Virginia Commonwealth University

Counselor Education

Summer 2020 to Spring 2021
Program Assessment Report

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Program Assessment Report (Summer 2020 to Spring 2021)

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
- Student Learning Objectives for Key Performance Indicators

I.   Admissions, Demographics, and Graduation Data

A.   Admissions (Summer 2020 & Fall 2020)

The counselor education program holds admissions once a year for both masters and doctoral programs. For the master's program areas, 79 applicant admissions were reviewed in and/or interviewed in Spring 2020 for summer/fall 2020, 70 admitted, and 39 individuals are attending. Of those attending, the following data were obtained:

Table 1. Summary of Demographics of Students Admitted and Attending Masters Program (2020-21)

GRE	MAT	Gender	Age
The GRE was waived as part of admissions		Female=95%	
	The MAT was waived as part of admissions.	Male=5%	19-24 years = 67% 25-29 years = 15% 30-39 years = 15% 40-49 years = 0% 50-59 years = 3%

For the Ph.D. in Education, Counselor Education and Supervision concentration, 16 applicants were reviewed in Spring 2020 for Fall 2020 start date, 9 were admitted, and 5 individuals are attending.

Table 2. Summary of Demographics of Students Attending Doctoral Program (2020)

GRE	Gender	Age
Verbal Mean=152	Female=92%	
Quantitative Mean=152	Male=8%	19-24 years = 45% 25-29 years = 36%
Total Mean =304		0-39 years = 18% 40-49 years = 0% 50-59 years = 0%

B. Demographics

Table 3 includes our 2021 student demographics, disaggregated by track (CFC, CCSA, and SC) and level (masters and doctoral).

Table 3. Summary of Demographics of Students (2021)

Academic Period ▲	Fall 2021											
SCHEV Ethnicity ▲	Asian		Black/African...		Hisp...	International		Two or More...		Unk...	White	
Gender ▲	F	M	F	M	F	F	M	F	M	F	F	M
Program Description ▲	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled	Students Enrolled
Couns Ed:ColCnslng&StuAfrs-MED	1	.	2	1	1	.	.	1	2	.	5	1
Couns Ed:CollStuDev&Couns-MED	.	.	.	.	.	.	.	.	.	.	2	.
Couns Ed:Coup&FamCounlng-MED	1	.	8	.	4	1	.	1	.	.	8	1
Couns Ed:Schl Counseling-MED	.	.	6	1	3	.	.	3	.	1	31	5
Eductn:CounselorEd&Suprvsn-PHD	.	1	5	.	.	2	1	.	1	.	7	3
Total	2	1	21	2	8	3	1	5	3	1	53	10

C. Graduation Data

Table 4 represents our 2021 graduates (Summer 2020 to Spring 2021), disaggregated by track (CCSA, SC, and Doctoral program) and Semester of Graduation.

Table 4. Summary Program Graduates (2021)

Program	Summer 2020	Fall 2020	Spring 2021
CCSA	0	0	5
SC	0	0	24
Masters Total	0	0	29
Doctoral Total	0	0	1

II.   Program Survey Data

The School of Education Office of Assessment and VCU Career Services 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. Below, the results of these surveys represent:

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

The Graduation Exit Surveys recently moved to a centralized VCU collection service outside of the School of Education Office of Assessment. VCU changed how graduation surveys are conducted and the timing of the results provided to programs starting in the Fall 2019 to Spring 2020 cycle. Graduation surveys are now given over a six-month period after graduation in May with results shared following the CACREP December reporting period. The graduation exit survey below is from the 2019-2020 cycle; although administered to graduates of both masters and doctoral programs, no graduating doctoral students participated in this cycle.

A.   2020-21 Alumni Survey - Counselor Education

College Counseling and Student Affairs

**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	20%	40%	40%	0%	0%	5
Understanding professional and ethical standards in your area of expertise	40%	60%	0%	0%	0%	5

**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	80%	20%	0%	0%	0%	5
Creating an environment that encourages the personal growth of all students	60%	20%	20%	0%	0%	5
Creating an environment that encourages the social growth of all students	60%	40%	0%	0%	0%	5
Creating an environment that encourages the career growth of all students	20%	40%	20%	20%	0%	5
Creating an environment where high expectations are held of all students	20%	40%	40%	0%	0%	5

Creating an environment where diversity is celebrated	80%	20%	0%	0%	0%	5

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	80%	20%	0%	0%	0%	5
Planning counseling based on diverse student needs	60%	40%	0%	0%	0%	5
Using ethical standards when planning for and delivering services	80%	20%	0%	0%	0%	5
Using professional standards when planning for and delivering services	60%	40%	0%	0%	0%	5

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	40%	20%	40%	0%	0%	5
Understanding various ways to promote student academic success	20%	60%	20%	0%	0%	5
Understanding various ways to promote student personal success	20%	60%	20%	0%	0%	5

Understanding various ways to promote student social success	60%	20%	20%	0%	0%	5
Understanding various ways to promote student career success	20%	40%	20%	20%	0%	5
Delivering relevant programming	40%	60%	0%	0%	0%	5
Using a broad range of counseling strategies for serving diverse student populations	60%	40%	0%	0%	0%	5
Selecting technologies, informed by research, to promote learning for all students	20%	60%	0%	0%	20%	5
Integrating technology into your professional work	0%	40%	40%	0%	20%	5
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	20%	40%	20%	0%	0%	5

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	80%	0%	20%	0%	0%	5
Assessing student needs	60%	20%	20%	0%	0%	5
Assessing student academic outcomes	40%	40%	20%	0%	0%	5
Assessing student personal outcomes	60%	40%	0%	0%	0%	5

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Assessing student social outcomes	60%	40%	0%	0%	0%	5
Assessing student career outcomes	20%	60%	20%	0%	0%	5
Using assessment results to inform and adjust practice	40%	20%	0%	20%	20%	5
Using current research to inform practice	40%	60%	0%	0%	0%	5
Using critical thinking skills to inform practice	60%	40%	0%	0%	0%	5
Engaging in reflective and evidence-based practice	60%	40%	0%	0%	0%	5
Collaborating professionally with colleagues and other relevant individuals	40%	40%	20%	0%	0%	5

	Excellent	Good	Fair	# of Responses
SUMMARY: How would you describe the overall professional preparation you received at VCU.	60%	20%	20%	5

School Counseling

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	63.3%	36.4%	0%	0%	0%	11
Understanding professional and ethical	81.8%	18.2%	0%	0%	0%	11

standards in your area of expertise						

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	63.6%	27.3%	9.1%	0%	0%	11
Creating an environment that encourages the personal growth of all students	63.6%	27.3%	9.1%	0%	0%	11
Creating an environment that encourages the social growth of all students	63.6%	27.3%	9.1%	0%	0%	11
Creating an environment that encourages the career growth of all students	36.4%	54.5%	9.1%	0%	0%	11
Creating an environment where high expectations are held of all students	63.4%	27.3%	0%	9.1%	0%	11
Creating an environment where diversity is celebrated	63.4%	36.4%	0%	0%	0%	11

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	36.4%	63.6%	0%	0%	0%	11

Planning counseling based on diverse student needs	63.6%	36.4%	0%	0%	0%	11
Using ethical standards when planning for and delivering services	81.8%	18.2%	0%	0%	0%	11
Using professional standards when planning for and delivering services	54.5%	45.5%	0%	0%	0%	11

