.35%	39.13%	52.17%	0%	4.35%	0%
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	34.78%	65.22%	0%	0%	0%
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	13.04%	86.96%	0%	0%	0%
Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	26.09%	73.91%	0%	0%	0%
Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 5.D.)	0%	0%	34.78%	60.87%	4.35%	0%	0%

Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	0%	0%	30.43%	69.57%	0%	0%	0%
Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	34.78%	65.22%	0%	0%	0%
Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	0%	0%	26.09%	47.83%	0%	26.09%	0%
Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a; 5.a)	0%	0%	56.52%	43.48%	0%	0%	0%
Program Organization, Implementation, Delivery and Assessment							
Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	0%	0%	43.48%	47.83%	8.7%	0%	0%
Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	0%	0%	8.7%	86.96%	4.35%	0%	0%
Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	0%	0%	26.09%	73.91%	0%	0%	0%
Understands models of P-12 comprehensive career development and utilizes developmentally appropriate and evidence-based career counseling interventions and assessments (4.e-f,i; 5.j; 8.b; SC 1.b,e, 3.e.)	0%	0%	13.04%	34.78%	0%	52.17%	0%
Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	0%	0%	30.43%	65.22%	0%	4.35%	0%
Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	13.04%	30.43%	0%	56.52%	0%
Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological,	0%	0%	52.17%	47.83%	0%	0%	0%

neurological, and physiological factors that affect human development, functioning and behavior (3.e.f., SC 3.h.)							
Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	0%	0%	4.35%	30.43%	0%	65.22%	0%
Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	0%	0%	17.39%	21.74%	0%	60.87%	0%
Offers strategies to promote equity in student achievement and college access (SC 3.k.)	0%	0%	8.7%	34.78%	0%	56.52%	0%
Collects, analyzes and uses data ethically to inform decision making and advocate for students and programs (7.m., 8.c.i., SC 3.n., SC 3.o.)	0%	0%	34.78%	65.22%	0%	0%	0%
Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	30.43%	69.57%	0%	0%	0%
Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	17.39%	78.26%	0%	4.35%	0%
Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	0%	13.04%	78.26%	8.7%	0%	0%
Understands operation of emergency management plan and the roles and school counselors during crises, disasters, and other trauma-causing events (1.c., SC 2.e.)	0%	0%	21.74%	73.91%	0%	4.35%	0%
Understands an effective referral process and knowledge of community resources and promotes access of a variety of resources to school community (5.k.; SC 2.k.)	0%	0%	21.74%	65.22%	0%	13.04%	0%
Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l.)	0%	0%	0%	95.65%	0%	4.35%	0%
Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	0%	0%	17.39%	60.87%	4.35%	17.39%	0%

Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	0%	0%	30.43%	65.22%	4.35%	0%	0%
Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	8.7%	91.3%	0%	0%	0%
Professional Development							
Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	0%	0%	30.43%	52.17%	0%	17.39%	0%
Attends and/or participates in professional development opportunities such as conferences, workshops, as well as being a member of professional counseling organizations (CACREP 1.f.L; SC 2.l.)	0%	0%	21.74%	69.57%	0%	8.7%	0%
Models and supports the university, unit, and professional ethical code of conduct at all times (1.i; 5.d; SC 2.n.)	0%	0%	4.35%	95.65%	0%	0%	0%
Uses current literature and research in counseling activities (SC 3.n.o.)	0%	0%	34.78%	65.22%	0%	0%	0%
Understands and demonstrates role and identity of a professional school counselor, including being a member of the school community and an advocate for students and the profession (1.b.d.)	0%	0%	4.35%	95.65%	0%	0%	0%
Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.)	0%	0%	13.04%	86.96%	0%	0%	0%
Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in k-12 school settings, which can include employing individual, system, or political	0%	0%	47.83%	47.83%	4.35%	0%	0%

advocacy skills based on theories and models of multicultural counseling and social justice (2. b, c, h)						

Table 9: Supervisee Evaluation of Site Supervisor (Masters- CCSA Internship Students)

Please check your level of agreement with the following statements:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Site Supervisor (My supervisor...					
Explained his/her role as my supervisor	0%	0%	0%	100%	0%
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%
Gave me feedback about my role as a counselor	0%	0%	66.67%	33.33%	0%
Gave me feedback I could use	0%	0%	0%	100%	0%
Helped me clarify the major issues that my client brought to the session	0%	0%	66.67%	33.33%	0%
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	66.67%	33.33%	0%
Encouraged me to develop a plan for the semester	0%	0%	0%	100%	0%
Modeled appropriate techniques when necessary	0%	0%	66.67%	33.33%	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%
Provided opportunities to experience the professional role	0%	0%	0%	100%	0%
Provided one hour per week supervision as required	0%	0%	0%	100%	0%
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	33.33%	66.67%	0%
About your Supervisor (My supervisor helped promote....)					
My professional identity by encouraging membership in professional organizations	0%	0%	33.33%	66.67%	0%
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	0%	100%	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	33.33%	66.67%	0%
My feelings and thoughts about my supervisor (I felt…)					
Confident of the counseling skills of my supervisor	0%	0%	0%	66.67%	33.33%
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%
My supervisor was committed to his/her role as a supervisor	0%	0%	0%	100%	0%
My supervisor motivated and encouraged me	0%	0%	33.33%	67.67%	0%

My supervisor served as an appropriate professional role model	0%	0%	33.33%	66.67%	0%
Supervision sessions allowed for personal and professional growth	0%	0%	33.33%	66.67%	0%
My supervisor recognizes his/her own limitations	0%	0%	33.33%	66.67%	0%
My supervisor was genuine, congruent, empathic, and honest	0%	0%	0%	100%	0%
My supervisor consistently modeled effective time management and organization skills	0%	0%	33.33%	66.67%	0%
How the Supervisor Helped (My supervisor helped me…)					
Clarify my own ideas about counseling theory	0%	0%	66.67%	0%	33.33%
Focus on specific counseling strategies and plans to assist the client	0%	0%	33.33%	33.33%	33.33%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	0%	0%	0%	100%	0%
Develop techniques to resolve conflict	0%	0%	33.33%	66.67%	0%
Understand the counselor's role in the Crisis Plan for this site	0%	0%	67.67%	33.33%	0%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	0%	100%	0%
Find opportunities to offer a variety of counseling or support groups	0%	33.33%	33.33%	33.33%	0%