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	72.7%	27.3%	%	0%	0%	11
Understanding various ways to promote student academic success	45.5%	45.5%	9.1%	0%	0%	11
Understanding various ways to promote student personal success	45.5%	54.5%	0%	0%	0%	11
Understanding various ways to promote student social success	45.5%	54.4%	0%	0%	0%	11
Understanding various ways to promote student career success	27.3%	72.7%	0%	0%	0%	11
Delivering relevant programming	54.5%	45.5%	0%	0%	0%	11
Using a broad range of counseling strategies for serving diverse student populations	54.5%	45.5%	0%	0%	0%	11
Selecting technologies, informed by research, to promote learning for all students	36.4%	45.5%	18.2%	0%	0%	11

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Integrating technology into your professional work	18.2%	54.5%	27.3%	0%	0%	11
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	45.5%	54.5%	0%	0%	0%	11

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	45.5%	54.5%	0%	0%	0%	11
Assessing student needs	54.5%	36.4%	9.1%	0%	0%	11
Assessing student academic outcomes	45.5%	45.5%	9.1%	0%	0%	11
Assessing student personal outcomes	36.4%	54.5%	9.1%	0%	0%	11
Assessing student social outcomes	36.4%	54.5%	54.5%	0%	0%	11
Assessing student career outcomes	27.3%	54.5%	18.2%	0%	0%	11
Using assessment results to inform and adjust practice	54.5%	45.5%	0%	0%	0%	11
Using current research to inform practice	45.5%	45.5%	9.1%	0%	0%	11
Using critical thinking skills to inform practice	45.5%	54.5%	0%	0%	0%	11
Engaging in reflective and evidence-based practice	63.3%	36.4%	0%	0%	0%	11
Collaborating professionally with	45.5%	45.5%	9.1%	0%	0%	11

colleagues and other relevant individuals						

Counselor Ed and Supervision			
	N	**Mean**	**S.D.**
All			
COURSEWORK - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Broad knowledge in educational foundations, including theoretical, social, political, and contextual issues in my discipline	2	3	0
In-depth knowledge and skills in my concentration area	2	4	0
Designing quantitative research	2	3	0
Conducting quantitative research	2	3.5	0.707
Writing-up or reporting quantitative research results	2	3	0
Designing qualitative research	2	3.5	0.707
Conducting qualitative research	2	3.5	0.707
Analyzing and interpreting qualitative research results	2	3.5	0.707
Writing-up or reporting qualitative research results	2	3.5	0.707
Counselor Education			
Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Advanced counseling skills related to the major theoretical paradigms in counseling	2	3.5	0.707
Counseling supervision knowledge and skills used for professional and training sites	2	4	0
Knowledge and skills related to leadership and advocacy in the counseling profession and in counselor education	2	4	0
All			
PROFESSIONAL DEVELOPMENT OPPORTUNITIES - Scale: 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Externship	1	4	0
Co-curricular activities	2	4	0
Graduate Assistantship	0	0	0
Counselor Education			

PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Supervision Externship	1	4	0
Counseling Advanced Practicum	2	4	0
Teaching Internship	2	4	0
Research Internship	1	4	0
All			
CURRICULAR AND PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Designing quantitative research	2	1.5	2.121
Conducting quantitative research	2	1.5	2.121
Analyzing and interpreting quantitative research results	2	1.5	2.121
Writing-up or reporting quantitative research results	2	1.5	2.121
Designing qualitative research	2	1.5	2.121
Conducting qualitative research	2	1.5	2.121
Analyzing and interpreting qualitative research results	2	1.5	2.121
Writing-up or reporting qualitative research results	2	1.5	2.121
Academic writing	2	2	2.828
Grant writing	2	1	1.414
Course design	2	2	2.828
Teaching	2	2	2.828
Counselor Education			
PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Clinical Supervision	2	2	2.828
Program Evaluation	2	2	2.828
Orientation/acculturation into the field of counselor education and supervision	2	4	0
Leadership Development	2	2	2.828
All			
Scale: 1 Yes; 2 Yes, with some reservation; 3 No			
Would you recommend VCU School of Education to a friend or colleague considering graduate work in the field of education?	2	1	0

B. **2019-2020 Graduation Exit Survey-Counselor Education (masters and doctoral)** ***NOTE: VCU changed how graduation surveys are conducted and the timing of the results provided to programs starting in the Fall 2019 to Spring 2020 cycle. Graduation surveys are now given over a six-month period after graduation in May with results released after the CACREP December reporting period. The graduation exit survey below is from the 2019-2020 cycle. Graduating masters and doctoral students are invited to complete the Graduation Exit Survey; however, only masters students participated in this data cycle.***

From which program did you receive your degree?	College Student Development & Counseling	School Counseling
	75%	25%

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	100%	0%	0%	0%	0%	4
Understanding professional and ethical standards in your area of expertise	100%	11%	0%	0%	0%	4

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	100%	0%	0%	0%	0%	4

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
academic growth of all students						
Creating an environment that encourages the personal growth of all students	100%	17%	0%	5%	0%	4
Creating an environment that encourages the social growth of all students	100%	0%	0%	0%	0%	4
Creating an environment where all students can be successful	100%	0%	0%	0%	0%	4
Creating an environment where different perspectives are taken into account	100%	0%	0%	0%	0%	4

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 programs and group counseling based on diverse individual student needs	100%	0%	0%	0%	0%	4
Using ethical standards when planning for and delivering services	100%	0%	0%	0%	0%	4
Using professional standards when planning for and delivering services	100%	0%	0%	0%	0%	4

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

Understanding various ways to promote student academic success	50%	50%	0%	0%	0%	4
Delivering relevant programming	75%	25%	0%	0%	0%	4
Using a broad range of counseling strategies for serving diverse student populations	75%	25%	0%	0%	0%	4
Selecting technologies, informed by research, to promote learning for all students	25%	50%	0%	0%	25%	4
Integrating technology into your professional work	25%	25%	25%	0%	25%	4
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	50%	25%	25%	0%	0%	4

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
Assessing student needs	25%	75%	0%	0%	0%	4
Assessing student academic outcomes	25%	75%	0%	0%	0%	4
Using assessment results to inform and adjust practice	25%	75%	0%	0%	0%	4
Using current research to inform practice	75%	25%	0%	0%	0%	4
Using critical thinking skills to inform practice	100%	0%	0%	0%	0%	4
Engaging in reflective and evidence-based practice	100%	11%	0%	0%	0%	4
Collaborating professionally with	50%	50%	0%	0%	0%	4

colleagues and other relevant individuals			

	Excellent	Good	# of Responses
SUMMARY: How would you describe the overall professional preparation you received at VCU.	40%	60%	5

C. 2019-2020 Employer Survey for Counselor Education (masters only)

College Counseling and Student Affairs

How many years have you supervised this graduate?

	1 yr	2 yr	3 yr	4+yr	# of Responses
	%	%	0%	100%	2

Please rate this graduate on the following areas: data from here

	Excellent	Good	Fair	Poor	# of Responses
Counseling practice/skills	50%	50%	0%	0%	2
Program development and implementation	100%	57%	0%	0%	2
Evaluation of counseling/program effectiveness	50%	50%	0%	0%	2
Application of research	50%	50%	0%	0%	2
Advocacy and leadership	0%	100%	0%	0%	2
Ethical and professional behavior	100%	0%	0%	0%	2
Multicultural awareness and competence	100%	0%	0%	0%	2
Collaboration with colleagues	100%	0%	0%	0%	2

Collaboration with outside professionals	100%	0%	0%	0%	2

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	100%	0%	0%	0%	2
How satisfied are you with the overall skills and practices of this graduate?	100%	0%	0%	0%	2

	Yes	Yes, with some reservation	No	# of Responses
Would you recommend graduates of VCU's Counselor Education M.Ed. program to another employer?	100%	0%	0%	2

School Counseling

How many years have you supervised this graduate?