Table 10: Supervisee Evaluation of Site Supervisor (Masters- School Internship Students)

Please check your level of agreement with the following statements:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Site Supervisor (My supervisor...					
Explained his/her role as my supervisor	0%	5%	45%	50%	0%
Made me feel at ease with the supervisory process	0%	0%	10%	90%	0%
Gave me feedback about my role as a counselor	0%	15%	20%	65%	0%
Gave me feedback I could use	0%	10%	33%	60%	0%
Helped me clarify the major issues that my client brought to the session	0%	5%	30%	65%	0%
Assisted me in understanding my own feelings about the client and his/her issues	0%	10.53%	42.11%	47.37%	0%
Encouraged me to develop a plan for the semester	10.53%	5.26%	42.11%	42.11%	0%
Modeled appropriate techniques when necessary	0%	5.26%	21.05%	73.68%	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	21.05%	78.95%	0%
Provided opportunities to experience the professional role	0%	5.26%	21.05%	73.68%	0%
Provided one hour per week supervision as required	0%	5.26%	15.79%	78.95%	0%
Provided appropriate supervision in addition to the one hour a week requirement	0%	6.01%	26.61%	66.52%	0%
About your Supervisor (My supervisor helped promote….)					
My professional identity by encouraging membership in professional organizations	5.26%	21.05%	26.32%	42.11%	5.26%
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	36.84%	63.16%	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	42.11%	57.89%	0%
My feelings and thoughts about my supervisor (I felt…)					
Confident of the counseling skills of my supervisor	0%	%	23.81%	66.67%	0%
My supervisor respected me and was concerned with my professional growth	0%	0%	14.29%	71.43%	0%
My supervisor was committed to his/her role as a supervisor	0%	10.53%	23.81%	57.14%	0%
My supervisor motivated and encouraged me	0%	0%	19.05%	57.14%	0%

My supervisor served as an appropriate professional role model	0%	5.26%	10.53%	84.21%	0%
Supervision sessions allowed for personal and professional growth	0%	0%	31.58%	68.42%	0%
My supervisor recognizes his/her own limitations	0%	0%	15.79%	84.21%	0%
My supervisor was genuine, congruent, empathic, and honest	0%	0%	5.26%	94.74%	0%
My supervisor consistently modeled effective time management and organization skills	0%	15.79%	21.05%	63.16%	0%
How the Supervisor Helped (My supervisor helped me…)					
Clarify my own ideas about counseling theory	0%	10.53%	63.16%	33.33%	0%
Focus on specific counseling strategies and plans to assist the client	0%	15.79%	36.84%	52.38%	0%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	0%	5.26%	15.79%	61.9%	4.76%
Develop techniques to resolve conflict	0%	0%	31.58%	61.9%	4.76%
Understand the counselor's role in the Crisis Plan for this site	0%	0%	36.84%	52.38%	4.76%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	10.53%	61.9%	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	10.53%	5.26%	57.14%	4.76%
Find opportunities to offer a variety of counseling or support groups	0%	5.26%	21.05%	61.9%	4.76%

Table 11: Supervisor Evaluation of CCSA Internship Students (Clinical Continuum)

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	14.29%	14.29%	71.43%	0%	0%
Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	0%	0%	28.57%	71.43%	0%	0%
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	14.29%	28.57%	57.14%	0%	0%
Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	14.29%	28.57%	57.14%	0%	0%
Demonstrates effective reflection of feeling (5.g)	0%	0%	0%	42.86%	57.14%	0%	0%
Demonstrates effective summarization (5.g)	0%	0%	14.29%	28.57%	57.14%	0%	0%
Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	14.29%	28.57%	57.14%	0%	0%
Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	14.29%	28.57%	57.14%	0%	0%
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	0%	42.86%	57.14%	0%	0%
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	0%	28.57%	71.43%	0%	0%
Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	0%	28.57%	71.43%	0%	0%
Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 1.i; 5.d.; CCSA 2.p.)	0%	0%	14.29%	14.29%	71.43%	0%	0%

Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h., CCSA 3.b-d)	0%	0%	14.29%	42.86%	42.86%	0%	0%
Develops effective measurable outcomes for students (CACREP 5.i;8.d)	0%	0%	57.14%	0%	42.86%	0%	0%
Demonstrates effective crisis intervention and psychological first aid strategies and being part of a community outreach or emergency management response team (CACREP 1.c; 5.m; CCA 2.b)	0%	0%	28.57%	28.57%	28.57%	14.29%	0%
Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a.;5.a.; CCSA 1.b)	0%	0%	0%	57.14%	28.57%	14.29%	0%
Program Organization, Implementation, Delivery and Assessment							
Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	0%	0%	14.29%	85.71%	0%	0%
Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	0%	100%	0%	0%
Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i,j; CCSA 1.e)	0%	0%	0%	28.57%	71.43%	0%	0%
Collects and analyzes data ethically to guide decision making related to academic, personal, and career success (7.m; 8.i; CCSA 3.e.)	0%	0%	42.86%	14.29%	42.86%	0%	0%
Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	0%	14.29%	28.57%	57.14%	0%	0%
Plans and implements groups effectively (6.e,.h)	0%	0%	14.29%	42.86%	42.86%	0%	0%
Demonstrates effective group leadership skills (6.d)	0%	0%	14.29%	42.86%	42.86%	0%	0%
Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	0%	0%	28.57%	71.43%	0%	0%
Demonstrates effective presentation skills	0%	0%	0%	28.57%	71.43%	0%	0%

Designs and implements programs and services offered in higher education environments and evaluates those programs and services through developed outcome measures (8.d-e, g; CCSA 3.a)	0%	0%	14.29%	42.86%	42.86%	0%	0%
Demonstrates evidence-based strategies to assist individuals in higher education settings with personal/social development (5.j;8.b; CCSA 3.b.)	0%	0%	28.57%	28.57%	42.86%	0%	0%
Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	0%	0%	14.29%	42.86%	42.86%	0%	0%
Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	0%	0%	42.86%	14.29%	28.57%	14.29%	0%
Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	0%	16.67%	33.33%	50%	0%	0%
Collaborates and consults within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational settings (5.c; CCSA 3.a.)	0%	0%	0%	28.57%	71.43%	0%	0%
Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	0%	0%	14.29%	28.57%	57.14%	0%	0%
Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f.)	0%	0%	0%	57.14%	42.86%	0%	0%
Professional Development							
Joins professional organizations (1.f; CCSA 2.o)	0%	0%	0%	28.57%	71.43%	0%	0%

Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	0%	0%	0%	28.57%	71.43%	0%	0%
Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	0%	0%	0%	14.29%	85.71%	0%	0%
Uses current literature and research in developing programs and interventions (CCSA 3.e.)	0%	0%	0%	57.14%	42.86%	0%	0%
Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher education settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b, c, h; CCSA 2.j)	0%	0%	0%	42.86%	57.14%	0%	0%
Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.m)	0%	0%	0%	28.57%	71.43%	0%	0%
Understands and demonstrates role and identity of a professional counselor in higher education settings, including being a member of the school community and an advocate for students and the profession (1.b.d.; CCSA 2.a)	0%	0%	0%	28.57%	71.43%	0%	0%

Table 12: Supervisor Evaluation of School Counseling Internship Students (Clinical Continuum)

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	4%	12%	84%	0%	0%
Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	0%	4%	4%	92%	0%	0%
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	0%	16%	84%	0%	0%
Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	8%	12%	80%	0%	0%
Demonstrates effective reflection of feeling (5.g)	0%	0%	4%	12%	84%	0%	0%
Demonstrates effective summarization (5.g)	0%	0%	4%	8%	88%	0%	0%
Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	4%	24%	72%	0%	0%
Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	4%	12%	80%	0%	0%
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	8%	4%	88%	0%	0%
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	0%	8%	92%	0%	0%
Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	0%	8%	92%	0%	0%
Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 5.D.)	0%	0%	4%	8%	88%	0%	0%
Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	0%	0%	0%	8%	92%	0%	0%

Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	4%	16%	80%	0%	0%
Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	0%	0%	8%	20%	68%	0%	0%
Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a; 5.a)	0%	0%	4%	36%	56%	0%	0%
Program Organization, Implementation, Delivery and Assessment							
Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	0%	0%	4%	8%	88%	0%	0%
Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	0%	0%	8%	12%	80%	0%	0%
Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	0%	0%	4%	8%	88%	0%	0%
Understands models of P-12 comprehensive career development and utilizes developmentally appropriate and evidence-based career counseling interventions and assessments (4.e-f,i; 5.j; 8.b; SC 1.b,e, 3.e.)	0%	0%	4%	36%	56%	4%	0%
Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	0%	0%	0%	8%	92%	0%	0%
Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	4%	16%	76%	4%	0%
Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f., SC 3.h.)	0%	0%	4%	52%	44%	0%	0%

Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	0%	0%	4%	32%	60%	4%	0%
Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	0%	0%	4%	24%	68%	4%	0%
Offers strategies to promote equity in student achievement and college access (SC 3.k.)	0%	0%	4%	16%	80%	0%	0%
Collects, analyzes and uses data ethically to inform decision making and advocate for students and programs (7.m., 8.c.i., SC 3.n., SC 3.o.)	0%	0%	8%	16%	76%	0%	0%
Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	8%	8%	84%	0%	0%
Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	4%	12%	84%	0%	0%
Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	0%	0%	8%	92%	0%	0%
Understands operation of emergency management plan and the roles and school counselors during crises, disasters, and other trauma-causing events (1.c., SC 2.e.)	0%	0%	4%	36%	60%	0%	0%
Understands an effective referral process and knowledge of community resources and promotes access of a variety of resources to school community (5.k.; SC 2.k.)	0%	0%	0%	36%	64%	0%	0%
Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l.)	0%	0%	0%	12%	88%	0%	0%
Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	0%	0%	4%	44%	44%	8%	0%
Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	0%	0%	8%	8%	84%	0%	0%
Initiates and maintains open and accurate communication with site	0%	0%	0%	8%	92%	0%	0%

supervisor, university personnel, and other relevant parties (1.m)							
Professional Development							
Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	0%	0%	0%	12%	88%	0%	0%
Attends and/or participates in professional development opportunities such as conferences, workshops, as well as being a member of professional counseling organizations (CACREP 1.f.L; SC 2.l.)	0%	0%	0%	8%	92%	0%	0%
Models and supports the university, unit, and professional ethical code of conduct at all times (1.i; 5.d; SC 2.n.)	0%	0%	0%	8%	92%	0%	0%
Uses current literature and research in counseling activities (SC 3.n.o.)	0%	0%	4%	4%	92%	0%	0%
Understands and demonstrates role and identity of a professional school counselor, including being a member of the school community and an advocate for students and the profession (1.b.d.)	0%	0%	0%	8%	92%	0%	0%
Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.)	0%	0%	0%	8%	92%	0%	0%
Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in k-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2. b, c, h)	0%	0%	4%	8%	88%	0%	0%

B.   *Doctoral Advanced Practicum Clinical Evaluation Data*

Table 13: Clinical Evaluation of Supervisee (Advanced Practicum-Doctoral Students)