	1 yr	2 yr	3 yr	4+yr	# of Responses
	10%	50%	30%	10%	10

Please rate this graduate on the following areas:

	Excellent	Good	Fair	Poor	# of Responses
Counseling practice/skills	80%	20%	0%	0%	10
Program development and implementation	60%	30%	10%	0%	10
Evaluation of counseling/program effectiveness	50%	40%	10%	0%	10

Application of research	60%	30%	10%	4%	10
Advocacy and leadership	50%	40%	10%	0%	10
Ethical and professional behavior	90%	10%	0%	0%	10
Multicultural awareness and competence	80%	20%	0%	0%	10
Collaboration with colleagues	80%	20%	0%	0%	10
Collaboration with outside professionals	40%	60%	0%	0%	10

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	90%	10%	0%	0%	10
How satisfied are you with the overall skills and practices of this graduate?	90%	10%	0%	0%	10

	Yes	Yes, with some reservation	No	# of Responses
Would you recommend graduates of VCU's Counselor Education M.Ed. program to another employer?	100%	0%	0%	10

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 2019.

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-67% Adequate; 33% Very Good
	SC Practicum Students-15% Adequate; 85% Very Good
3.a.	CCSA Practicum Students- 67% Adequate; 33% Very Good
	SC Practicum Students- 29% Adequate; 71% Very Good
3.b.	CLED 601- Missing
4.a	CLED 605- 100% (Exceeds Expectations)
5.a.	CCSA Practicum Students-67% Adequate; 33% Very Good
	SC Practicum Students-71% Very Good; 29% Adequate
5.c.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students- 15% Adequate; 71% Very Good; 14% Target
6.a.	CLED 603- 83% (Exceeds Expectations); 17% (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- 100% (Exceeds Expectations)
4.e.	CLED 605- 100% (Exceeds Expectations)
	CCSA Practicum Students-100% Very Good
	SC Practicum Students- 15% Adequate; 85% Very Good
4.i.	CCSA Practicum Students-100% Very Good
	SC Practicum Students- 86% Adequate; 14% Very Good
5.c.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students- 14% Adequate; 72% Very Good; 14% Target
5.l.	CLED 602- 75% (Exceeds Expectations); 25% (Meets Expectations)
7.c.	CLED 602- 75% (Exceeds Expectations); 25% (Meets Expectations)
7.e.	CLED 606- 100% (Exceeds Expectations)
7.h.	EDUS 660-100% (Exceeds Expectations)

7.i.	CCSA Practicum Students- 100% Very Good
	SC Practicum Students-100% Very Good
7.j.	CCSA Practicum Students-100% Very Good
	SC Practicum Students-100% Very Good
7.k.	EDUS 660- 60% (Advanced); 27% (Proficient); 3% Needs Improvement; 7% Does not Meet; 3% Not included
7.m.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students- 15% Adequate; 85% Very Good

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-100% (Very Good)
8.e.	CCSA Practicum Students-33% Adequate; 67% Very Good
	SC Practicum Students-100% (Very Good)
8.f.	EDUS 660- 71% (Advanced); 26% (Proficient); 3% Not Included
8.g.	EDUS 660- 71% (Advanced); 26% (Proficient); 3% Not Included
8.i.	CCSA Practicum Students-100% Very Good
	SC Practicum Students- 14% Adequate; 86% Very Good
8.j.	EDUS 660- 90% (Advanced); 7% (Proficient); 3% Not included

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- 100% Very Good
	CCSA Practicum Students- 67% Very Good; 33% Adequate
1.f.	CCSA Practicum Students- 100% Target
	SC Practicum Students- 100% Very Good
2.b.	CCSA Practicum Students-67% Very Good; 33% Adequate
	SC Practicum Students- 14% Adequate; 86% Very Good
3.e.	CCSA Practicum Students-67% Very Good; 33% Adequate
	SC Practicum Students- 14% Adequate; 86% Very Good

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-33% Very Good; 67% Adequate
	SC Practicum Students- 86% Very Good; 14% Target
1.k.	CCSA Practicum Students-67% Very Good; 33% Adequate
	SC Practicum Students- 86% Very Good; 14% Target
2.c.	CCSA Practicum Students-67% Very Good; 33% Adequate
	SC Practicum Students- 14% Adequate; 86% Very Good
3.i.	CLED 615- 100% (Meets Expectations)
4.j.	CLED 605- 100% (Exceeds Expectations)
5.d.	CCSA Practicum Students- 100% Target
	SC Practicum Students- 86% Very Good; 14% Target
5.f	CLED 602- 75% (Exceeds Expectations); 25% (Meets Expectations)
6.g.	CLED 603- 77% (Exceeds Expectations); 13% (Meets Expectations)
7.m.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students- 57% Adequate; 29% Very Good; 14% Target
8.j.	EDUS 660- 90% (Advanced); 7% (Proficient); 3% Not included

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 720-100%-(Exceeds)
5.b.	CLED 720-100%-(Exceeds)
5.c.	CLED 720-100%-(Exceeds)
5.d.	Comprehensive Exam-36% Strong Reponses; 64% Satisfactory Response
5.e.	CLED 720-100%-(Exceeds)
5.f.	CLED 720-100%-(Exceeds)
5.g.	CLED 730-100% (Exceeds)
5.h.	CLED 720-100% (Exceeds)
5.i.	CLED 720-100% (Exceeds)
5.j.	CLED 720-100% (Exceeds)
5.k.	CLED 720-100%-(Exceeds)
5.l.	CLED 720-100%-(Exceeds)

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

CACREP Standard	Student Learning Outcome
3.a.	CLED 720-100%- (Exceeds)
	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 720-100% (Exceeds)
	CLED 721-100% (Exceeds)
3.g.	CLED 721-100% (Exceeds)
3.h.	CLED 720-100% (Exceeds)
	CLED 721-100% (Exceeds)
3.i.	CLED 720-100% (Exceeds)
	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 730-29% (Exceeds Expectations); 71% Meets Expectations
1.b.	CLED 730-29% (Exceeds Expectations); 71% Meets Expectations
1.c.	CLED 730-29% (Exceeds Expectations); 71% Meets Expectations
1.d.	CLED 730-29% (Exceeds Expectations); 71% Meets Expectations
1.e.	CLED 730-29% (Exceeds Expectations); 71% Meets Expectations
1.f.	CLED 730-29% (Exceeds Expectations); 71% Meets Expectations

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% (Exceeds Expectations); 12.5%% (Meets)
2.b.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.c.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.d.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.e.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.f.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.g.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.h.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.i.	CLED 720-87.5% (Exceeds Expectations); 12.5%% (Meets)
2.j.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.k.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)