Statement	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	N/A
Counseling Skills and Process				
Genuine interest in clients	100%	0%	0%	0%
Ability to understand the client's point of view	100%	0%	0%	0%
Ability to relate to diverse clients	100%	0%	0%	0%
Ability to establish and maintain rapport	100%	0%	0%	0%
Ability to assess and have insight into client's problems	100%	0%	0%	0%
Demonstrates effective helping skills (paraphrasing, feeling reflection, summarizing, effective probing etc.)	100%	0%	0%	0%
Competence in Implementation				
Assessment and evaluation skills	50%	50%	0%	0%
Implementation of individual counseling techniques	100%	0%	0%	0%
Implementation of group counseling techniques	25%	50%	0%	25%
Ability to plan and implement developmental activities for clients	100%	0%	0%	0%
Ability to establish and implement consultation relationships	100%	0%	0%	0%

VII. Student Learning Outcomes for Key Performance Indicators

A. *Masters Core*

CACREP CORE Standards	Courses	Assessment	Spring 2019	Summer 2018	Fall 2018
1. Professional Counseling Orientation & Professional Practice **Key Assessments: 600 Interview (Rubric) & Clinical Continuum**					
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	CLED 600	Interview	N/A	100% (Very Good)	100% (Very Good)
	CLED 604	SC Clinical Evaluation	N/A	N/A	95%-Very Good 5%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	72%-N/A 28%-Very Good	N/A	100%-Very Good
	CLED 672 (SC)	C Clinical Evaluation	92%-Target 8%-Very Good	N/A	N/A
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	CLED 600	Interview	N/A	100% (Very Good)	100% (Very Good)
	CLED 601	Reflection Papers	N/A	77% (Exceeds Expectations) 23% (Meets	No Data

				Expectations)	
	CLED 604	SC Clinical Evaluation	N/A	N/A	**74%-Very Good 22%-Adequate 4%-N/A**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**67%-Very Good 33%-N/A**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**29%-Target 29%-Very Good 29%-Adequate 13%-N/A**	**N/A**	**NA**
	CLED 672 (SC)	C Clinical Evaluation	**60%-Target 36%-Very Good 4%-Adequate**	**N/A**	**N/A**

2. Social & Cultural Diversity
Key Assessments: Film Analysis (Rubric) & Clinical Continuum

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	CLED 604	SC Clinical Evaluation	N/A	N/A	**48%-Very Good 48%-Adequate 4%-N/A**
	CLED 607	Film Analysis	**73.33% - Exceeds Expectations 26.67%- Meets Expectations**	**93% - Exceeds Expectations 7%- Meets Expectations**	**N/A**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**100%-Very Good**

	CLED 672 (CCSA)	CCSA Clinical Evaluation	57%-Target 43%-Very Good	N/A	N/A
	CLED 672 (SC)	C Clinical Evaluation ection IV-#7	88%-Target 8%-Very Good 4% - Adequate	N/A	N/At
c. multicultural counseling competencies	CLED 604	SC Clinical Evaluation	100%-Very Good	N/A	60%-Very Good 40%- Adequate
	CLED 607	Film Analysis	73.33% - Exceeds Expectations 26.67%- Meets Expectations	93% - Exceeds Expectations 7%- Meets Expectations	N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	57%-Target 43%-Very Good	N/A	100%-N/A
	CLED 672 (SC)	C Clinical Evaluation	88%-Target 8%-Very Good 4% - Adequate	N/A	N/A
3. Human Growth & Development **Key Assessments: 615 Gender Messages (Rubric) & Clinical Continuum**					
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	CLED 604	SC Clinical Evaluation	N/A	N/A	48%-Very Good 52%- Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good 33%- Adequate

	CLED 615	Gender Messages	100% Meets Expectations	N/A	**100% Meets Expectations**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**43%-Target 57%-Very Good 9.09%-NR**	N/A	N/A
	CLED 672 (SC)	C Clinical Evaluation	44**%-Target 52%-Very Good 4% - Adequate**	N/A	N/A
f. systemic and environmental factors that affect human development, functioning, and ehavior	CLED 604	SC Clinical Evaluation	**100%-Very Good**	N/A	**48%-Very Good 52%-Adequate**
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	**67%-Very Good 33%-Adequate**
	CLED 615	Gender Messages	100% Meets Expectations	N/A	**100% Meets Expectations**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**43%-Target 57%-Very Good**	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	**44%-Target 52%-Very Good 4%-Adequate**	N/A	N/A

4. Career Development
Key Assessments: 605 Self- Assessment (Rubric) & Clinical Continuum

e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**35%-Very Good 13%-Adequate 52%-N/A**
	CLED 605	Self- Assessment	**91% (Exceeds Expectations) 9%- Meets Expectations**	**N/A**	**N/A**
	CLED 608	CCSA Clinical Evaluation	71% - Target 29% - Very Good	**N/A**	**N/A**
	CLED 672 (SC)	SC Clinical Evaluation	**60%-Target 40%-Very Good**	**N/A**	**66.67%- Target 33.33%-N/A**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**56%-Target 36%-Very Good 4% - Adequate 4%-NR**	**N/A**	**N/A**
i. methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**35%-Very Good 13%- Adequate 52%-N/A**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**100%- Very Good**
	CLED 605	Self- Assessment	92**% (Exceeds Expectations) 8%- Meets Expectations**	**N/A**	**N/A**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	71**%-Target 29%-Very Good**	**N/A**	**N/A**

	CLED 672 (SC)	SC Clinical Evaluation	56%-Target 36%-Very Good 4%-Adequate 4%-N/A	N/A	N/A

5. Helping Relationships
Key Assessments: 601 Reflection (Rubric), 602 Skills Presentation (Rubric) & Clinical Continuum

a. theories and models of counseling	CLED 601	Reflection Paper	N/A	100% (Exceeds)	100% (Exceeds)
	CLED 602	Skills Presentation/ Demonstration	100% Exceeds	N/A	100% (Exceeds)
	CLED 604	SC Clinical Evaluation	N/A	N/A	44%-Very Good 56%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good 33%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation	56%-Target 36%-Very Good 4%-Adequate 4% - NR	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	29%-Target 57%-Very Good 14%-N/A	N/A	N/A
g. essential interviewing, counseling, and case conceptualization skills	CLED 601	Reflection Papers	N/A	100% (Exceeds)	100%-Exceeds

	CLED 602	Skills Presentation/ Demonstration	100% Exceeds	**N/A**	**56% (Exceeds) 44%-Met**
	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**26%-Very Good 74%- Adequate**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**67%-Very Good 33%- Adequate**
	CLED 672 (SC)	SC Clinical Evaluation	**92%-Target 8%-Very Good**	**N/A**	**N/A**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**71%-Target 29%-Very Good**	**N/A**	**N/A**
i. development of measurable outcomes for clients	CLED 602	Skills Presentation/ Demonstration	100% Exceeds	**N/A**	**56% (Exceeds) 44%-Met**
	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**65%-Very Good 35%- Adequate**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**67%-Very Good 33%- Adequate**

	CLED 672 (SC)	SC Clinical Evaluation Section II-#14	80%-Target 16%-Very Good 4% - Adequate	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	43%-Target 57%-Adequate	N/A	N/A
j. evidence-based counseling strategies and techniques for prevention and intervention	CLED 601	Personal Theoretical Model Paper	N/A	92%-Exceeds Expectations 8%-Meets Expectations	92%-Exceeds Expectations 8%-Meets Expectations
	CLED 602	Skills Presentation/ Demonstration	N/A	N/A	56% (Exceeds) 44%-Met
	CLED 604	SC Clinical Evaluation	N/A	N/A	48%-Very Good 44%-Adequate 8%-Target
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (SC)	SC Clinical Evaluation	88%-Target 8%-Very Good 4%-Adequate	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	43%-Target 29%-Very Good 28% - Adequate	N/A	100%-N/A
6. Group Work **Key Assessments: Leader Analysis (Rubric) & Clinical Continuum**					
d. characteristics and functions of effective group leaders	CLED 603	Group Leader Analysis	83%-Exceeds Expectations 17%- Meets Expectations	N/A	90%-Exceeds Expectations 10%- Meets Expectations

	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**70%-Very Good 30%- Adequate**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**33%-Very Good 67%- Adequate**
	CLED 672 (SC)	SC Clinical Evaluation	84**%-Target 8%-Very Good 8%-Adequate**	**N/A**	**N/A**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**43%-Target 43%-Very Good 14% - Adequate**	**N/A**	**N/A**
e. approaches to group formation, including recruiting, screening, and selecting members	CLED 603	Group Leader Analysis	73**%- Exceeds Expectations 20%- Meets Expectations; 7% N/A**	**N/A**	**100%- Exceeds Expectations**
	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**78%-Very Good 17%- Adequate 5% - Target**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**100%-Very Good**
	CLED 672 (SC)	SC Clinical Evaluation	84**%-Target 12%-Very Good 4% - Adequate**	**N/A**	**N/A**

	CLED 672 (CCSA)	CCSA Clinical Evaluation	**43%-Target 43%-Very Good 14%-Adequate**	**N/A**	**N/A**
7. Assessment & Testing **Key Assessments: Research Prop. (Rubric) & Clinical Continuum**					
j. use of environmental assessments and systematic behavioral observations	CLED 604	SC Clinical Evaluation	N/A	N/A	**48%-Very Good 44%-Adequate 8%-Target**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**100%-Very Good**
	EDUS 660	Research Proposal	**No Data**	16.67% Needs improvement; 55.56% Proficient; 27.78 Advanced	**100% Advanced**
	CLED 672 (SC)	SC Clinical Evaluation	**88%-Target 8%-Very Good 4%-Adequate**	**N/A**	**N/A**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**71%-Target 29%-Very Good**	**N/A**	**N/A**
m. ethical and culturally relevant strategies for selecting administering, and interpreting assessment and test results	CLED 606	Assessment Instrument presentation	N/A	N/A	**80% Exceeds Expectations; 20% Meets Expectations**
	CLED 604	SC Clinical Evaluation	N/A	N/A	**65%-Very Good 35%-Adequate**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**33%-Very Good** **671%-N/A**

	CLED 672 (SC)	SC Clinical Evaluation	**76%-Target 16%-Very Good 8%-Adequate**	**N/A**	**N/A**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**43%-Target 14%-Very Good 43%-Adequate**	**N/A**	**N/A**
8. Research & Program Evaluation **Key Assessments: Research Prop. (Rubric) & Clinical Continuum**					
c. needs assessments	CLED 604	SC Clinical Evaluation	N/A	N/A	**65%-Very Good 35%-Adequate**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**100%-Very Good**
	EDUS 660	Research Proposal	**No Data**	16.67% Needs improvement; 55.56% Proficient; 27.78 Advanced	**100% Advanced**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**71%-Target 29%-Very Good**	**N/A**	**N/A**
	CLED 672 (SC)	SC Clinical Evaluation	76%-Target 16%-Very Good 8% - Adequate	**N/A**	**N/A**
d. development of outcome measures for counseling programs	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**65%-Very Good 35%-Adequate**

	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**67%-Very Good** **33%-Adequate**
	EDUS 660	Research Proposal	**No Data**	**16.67% Needs improvement;** **55.56% Proficient;** **27.78 Advanced**	**100% Advanced**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	43**%-Target** **43%-Very Good** **14%-Adequate**	**N/A**	**N/A**
	CLED 672 (SC)	SC Clinical Evaluation	80**%-Target** **16%-Very Good** **4% - Adequate**	**N/A**	**N/A**
e. evaluation of counseling interventions and programs	CLED 604	SC Clinical Evaluation	N/A	N/A	**48%-Very Good** **44%-Adequate** **8%-Target**
	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**67%-Very Good** **33%-Adequate**
	EDUS 660	Research Proposal	**No Data**	**11.11% Needs Improvement;** **38.59% Proficient;** **50% Advanced**	**100% Advanced**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	43**%-Target** **43%-Very Good** **14%-Adequate**	**N/A**	**N/A**