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-36% Strong Reponses; 64% Satisfactory Response
4.c.	Comprehensive Exam-36% Strong Reponses; 64% Satisfactory Response
4.e.	CLED 721-100% (Exceeds Expectations)
4.f.	CLED 721-100% (Exceeds Expectations)
4.g.	Comprehensive Exam-36% Strong Reponses; 64% Satisfactory Response
4.h.	CLED 730-29% (Exceeds Expectations); 71% 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 730-29% (Exceeds Expectations); 71% Meets Expectations
2.k.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
3.h.	CLED 721-100% (Exceeds)
5.k.	CLED 720-100%-(Exceeds)
5.l.	CLED 720-100% (Exceeds)

IV.   Comprehensive Exam Pass Rates (Masters-only)

Test	N	Summer	Fall	l
Comp. Exam	21	100% pass	N/A	N/A

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

1st year, 1st/2nd semester CLED 602

Section I Dispositions	% Target	% Very Good	% Adequate	% Minimal	% Not Met
1. Openness to new ideas	0%	61.11%	33.33%	5.56%	0%
2. Flexibility	0%	66.67%	33.33%	0%	0%
3. Cooperativeness with others	0%	83.33%	16.67%	0%	0%
4. Willingness to accept and use feedback	0%	66.67%	27.78%	5.56%	0%
5. Awareness of own impact on others	0%	55.56%	38.89%	5.56%	0%
6. Ability to deal with conflict	0%	55.56%	44.44%	0%	0%
7. Ability to accept personal responsibility	0%	66.67%	27.78%	5.56%	0%
8. Ability to express feelings effectively and appropriately	0%	77.78%	22.22%	0%	0%
9. Attention to ethical and legal considerations	0%	55.56%	38.89%	5.56%	0%
10. Initiative and motivation	0%	55.56%	38.89%	5.56%	0%
Total/Percentage	0%	64.44%	32.22%	3.33%	0%

2nd year, 3rd/4th semester CLED 604 (SC)

	Section I Dispositions	% Not Met	% Minimal	% Adequate	% Very Good	% Target
1	1. Openness to new ideas	0%	0%	0%	69.23%	30.77%
2	2. Flexibility	0%	0%	0%	76.92%	23.08%
3	3. Cooperativeness with others	0%	0%	0%	71.43%	28.57%
4	4. Willingness to accept and use feedback	0%	0%	0%	78.57%	21.43%
5	5. Awareness of own impact on others	0%	0%	7.69%	84.62%	7.69%
6	6. Ability to deal with conflict	0%	0%	15.38%	76.92%	7.69%
7	7. Ability to accept personal responsibility	0%	0%	7.69%	76.92%	15.38%
8	8. Ability to express feelings effectively and appropriately	0%	0%	0%	84.62%	15.38%
9	9. Attention to ethical and legal considerations	0%	0%	7.69%	69.23%	23.08%
10	10. Initiative and motivation	0%	7.69%	7.69%	69.23%	15.38%
11	Total/Percentage	0%	0.76%	4.55%	75.76%	18.94%

2nd year, 3rd/4th semester CLED 608 (CCSA)

	Section I Dispositions	% Not Met	% Minimal	% Adequate	% Very Good	% Target
1	1. Openness to new ideas	0%	0%	0%	33.33%	66.67%
2	2. Flexibility	0%	0%	0%	83.33%	16.67%
3	3. Cooperativeness with others	0%	0%	0%	50%	50%
4	4. Willingness to accept and use feedback	0%	0%	0%	50%	50%
5	5. Awareness of own impact on others	0%	0%	0%	100%	0%
6	6. Ability to deal with conflict	0%	0%	50%	50%	0%
7	7. Ability to accept personal responsibility	0%	0%	0%	66.67%	33.33%
8	8. Ability to express feelings effectively and appropriately	0%	0%	0%	83.33%	16.67%
9	9. Attention to ethical and legal considerations	0%	0%	33.33%	50%	16.67%
0	10. Initiative and motivation	0%	0%	0%	50%	50%
1	Total/Percentage	0%	0%	8.33%	61.67%	30%

2nd year, 4th semester or after CLED 672 (SC)

Section I Dispositions	% Not Met	% Minimal	% Adequate	% Very Good	% Target
1. Openness to new ideas	0%	0%	0%	0%	100%
2. Flexibility	0%	0%	0%	0%	100%
3. Cooperativeness with others	0%	0%	0%	0%	100%
4. Willingness to accept and use feedback	0%	0%	0%	0%	100%
5. Awareness of own impact on others	0%	0%	0%	0%	100%
6. Ability to deal with conflict	0%	0%	0%	6.67%	93.33%
7. Ability to accept personal responsibility	0%	0%	0%	0%	100%
8. Ability to express feelings effectively and appropriately	0%	0%	0%	0%	100%
9. Attention to ethical and legal considerations	0%	0%	0%	0%	100%
10. Initiative and motivation	0%	0%	0%	6.67%	93.33%
Total/Percentage	0%	0%	0%	1.33%	98.67%

2nd year, 4th semester or after CLED 672 (CCSA)

Section I Dispositions	% Not Met	% Minimal	% Adequate	% Very Good	% Target
1. Openness to new ideas	0%	0%	0%	0%	100%
2. Flexibility	0%	0%	0%	0%	100%
3. Cooperativeness with others	0%	0%	0%	0%	100%
4. Willingness to accept and use feedback	0%	0%	0%	0%	100%
5. Awareness of own impact on others	0%	0%	0%	0%	100%
6. Ability to deal with conflict	0%	0%	0%	20%	80%
7. Ability to accept personal responsibility	0%	0%	0%	0%	100%
8. Ability to express feelings effectively and appropriately	0%	0%	0%	0%	100%
9. Attention to ethical and legal considerations	0%	0%	0%	0%	100%
10. Initiative and motivation	0%	0%	0%	0%	100%
Total/Percentage	0%	0%	0%	2%	98%

B.   *Doctoral Students*

A. Professional Dispositions	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations
1. Self Awareness	0%	40%	60%
2. Emotional Stability	0%	60%	40%
3. Self Control	0%	60%	40%
4. Cooperativeness	0%	50%	50%
5. Adaptability	0%	60%	40%
6. Ability to be a team player	0%	50%	50%
1. Dependability	0%	40%	60%
2. Use of Suggestions and constructive criticism	0%	20%	80%
3. Promptness	10%	40%	50%
4. Ability to work independently	0%	70%	30%
5. Willingness to assume responsibility	0%	60%	40%
6. Initiative	0%	40%	60%
7. Cross Cultural Competence/ Multicultural Sensitivity	0%	50%	50%

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:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	0%	20%	80%	0%	5
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%	5
Gave me feedback about my role as a counselor	0%	0%	0%	100%	0%	5
Gave me feedback I could use	0%	0%	0%	100%	0%	5
Helped me clarify the major issues that my client brought to the session	0%	0%	40%	60%	0%	5
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	40%	60%	0%	5
Encouraged me to develop a plan for the semester	0%	0%	40%	60%	0%	5
Modeled appropriate techniques when necessary	0%	0%	20%	80%	0%	5
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%	5
Provided opportunities to experience the professional role	0%	0%	20%	80%	0%	5
Provided one hour per week supervision as required	0%	0%	0%	100%	0%	5
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	0%	100%	0%	5
Total/Percentage	0%	0%	15%	85%	0%	60
MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses

	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	0%	40%	60%	0%	5
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	20%	80%	0%	5
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	20%	80%	0%	5
Total/Percentage	0%	0%	26.67%	73.33%	0%	15
I FELT:	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**	**% Not Applicable**	**Total Valid Responses**
Confident of the counseling skills of my supervisor	0%	0%	20%	80%	0%	5
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%	5
My supervisor was committed to his/her role as a supervisor	0%	0%	0%	100%	0%	5
My supervisor motivated and encouraged me	0%	0%	20%	80%	0%	5
My supervisor served as an appropriate professional role model	0%	0%	0%	100%	0%	5
Supervision sessions allowed for personal and professional growth	0%	0%	0%	100%	0%	5
My supervisor recognizes his/her own limitations	0%	0%	40%	60%	0%	5
My supervisor was genuine, congruent, empathic, and honest	0%	0%	0%	100%	0%	5
My supervisor consistently modeled effective time management and organization skills	0%	0%	40%	60%	0%	5
Total/Percentage	0%	0%	13.33%	86.67%	0%	45
MY SUPERVISOR HELPED ME:	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**	**% Not Applicable**	**Total Valid Responses**
Clarify my own ideas about counseling theory	0%	0%	80%	20%	0%	5
Focus on specific counseling strategies and plans to assist the client	0%	0%	40%	60%	0%	5
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minory, ESL, etc.)	0%	0%	40%	60%	0%	5
Develop techniques to resolve conflict	0%	0%	0%	100%	0%	5
Understand the counselor's role in the Crisis	0%	0%	20%	80%	0%	5

Plan for this site					
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	20%	80%	0%	5
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	20%	0%	80%	0%	5
Find opportunities to offer a variety of counseling or support groups	0%	0%	20%	80%	0%	5
Total/Percentage	0%	2.5%	27.5%	70%	0%	40

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

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	10%	0%	10%	80%	0%	10
Made me feel at ease with the supervisory process	0%	0%	10%	90%	0%	10
Gave me feedback about my role as a counselor	0%	0%	20%	80%	0%	10
Gave me feedback I could use	0%	10%	20%	70%	0%	10
Helped me clarify the major issues that my client brought to the session	10%	10%	10%	70%	0%	10
Assisted me in understanding my own feelings about the client and his/her issues	0%	10%	30%	50%	10%	10
Encouraged me to develop a plan for the semester	10%	10%	40%	40%	0%	10
Modeled appropriate techniques when necessary	0%	10%	30%	60%	0%	10
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	10%	90%	0%	10
Provided opportunities to experience the professional role	10%	10%	0%	80%	0%	10
Provided one hour per week supervision as required	0%	0%	20%	80%	0%	10
Provided appropriate supervision in addition to the one hour a week requirement	10%	0%	0%	90%	0%	10
Total/Percentage	4.17%	5%	16.67%	73.33%	0.83%	120
MY SUPERVISOR HELPED PROMOTE:	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**	**% Not Applicable**	**Total Valid Responses**
My professional identity by encouraging membership in professional organizations	10%	20%	20%	40%	10%	10
Opportunities for me to meet the course requirements according to the syllabus	10%	0%	10%	80%	0%	10

Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	10%	90%	0%	10
Total/Percentage	6.67%	6.67%	13.33%	70%	3.33%	30

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	10%	10%	80%	0%	10
My supervisor respected me and was concerned with my professional growth	10%	0%	0%	90%	0%	10
My supervisor was committed to his/her role as a supervisor	0%	10%	10%	80%	0%	10
My supervisor motivated and encouraged me	10%	0%	20%	70%	0%	10
My supervisor served as an appropriate professional role model	10%	0%	10%	80%	0%	10
Supervision sessions allowed for personal and professional growth	0%	10%	20%	70%	0%	10
My supervisor recognizes his/her own limitations	0%	0%	20%	80%	0%	10
My supervisor was genuine, congruent, empathic, and honest	0%	0%	10%	90%	0%	10
My supervisor consistently modeled effective time management and organization skills	10%	10%	30%	50%	0%	10
Total/Percentage	4.44%	4.44%	14.44%	76.67%	0%	90

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	10%	20%	40%	30%	0%	10
Focus on specific counseling strategies and plans to assist the client	10%	20%	10%	60%	0%	10
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minory, ESL, etc.)	0%	0%	20%	80%	0%	10
Develop techniques to resolve conflict	10%	0%	20%	70%	0%	10
Understand the counselor's role in the Crisis Plan for this site	0%	10%	20%	70%	0%	10

Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	20%	80%	0%	10
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	10%	10%	10%	70%	0%	10
Find opportunities to offer a variety of counseling or support groups	10%	10%	0%	80%	0%	10
Total/Percentage	6.25%	8.75%	17.5%	67.5%	0%	80

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

Section II Counseling Skills	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. 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%	0%	83.33%	16.67%	0%
2. Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	0%	0%	100%	0%	0%
3. 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%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	0%	100%	0%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	33.33%	66.67%	0%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	33.33%	66.67%	0%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	66.67%	33.33%	0%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	50%	50%	0%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	16.67%	83.33%	0%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	33.33%	66.67%	0%	0%
11. Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	33.33%	66.67%	0%	0%
12. Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 1.i; 5.d.; CCSA 2.p.)	0%	0%	66.67%	33.33%	0%	0%

	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
13. Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h., CCSA 3.b-d)	0%	0%	33.33%	66.67%	0%	0%
14. Develops effective measurable outcomes for students (CACREP 5.i;8.d)	0%	0%	33.33%	66.67%	0%	0%
15. 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%	66.67%	33.33%	0%	0%
16. 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%	66.67%	33.33%	0%	0%
Total/Percentage	0%	0%	35.42%	63.54%	1.04%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	0%	33.33%	50%	16.67%	0%
2. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	50%	50%	0%
3. 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%
4. 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%	100%	0%	0%
5. Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	0%	0%	100%	0%	0%
6. Plans and implements groups	0%	0%	0%	100%	0%	0%

effectively (6.e,.h)						
7. Demonstrates effective group leadership skills (6.d)	0%	0%	0%	100%	0%	0%
8. Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	0%	33.33%	66.67%	0%	0%
9. Demonstrates effective presentation skills	0%	0%	0%	100%	0%	0%
10. 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%
11. 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%
12. 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%
13. Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	0%	0%	16.67%	16.67%	0%	66.67%
14. Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	0%	0%	100%	0%	0%
15. 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%
16. Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	0%	0%	33.33%	0%	0%	66.67%

17. 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%	33.33%	66.67%	0%	0%
Total/Percentage	0%	0%	12.75%	75.49%	3.92%	7.84%

Section IV Professional Development	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Joins professional organizations (1.f; CCSA 2.o)	0%	0%	0%	0%	100%	0%
2. Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	0%	0%	0%	0%	100%	0%
3. Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	0%	0%	0%	0%	100%	0%
4. Uses current literature and research in developing programs and interventions (CCSA 3.e.)	0%	0%	0%	83.33%	16.67%	0%
5. 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%	66.67%	33.33%	0%
6. 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%	66.67%	33.33%	0%

7. 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%	66.67%	33.33%	0%
Total/Percentage	0%	0%	0%	40.48%	59.52%	0%