	CLED 672 (SC)	SC Clinical Evaluation	88%-Target 8%-Very Good 4%-Adequate	N/A	N/A	

B.   *Masters (CCSA) KPIs*

Standards	COLLEGE COUNSELING & STUDENT AFFAIRS. Evidence of student learning in specialty area. *In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice), not for individual standards listed under each domain heading.*				
1. Foundations	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
b. student development theories relevant to student learning and personal, career, and identity development	CLED 608	Clinical Evaluation	N/A	N/A	**67%- Very Good 33%-Adequate**
	CLED 620	**Theory Handout	N/A	N/A	**91%-Met Expectations; 9% Unmet Expectations**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	29%-**Target** 57%-**Very Good** 14%-**N/A**	N/A	N/A
2. Contextual Dimensions	**Courses**	**Assessment**			
c. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and post-secondary transitions	CLED 608	CCSA Clinical Evaluation	N/A	N/A	**33%-Very Good 67%-N/A**
	CLED 620	Functional Area Project	N/A	N/A	**91%-Met Expectations; 9% Unmet Expectations**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**57%-Target 28%-Very Good 15% - Adequate**	N/A	N/A
p. legal and ethical considerations specific to higher education environments	CLED 608	CCSA Clinical Evaluation	N/A	N/A	**100%- Very Good**
	CLED 620	Functional Area Project	N/A	N/A	**91%-Met Expectations; 9% Unmet**

					Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section II-#12	**1%-Target 14%-Very Good 15% Adequate**	**N/A**	**N/A**
3. Practice	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
a. collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**100%-Very Good**
	CLED 620	Functional Area Project	**N/A**	**N/A**	**91%-Met Expectations; 9% Unmet Expectations**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**43%-Target 43%-Very Good 14% - Adequate**	**N/A**	**N/A**
b. strategies to assist individuals in higher education settings with personal/social development	CLED 608	CCSA Clinical Evaluation	**N/A**	**N/A**	**100%-Very Good**
	CLED 620	Theory Handout	**N/A**	**N/A**	**100%-Exceeds Expectations**
		Functional Area Project	**N/A**	**N/A**	**91%-Met Expectations; 9% Unmet Expectations**
	CLED 672 (CCSA)	CCSA Clinical Evaluation	**43%-Target 29%-Very Good 28% - Adequate**	**N/A**	**N/A**

C.   *Masters (School Counseling) KPIs*

Standards	SCHOOL COUNSELING. Evidence of student learning in specialty area. *In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice).*				
1. Foundations	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
c. models of P-12 comprehensive career development	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**35%-Very Good 13%-Adequate 52%-N/A**
	CLED 622	Program Design and Delivery	**NO DATA**	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	**56%-Target 36%-Very Good 4%-Adequate 4%-N/A**	N/A	N/A
2. Contextual Dimensions	**Courses**	**Assessment**			
f. competencies to advocate for school counseling roles	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**96%-Very Good 4%-Adequate**
	CLED 672	SC Clinical Evaluation	**92%-Target 8%-Very Good**	N/A	N/A
k. community resources and referral sources	CLED 604	SC Clinical Evaluation	N/A	**N/A**	**65%-Very Good 22%-Adequate 13%-N/A**
	CLED 622	Special Populations Project	100% Exceeds Expectations	N/A	N/A

	CLED 672	SC Clinical Evaluation	64%-Target 36%-Very Good e	N/A	N/A
l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	CLED 604	Liability Insurance evidence through professional organization	N/A	N/A	70%-Very Good 22%-Adequate %-N/A
	CLED 672	SC Clinical Evaluation	92%-Target 8%-Very Good	N/A	N/A
3. Practice	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
b. design and evaluation of school counseling programs	CLED 604	SC Clinical Evaluation	N/A	N/A	48%-Very Good 44%-Adequate 8%-Target
	CLED 622	Program Design & Delivery	**NO DATA**	N/A	N/A
	CLED 672	SC Clinical Evaluation	88%-Target 8%-Very Good 4%-Adequate	N/A	N/A
c. core curriculum design, lesson plan development, classroom management	CLED 604	SC Clinical Evaluation	N/A	N/A	4%-Target 87%-Very Good 9%-Adequate

strategies, and differentiated instructional strategies	CLED 622	Program Design & Delivery	**NO DATA**	**N/A**	
	CLED 672 (SC)	SC Clinical Evaluation	**80%-Target** **12%-Very** **Good** **8%-Adequate**		**N/A**

D.   *Doctoral KPIs*

Standards	DOCTORAL CACREP 2016 STANDARDS: COUNSELOR EDUCATION AND SUPERVISION SECTION II: DOCTORAL PROFESSIONAL IDENTITY				
1. Counseling Key Assessments: Paradigm Pres Rubric & Comps Rubric – knowledge & skills	Courses	Assessment	Spring	Summer	Fall
a. scholarly examination of theories relevant to counseling	CLED 730	Theoretical Paradigm Pres.	N/A	N/A	100% Exceeds Expectations
		Rating of Counseling Skills	N/A	N/A	100% Exceeds Expectations
		Counselor Education Doctoral Comprehensive Exam	N/A		25%-Strong; 75% Satisfactory
b. integration of theories relevant to counseling	CLED 730	-Theoretical Paradigm Pres.	N/A	N/A	100% Exceeds Expectations
		Rating of Counseling Skills	N/A	N/A	100% Exceeds Expectations
		Counselor Education Doctoral Comprehensive Exam	N/A		25%-Strong; 75% Satisfactory
2. Contextual Dimensions	Courses	Assessment	Spring	Summer	Fall
b. theoretical frameworks and models of clinical	EDUS 700/810 Supervision	-Supervision of 604/608 Students	N/A	N/A	100% Exceeds Expectations

supervision		Counselor Education Doctoral Comprehensive Exam	**N/A**		**37.5%-Strong; 62.5% Satisfactory**
d. skills of clinical supervision	EDUS 700/810 Supervision	-Supervision of 604/608 Students	**N/A**	**N/A**	**83.33% Exceeds s; 16.67% Meets**
		Counselor Education Doctoral Comprehensive Exam	**N/A**		**37.5%- Strong; 62.5% Satisfactory**
f. assessment of supervisees' developmental level and other relevant characteristics	EDUS 700/810 Supervision	-Supervision of 604/608 Practicum	**N/A**	**N/A**	**83.33% Exceeds; 16.67% Neutral**
		Counselor Education Doctoral Comprehensive Exam	**N/A**		**37.5%- Strong; 62.5% Satisfactory**
g. modalities of clinical supervision and the use of technology	EDUS 700/810 Supervision	-Supervision of 604/608 Practicum	**N/A**	**83.33**	**100% Exceeds; 16.67% Met**
		Counselor Education Doctoral Comprehensive Exam	**N/A**		**37.5%- Strong; 62.5% Satisfactory**
3. Teaching Key Assessments: Phil Rubric, Obs. & Portfolio (CLED 810	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**

Checklist A) & Comps Rubric – knowledge & skills					
a. roles and responsibilities related to educating counselors	CLED 721	-Teaching Philosophy	**100%-Exceeds**	**N/A**	**N/A**
	CLED 810-Teaching	-Teaching Philosophy	**N/A**	**100%-Exceeds**	**N/A**
		-Teaching Obs. -Teaching Portfolio			
		Counselor Education Doctoral Comprehensive Exam			**62.5%-Strong; 37.5% Satisfactory**
b. pedagogy and teaching methods relevant to counselor education	CLED 721	-Teaching Philosophy	**100%-Exceeds**	**N/A**	**N/A**
	CLED 810-Teaching	-Teaching Philosophy	**N/A**	**100%-Exceeds**	**N/A**
		-Teaching Obs. -Teaching Portfolio	**N/A**		**N/A**
		Counselor Education Doctoral Comprehensive Exam	**N/A**		**62.5%-Strong; 37.5% Satisfactory**
d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	CLED 721	-Teaching Philosophy	**100%-Exceeds**	**N/A**	**N/A**
	CLED 810-Teaching	-Teaching Philosophy	**N/A**	**100%-Exceeds**	**N/A**
		-Teaching Obs. -Teaching Portfolio	**N/A**		**N/A**

		Counselor Education Doctoral Comprehensive Exam	**N/A**		**62.5%- Strong; 37.5% Satisfactory**
g. assessment of learning	CLED 721	-Teaching Philosophy	**100%-Exceeds**	**N/A**	**N/A**
	CLED 810- Teaching	-Teaching Philosophy	**N/A**	**100%-Exceeds**	**N/A**
		-Teaching Obs. -Teaching Portfolio	**N/A**		**N/A**
		Counselor Education Doctoral Comprehensive Exam	**N/A**		**62.5%- Strong; 37.5% Satisfactory**
4. Research & Scholarship Key Assessments: Qualifying (Rubric), Comps (Rubric) & Prospectus (Prospectus Rating For – knowledge & skills	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
a. research designs appropriate to quantitative and qualitative research questions		-SOE Ph.D. Qualifying Exam	**100%-Pass**	**N/A**	**100%-Pass**
		Counselor Education Doctoral Comprehensive Exam	**N/A**		**87.5%- Satisfactory; 12.5% Strong**
	EDUS 890/899	Dissertation Prospectus/prop osal	**N/A**	**N/A**	
f. models and methods of program evaluation	CLED 721	-Prog. Eval.	**100%-Exceeds Expectations**	**N/A**	**N/A**
	CLED 810- Research	-Supervision and Time Logs -Final Project			

			Spring	Summer	Fall
g. research questions appropriate for professional research and publication	CLED 760	-Manuscript & Presentation	N/A	N/A	N/A
	CLED 810-Research	-Supervision and Time Logs -Final Project			
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	**75% Exceeds; 25% Meets**
		Counselor Education Doctoral Comprehensive Exam	N/A		**87.5%-Satisfactory; 12.5% Strong**
h. professional writing for journal and newsletter publication	CLED 730	-Crisis Model Paper	N/A	N/A	**28.57% (Exceeds Expectations); 71.43% (Meets Expectations)**
	CLED 760	-Manuscript -Peer Review	N/A	N/A	N/A
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	**75% Exceeds; 25% Meets**
l. ethical and culturally relevant strategies for conducting research		Counselor Education Doctoral Comprehensive Exam	N/A		**100%-Strong**
	EDUS 890/899	Dissertation Prospectus/ proposal	N/A	N/A	**100%-Strong**
5. Leadership & Advocacy Key Assessments: 720 Rubric A/B & Comps Rubric	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
a. theories and skills of leadership	CLED 720	-Leadership Philosophy Statement	N/A	N/A	**80%-Exceeds 20%-Meets**
		Counselor Education Doctoral Comprehensive Exam	N/A		**50%-Satisfactory; 50% Strong**

b. leadership and leadership development in professional organizations	CLED 720	-Leadership Philosophy Statement	N/A	N/A	60%-Exceeds 40%-Meets
			N/A		
		Counselor Education Doctoral Comprehensive			50%-Strong; 50% Satisfactory
h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	CLED 720	elf-eval & plan	N/A	N/A	100%-Exceeds
		Counselor Education Doctoral Comprehensive Exam	N/A		50%-Strong; 50% Satisfactory
i. role of counselors and counselor educators advocating on behalf of the profession and professional identity	CLED 720	elf-eval and plan	N/A	N/A	100%-Exceeds
		Counselor Education Doctoral Comprehensive Exam	N/A		50%-Strong; 50% Satisfactory

RECOMMENDATIONS

I.   Admissions, Demographics, and Graduation Data

Overall, admissions for both the masters and doctoral programs increased when compared to 2017. We continued to conduct more concentrated efforts to recruit and modify admission deadlines to increase the number of applications.

We also continue to increase our recruitment efforts at HCBUs that have both undergraduate programs in psychology and master's-only programs for the doctoral program. , We continue to add to our growing list of contacts in order to keep the momentum needed to increase recruitment efforts for a more diverse applicant pool.