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

Section II Counseling Skills	% Not Met	% Minimal Minimal	% Adequa te	% Very Good	% Target	% N/A
1. 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%	71.43%	14.29%	0%
2. Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	0%	0%	85.71%	14.29%	0%
3. 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%	85.71%	0%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	0%	85.71%	14.29%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	14.29%	85.71%	0%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	0%	85.71%	14.29%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	14.29%	85.71%	0%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	42.86%	57.14%	0%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	0%	100%	0%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	14.29%	71.43%	14.29%	0%
11. Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	0%	100%	0%	0%
12. Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 5.D.)	0%	0%	0%	100%	0%	0%
13. Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	0%	0%	0%	85.71%	14.29%	0%
14. Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	14.29%	85.71%	0%	0%
15. Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	0%	0%	57.14%	28.57%	14.29%	0%
16. Explains the rationale for specific interventions, including theory that relates to individual and family	0%	0%	28.57%	71.43%	0%	0%

development across the lifespan (3.a; 5.a)						
Total/Percentage	0%	0%	13.39%	80.36%	6.25%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	0%	0%	0%	100%	0%	0%
2. Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	0%	0%	28.57%	71.43%	0%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	0%	0%	14.29%	85.71%	0%	0%
4. 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%	85.71%	14.29%	0%	0%
5. Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	0%	0%	0%	100%	0%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	57.14%	42.86%	0%	0%
7. 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%	14.29%	85.71%	0%	0%
8. Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	0%	0%	57.14%	42.86%	0%	0%
9. Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	0%	0%	85.71%	14.29%	0%	0%
10. Offers strategies to promote equity in student achievement and college access (SC 3.k.)	0%	0%	57.14%	42.86%	0%	0%
11. 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%	14.29%	85.71%	0%	0%
12. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	0%	100%	0%	0%
13. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	0%	100%	0%	0%

	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
14. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	0%	14.29%	71.43%	14.29%	0%
15. 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%	28.57%	71.43%	0%	0%
16. 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%	28.57%	71.43%	0%	0%
17. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l.)	0%	0%	28.57%	71.43%	0%	0%
18. Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	0%	0%	85.71%	14.29%	0%	0%
19. Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	0%	0%	28.57%	71.43%	0%	0%
20. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	85.71%	14.29%	0%
Total/Percentage	0%	0%	31.43%	67.14%	1.43%	0%

Section IV Professional Development	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	0%	0%	0%	100%	0%	0%
2. 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%	100%	0%	0%
3. 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%	85.71%	14.29%	0%
4. Uses current literature and research in counseling activities (SC 3.n.o.)	0%	0%	0%	85.71%	14.29%	0%

5. 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%	100%	0%	0%
6. Demonstrates an awareness of the need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.)	0%	0%	0%	85.71%	14.29%	0%
7. 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%	14.29%	85.71%	0%	0%
Total/Percentage	0%	0%	2.04%	91.84%	6.12%	0%

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

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	0%	40%	60%	0%	5
Made me feel at ease with the supervisory process	0%	0%	20%	80%	0%	5
Gave me feedback about my role as a counselor	0%	0%	60%	40%	0%	5
Gave me feedback I could use	0%	0%	20%	80%	0%	5
Helped me clarify the major issues that my client brought to the session	0%	20%	40%	40%	0%	5
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	60%	40%	0%	5
Encouraged me to develop a plan for the semester	0%	0%	20%	80%	0%	5
Modeled appropriate techniques when necessary	0%	20%	20%	60%	0%	5
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	40%	60%	0%	5
Provided opportunities to experience the professional role	0%	0%	0%	100%	0%	5
Provided one hour per week supervision as required	0%	0%	40%	60%	0%	5
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	40%	60%	0%	5
Total/Percentage	0%	3.33%	33.33%	63.33%	0%	60

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	20%	20%	60%	0%	5
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	20%	80%	0%	5

Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	20%	80%	0%	5
Total/Percentage	0%	6.67%	20%	73.33%	0%	15

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	0%	100%	0%	5
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%	5
My supervisor was committed to his/her role as a supervisor	0%	20%	20%	60%	0%	5
My supervisor motivated and encouraged me	0%	0%	20%	80%	0%	5
My supervisor served as an appropriate professional role model	0%	20%	20%	60%	0%	5
Supervision sessions allowed for personal and professional growth	0%	0%	40%	60%	0%	5
My supervisor recognizes his/her own limitations	0%	0%	40%	60%	0%	5
My supervisor was genuine, congruent, empathic, and honest	0%	0%	20%	80%	0%	5
My supervisor consistently modeled effective time management and organization skills	0%	20%	20%	60%	0%	5
Total/Percentage	0%	6.67%	20%	73.33%	0%	45

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	60%	40%	0%	5
Focus on specific counseling strategies and plans to assist the client	0%	20%	20%	60%	0%	5
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minory, ESL, etc.)	0%	0%	0%	100%	0%	5
Develop techniques to resolve conflict	0%	0%	20%	80%	0%	5
Understand the counselor's role in the Crisis Plan for this site	0%	0%	40%	60%	0%	5

	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	0%	5
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	0%	100%	0%	5
Find opportunities to offer a variety of counseling or support groups	0%	0%	20%	80%	0%	5
Total/Percentage	0%	2.5%	20%	77.5%	0%	40

Table 10: Supervisee Evaluation of Site Supervisor (Masters- School Internship Students)
Please check your level of agreement with the following statements:

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	0%	40%	60%	0%	5
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	20%	80%	0%	5
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	20%	80%	0%	5
Total/Percentage	0%	0%	26.67%	73.33%	0%	15

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	0%	40%	60%	0%	5
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%	5
Gave me feedback about my role as a counselor	0%	20%	0%	80%	0%	5
Gave me feedback I could use	0%	0%	20%	80%	0%	5
Helped me clarify the major issues that my client brought to the session	0%	0%	40%	60%	0%	5

	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	20%	80%	0%	5
Encouraged me to develop a plan for the semester	0%	0%	20%	80%	0%	5
Modeled appropriate techniques when necessary	0%	0%	20%	80%	0%	5
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%	5
Provided opportunities to experience the professional role	0%	0%	20%	80%	0%	5
Provided one hour per week supervision as required	0%	0%	20%	80%	0%	5
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	20%	80%	0%	5
Total/Percentage	0%	1.67%	18.33%	80%	0%	60

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	0%	80%	20%	5
My supervisor respected me and was concerned with my professional growth	0%	0%	20%	80%	0%	5
My supervisor was committed to his/her role as a supervisor	0%	0%	20%	80%	0%	5
My supervisor motivated and encouraged me	0%	0%	20%	80%	0%	5
My supervisor served as an appropriate professional role model	0%	0%	20%	80%	0%	5
Supervision sessions allowed for personal and professional growth	0%	0%	20%	80%	0%	5
My supervisor recognizes his/her own limitations	0%	0%	20%	80%	0%	5
My supervisor was genuine, congruent, empathic, and honest	0%	0%	20%	80%	0%	5
My supervisor consistently modeled effective time management and	0%	0%	40%	60%	0%	5

organization skills						
Total/Percentage	0%	0%	20%	77.78%	2.22%	45

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	20%	40%	40%	0%	5
Focus on specific counseling strategies and plans to assist the client	0%	0%	40%	60%	0%	5
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minory, ESL, etc.)	0%	0%	0%	100%	0%	5
Develop techniques to resolve conflict	0%	0%	20%	80%	0%	5
Understand the counselor's role in the Crisis Plan for this site	0%	0%	20%	80%	0%	5
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	0%	4
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	0%	100%	0%	5
Find opportunities to offer a variety of counseling or support groups	0%	0%	0%	100%	0%	5
Total/Percentage	0%	2.56%	15.38%	82.05%	0%	39