II.   Program Survey Data (Master's)

Overall, the majority of the students rated preparation received in the counselor education program as good to excellent. The ratings leaned more to excellent for graduation data when compared to the alumni data and may indicate that some of the suggestions made in past graduation survey were implemented. In addition, the surveys highlight a continuing need to help prepare students who will be working with different forms of technology, specifically in the school counseling area. Areas that need continuing attention is supporting the CCSA program, networking opportunities prior to graduation, and attending to licensure preparation for those who want to pursue an LPC.

III.   Program Objectives

The program objectives chart for both the masters and doctoral program areas represent how current student learning outcomes as measured by key performance indicators are performing. Based on the data collected, it appears that the majority of students are demonstrating how they are meeting or excelling on these program objectives. This indicates that the program objectives, at this time are appropriate for the program.

Some data was unavailable due to some technology issues on the rubrics and software program used. These have been corrected. In addition, our colleagues in the research foundations did not complete the SLO data consistently for students enrolled in EDUS 660. We worked with them over the past year and are not getting a much better stream of data from this class., the doctoral program faculty continue to modify course offerings to be more focused on social justice and multicultural counseling. While this was a multiyear process, our new advanced multicultural counseling course was approved in the university which replaces the advanced career counseling course. We also continue to have several changes regarding some of the assignments and products expected of doctoral students in courses. For example, doctoral students not only prepared larger supervisory and teaching philosophies, they now also prepared more brief versions that can be used on the future job market. This also helps our students learn how to write more concisely which is a skill that is becoming more and more important in the counselor education field.

At this point, the counselor education program will begin the process of refining the objectives. We expect to be doing a "deep dive" this coming year as we revisit the standards and which classes are fulfilling those needs.

IV.   NCE/CPCE Pass Rates

The NCE is an optional test that students can take. It is not required for the LPC in the state of VA but can be required in other states. It includes questions from similar areas as the CPCE. None of the masters or doctoral students took the exam.

In 2017, the Counselor Education faculty decided to phase out the use of the CPCE exam as its comprehensive exam and created one of its own. Students began to take this multiple-choice exam in 2018. This exam covers the following key sections:
- Human Growth and Development
- Social and Cultural Diversity
- Helping Relationships
- Group Work
- Career Development
- Assessment
- Research and Program Evaluation
- Professional Orientation and Ethical Practice

We are still gathering data on this exam, and should be able to summarize more details of the performance hopefully next annual report.

V.   Student Dispositions

Student disposition data is collected at various times during the matriculation of a student throughout the program. It begins during admissions. For the master's students who attend the interview, they are required to participate in an on-site writing exercise where they respond to their choice of the professional standards of behavior (dispositions). These are reviewed by the counselor education faculty as part of the admissions process. In addition, the master's students have instructors/site supervisors/faculty supervisors rate their professional behaviors in CLED 602, 604/608, and 672. These results were in the table earlier in the report. Finally, those professional behaviors are reviewed by the faculty during the annual student review. Based on the data, it appears that the master's students demonstrated progress with their professional behaviors. This is what is expected. Lower ratings (but still adequate) are reported in CLED 602 and in CLED 604/608. It is important to note that behaviors were much higher in the target areas in CLED 672 (internship). The counselor education faculty will continue to use these measures and review for the master's students.

For the doctoral program, evaluating professional behaviors begins during the individual admissions interview with the faculty. In addition, the doctoral students have instructors/site supervisors/faculty supervisors rate their professional behaviors in CLED 730 (Advanced Practicum). These results were in the table earlier in the report. Finally, those professional behaviors are reviewed by the faculty during the annual student review. Based on the data, it appears that the doctoral students demonstrated professional behaviors that exceeded expectations.

VI.   Clinical Data

Masters Practicum and Internship Students

For the practicum, the counselor education faculty have an expectation that students will receive ratings that are appropriate for a beginning counseling student. This would mean that ratings of Adequate or Very Good may be the most consistent ratings. This was true for the practicum students during 20187. For internship students, we expect to see progress with these ratings to more consistent ratings of Very Good and/or Target. This was true of the internship students during 2018, as well. We monitored ratings of N/A and NR, which may indicate more specific training with site supervisors are needed. In 2016, we had noted there were several N/A and NR ratings provided but less were noted in both 2017 and 2018.

In addition to the supervisors' ratings of the students, we collected data on the students' rating of their site supervisors. For 2018, these were overwhelmingly positive for both practicum and internship students. Site supervisors are encouraged to review Tables 5, 6, 9, & 10 to see any items that may need additional attention. We will continue to work with site supervisors on technology, skills demonstration, and crises plans.

Doctoral Advanced Practicum Students

The advanced practicum is a way for doctoral students to demonstrate seasoned clinical skills and explore new/different theoretical approaches to their clinical work. The ratings indicated that the doctoral students exceeded expectations of their clinical work during 2018.

VII.   Student Learning Outcomes for Key Performance Indicators

Key Performance Indicators (KPIs) are indicators of student learning that occur at multiple points in time during a student's matriculation in the counselor education program. This is useful to keep in mind when reviewing the charts that report data across the year (i.e., Spring, Summer, & Fall). For example, we expect to see some progress over time. The most observable change can be seen for students in practicum in spring and then in internship during the fall semester.

Masters

Overall, the majority of master's students are meeting or exceeding on the KPIs for the core and specialty areas of CCSA and School Counseling. There continues to be some data missing due to inaccurate rubrics and some confusion with TK-20, though this continues to improve each year.

The Counselor Education program faculty will be modifying some of the KPIs based on the current data and how the data informs the program over the next year.

Doctoral

Overall, the doctoral student KPIs indicate that the majority of students demonstrate strong performance. Although performance is adequate in the area of research, this can be an area that continues to need strengthening over the past few years. One positive piece faculty have begun to focus on is a more

intensive research product for each course taken. This has significantly improved the level of work regarding literature reviews and studies across the courses. In addition, faculty have continued to have doctoral students involved in research and presentations, and this expectation has increased.