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

Section II Counseling Skills	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. 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%	0%	0%	100%	0%
2. Demonstrates effective encouragers such as "tell me more…", "hmm" (5.g)	0%	0%	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	0%	0%	100%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	0%	0%	100%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	0%	14.29%	85.71%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	0%	0%	100%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	0%	14.29%	85.71%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	0%	28.57%	71.43%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	0%	0%	100%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	0%	0%	100%	0%
11. Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	0%	0%	100%	0%
12. Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 1.i; 5.d.; CCSA 2.p.)	0%	0%	0%	0%	100%	0%
13. Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h., CCSA 3.b-d)	0%	0%	0%	0%	100%	0%
14. Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	0%	42.86%	57.14%	0%

	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
15. 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%	42.86%	57.14%	0%
16. 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%	14.29%	85.71%	0%
Total/Percentage	0%	0%	0%	9.82%	90.18%	0%
Section III Program Organization, Implementation, Delivery and Assessment						

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	0%	0%	0%	100%	0%
2. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	0%	100%	0%
3. Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i,j; CCSA 1.e)	0%	0%	0%	0%	100%	0%
4. 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%	0%	100%	0%
5. Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	0%	0%	0%	100%	0%
6. Plans and implements groups effectively (6.e,.h)	0%	0%	0%	14.29%	85.71%	0%
7. Demonstrates effective group leadership skills (6.d)	0%	0%	0%	0%	100%	0%
8. Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	0%	0%	14.29%	85.71%	0%
9. Demonstrates effective presentation skills	0%	0%	0%	0%	100%	0%
10. 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%	0%	28.57%	71.43%	0%
11. Demonstrates evidence-based strategies to assist individuals in higher education settings with	0%	0%	0%	0%	100%	0%

	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
personal/social development (5.j;8.b; CCSA 3.b.)						
12. Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	0%	0%	0%	0%	100%	0%
13. Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	0%	0%	0%	28.57%	71.43%	0%
14. Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	0%	0%	0%	100%	0%
15. 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%	0%	100%	0%
16. Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	0%	0%	0%	14.29%	71.43%	14.29%
17. 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%	0%	100%	0%
Total/Percentage	0%	0%	0%	5.88%	93.28%	0.84%
Section IV Professional Development						

Section IV Professional Development	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Joins professional organizations (1.f; CCSA 2.o)	0%	0%	0%	0%	100%	0%
2. Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	0%	0%	0%	0%	100%	0%
3. Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	0%	0%	0%	0%	100%	0%
4. Uses current literature and research in developing programs and interventions (CCSA 3.e.)	0%	0%	0%	0%	100%	0%

5. 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%	14.29%	85.71%	0%
6. 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%	0%	100%	0%
7. 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%	0%	100%	0%
Total/Percentage	0%	0%	0%	2.04%	97.96%	0%
During this clinical experience, has the graduate student worked with or observed university students:						

During this clinical experience, has the graduate student worked with or observed university students:	**% Yes**	**% No**	**Total Valid Responses**	**Median**	**Standard Deviation**	
1. With limited English proficiency?	100%	0%	1			
2. With disabilities?	100%	0%	1			
3. Who are racially or ethnically diverse?	100%	0%	1			
Total/Percentage	100%	0%	3			

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

Section II Counseling Skills	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. 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%	0%	0%	100%	0%
2. Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	0%	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	0%	6.67%	93.33%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	0%	6.67%	93.33%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	0%	0%	100%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	0%	0%	100%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	0%	0%	100%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	0%	0%	100%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	0%	0%	100%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	0%	0%	100%	0%
11. Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	0%	0%	100%	0%
12. Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 5.D.)	0%	0%	0%	0%	100%	0%

	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
13. Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	0%	0%	0%	0%	100%	0%
14. Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	0%	0%	100%	0%
15. Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	0%	0%	0%	13.33%	86.67%	0%
16. Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a; 5.a)	0%	0%	0%	33.33%	66.67%	0%
Total/Percentage	0%	0%	0%	3.75%	96.25%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	0%	0%	0%	0%	100%	0%
2. Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	0%	0%	0%	6.67%	93.33%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	0%	0%	0%	0%	100%	0%
4. 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%	0%	0%	100%	0%
5. Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	0%	0%	0%	0%	100%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	0%	13.33%	86.67%	0%

7. 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%	0%	46.67%	53.33%	0%
8. Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	0%	0%	0%	7.14%	92.86%	0%
9. Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	0%	0%	0%	20%	80%	0%
10. Offers strategies to promote equity in student achievement and college access (SC 3.k.)	0%	0%	0%	6.67%	93.33%	0%
11. 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%	0%	6.67%	93.33%	0%
12. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	0%	6.67%	93.33%	0%
13. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	0%	6.67%	93.33%	0%
14. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	0%	0%	0%	100%	0%
15. 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%	0%	40%	60%	0%
16. Understands an effective referral process and knowledge of community resources and promotes access of a variety of resources to the school community (5.k.; SC 2.k.)	0%	0%	0%	46.67%	53.33%	0%
17. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective	0%	0%	0%	0%	100%	0%

consultation (5.c; SC 3.l.)						
18. Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	0%	0%	0%	40%	60%	0%
19. Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	0%	0%	0%	0%	100%	0%
20. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	0%	100%	0%
Total/Percentage	0%	0%	0%	12.37%	87.63%	0%

B.   *Doctoral Advanced Practicum Clinical Evaluation Data*

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

C. COUNSELING SKILLS AND PROCESS (CACREP II.1.b-d, f)	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations	% N/A
1. Genuine interest in clients	0%	10%	90%	0%
2. Ability to understand the client's point of view	0%	50%	50%	0%
3. Ability to relate to diverse clients	0%	60%	40%	0%
4. Ability to establish and maintain rapport	0%	60%	40%	0%
5. Ability to assess and have insight into client's problems	0%	40%	60%	0%
6. Demonstrates effective helping skills (paraphrasing, feeling reflection,summarizing, effective probing etc.)	0%	50%	50%	0%
Total/Percentage	0%	45%	55%	0%
D. COMPETENCE IN IMPLEMENTATION	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations	% N/A
1. Assessment and evaluation skills (CACREP II.1.e)	0%	60%	30%	10%
2. Implementation of individual counseling techniques(CACREP II.1.d)	0%	40%	60%	0%
3. Implementation of group counseling techniques (CACREP II.1.d)	0%	40%	40%	20%
4. Ability to plan and implement developmental activities for clients	0%	60%	30%	10%
5. Ability to establish and implement consultation relationships	0%	50%	40%	10%

VII. Student Learning Outcomes for Key Performance Indicators

A. Masters Core

CACREP CORE Standards	Courses	Assessment	Spring 2021	Summer 2020	Fall 2020
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	N/A	85% (Exceeds); 15% Meets
	CLED 604	SC Clinical Evaluation	N/A	N/A	86%-Very Good 14%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	33%-Very Good; 67% Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	100% Target	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	N/A	85% (Exceeds); 15% Meets
	CLED 601	Reflection Papers	N/A	N/A	Missing

	CLED 604	SC Clinical Evaluation	N/A	N/A	71%-Very Good; 29%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	3%-Very Good; 67% Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation	43%-Target; 57% Very Good	N/A	NA
	CLED 672 (SC)	SC Clinical Evaluation	60%-Target 40%-Very Good	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	14% Adequate; 86% Very Good
	CLED 607	Film Analysis	86% Exceeds; 14% Meets	N/A	N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good; 33% Target
	CLED 672 (CCSA)	CCSA Clinical Evaluation	15%-Target; 86% Very Good	N/A	N/A

	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	N/A	N/At
c. multicultural counseling competencies	CLED 604	SC Clinical Evaluation	100%-Very Good	N/A	14% Adequate; 86% Very Good
	CLED 607	Film Analysis	86% Exceeds; 14% Meets	N/A	N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good; 33% Target
	CLED 672 (CCSA)	CCSA Clinical Evaluation	15%-Target; 86% Very Good	N/A	100%-N/A
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	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	14% Adequate; 86% Very Good
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 615	Gender Messages	100% Meets Expectations	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A

	CLED 672 (SC)	SC Clinical Evaluation	54%-Target; 46% Very Good	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	100%-Very Good
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	33%-Very Good 67%-Adequate
	CLED 615	Gender Messages	100% Meets Expectations	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	54%-Target; 46% Good	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	15%-Very Good 85%-Adequate
	CLED 605	Self- Assessment	100% (Exceeds Expectations)s	N/A	N/A

	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100% - Very Good
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	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	15%-Very Good 85%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%- Very Good
	CLED 605	Self- Assessment	100% (Exceeds Expectations)	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	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	N/A	100% Exceeds Expectations

	CLED 602	Skills Presentation/ Demonstration	N/A	N/A	12% Met; 88% Exceeds
	CLED 604	SC Clinical Evaluation	N/A	N/A	71%-Very Good 23%-Adequa2 9
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good 33%-Target
	CLED 672 (SC)	SC Clinical Evaluation	67%-Target 33%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	85%-Target; 15% Very Good	N/A	N/A
g. essential interviewing, counseling, and case conceptualization skills	CLED 601	Reflection Papers	N/A	N/A	Missing
	CLED 602	Skills Presentation/ Demonstration	N/A	N/A	12% Met; 88% Exceeds
	CLED 604	SC Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	83%-Very Good; 17% Target

	CLED 672 (SC)	SC Clinical Evaluation	100%-Target 9%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	85%-Target; 15% Very Good	N/A	N/A
i. development of measurable outcomes for clients	CLED 602	Skills Presentation/ Demonstration		N/A	12% Met; 88% Exceeds
	CLED 604	SC Clinical Evaluation	N/A	N/A	86%-Very Good 14%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	33%-Very Good 67%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	57%-Target; 42% Very Good	N/A	N/A
j. evidence-based counseling strategies and techniques for prevention and intervention	CLED 601	Personal Theoretical Model Paper	N/A	N/A	Missing
	CLED 602	Skills Presentation/ Demonstration	N/A	N/A	12% Met; 88% Exceeds
	CLED 604	SC Clinical Evaluation	N/A	N/A	100%-Very Good

	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (SC)	SC Clinical Evaluation	80%-Target; 20% Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	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	70% Exceeds Expectations; 30% Met Expectations	N/A	N/A
	CLED 604	SC Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100% Very Good
	CLED 672 (SC)	SC Clinical Evaluation	93%-Target 7%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
e. approaches to group formation, including recruiting, screening, and selecting members	CLED 603	Group Leader Analysis	70% Exceeds Expectations; 30% Met Expectations	N/A	N/A
	CLED 604	SC Clinical Evaluation	N/A	N/A	100%-Very Good

	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (SC)	SC Clinical Evaluation	93%-Target 7%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	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	14%-Very Good 86%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good; 33% Adequate
	EDUS 660	Research Proposal	N/A	3% Not included; 7% Does not Meet Expectations; 3% Needs improvement; 27% Proficient; 60% Advanced	N/A
	CLED 672 (SC)	SC Clinical Evaluation	54%-Target 46%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	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	100% Exceeds Expectations
	CLED 604	SC Clinical Evaluation	N/A	N/A	86%-Very Good 14%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (SC)	SC Clinical Evaluation	93%Target 7%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	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	86%-Very Good 14%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good; 33% Adequate
	EDUS 660	Research Proposal	N/A	3% Not included; 7% Does not Meet Expectations; 3% Needs improvement; 27% Proficient;	

					60% Advanced
	CLED 672 (CCSA)	CCSA Clinical Evaluation	85%-Target; 15% Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	93%-Target 7%-Very Good	N/A	N/A
d. development of outcome measures for counseling programs	CLED 604	SC Clinical Evaluation	N/A	N/A	86%-Very Good 14%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good; 33% Adequate
	EDUS 660	Research Proposal	N/A	3% Not included; 7% Does not Meet Expectations; 3% Needs improvement; 27% Proficient; 60% Advanced	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	71%-Target; 29% Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	N/A	N/A

e. evaluation of counseling interventions and programs	CLED 604	SC Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good; 33% Adequate
	EDUS 660	Research Proposal	N/A	3% Not included; 7% Does not Meet Expectations; 3% Needs improvement; 27% Proficient; 60% Advanced	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	71%-Target; 29% Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	N/A	N/A

B.   *Masters (CCSA) KPIs*

Standards	COLLEGE COUNSELING & STUDENT AFFAIRS. Evidence of student learning in specialty areas. *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	33%- Very Good; 67% Adequate
	CLED 620	Theory Handout	N/A	N/A	100%-Exceeds Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	85%-Target; 15% Very Good	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%-Adequate 67%-N/A
	CLED 620	Functional Area Project	N/A	N/A	91%-Met Expectations; 9% Unmet Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	72%-Target; 14% Very Good; 14% N/A	N/A	N/A
p. legal and ethical considerations specific to higher education environments	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100% Target
	CLED 620	Functional Area Project	N/A	N/A	91%-Met Expectations; 9% Unmet Expectations

	CLED 672 (CCSA)	CCSA Clinical Evaluation Section II-#12	100%-Target	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	67%-Very Good; 33% Adequate
	CLED 620	Functional Area Project	N/A	N/A	91%-Met Expectations; 9% Unmet Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	72%-Target; 28% Very Good	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	100%-Target	N/A	N/A

C. Masters (School Counseling) KPIs

Standards	SCHOOL COUNSELING. Evidence of student learning in specialty areas. *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	14%-Very Good 86%-Adequate
	CLED 622	Program Design and Delivery	NO DATA	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	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	86%-Very Good 14%-Adequate
	CLED 672	SC Clinical Evaluation	93%-Target; 7% Very Good	N/A	N/A
k. community resources and referral sources	CLED 604	SC Clinical Evaluation	N/A	N/A	71%-Very Good 29%-Adequate
	CLED 622	Special Populations Project	N/A	N/A	NO DATA
	CLED 672	SC Clinical Evaluation	54%-Target 46%-Very Good	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	100%-Very Good
	CLED 672	SC Clinical Evaluation	100%-Target	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	100%-Very Good
	CLED 613	Program Design & Delivery	No Data	N/A	N/A
	CLED 672	SC Clinical Evaluation	100%-Target	N/A	N/A
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	CLED 604	SC Clinical Evaluation	N/A	N/A	71%-Very Good 29%-Target
	CLED 613	Program Design & Delivery	No Data	N/A	
	CLED 672 (SC)	SC Clinical Evaluation	93%-Target; 7% Very Good		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 Comprehens ive Exam	**N/A**		**90%-Strong; 10% 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**		**36%-Strong; 64% Satisfactory**
2. Contextual Dimensions	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
b. theoretical frameworks and models of clinical supervision	EDUS 700/810 Supervision	-Supervision of 604/608 Students	**N/A**	**N/A**	**100% Exceeds Expectations**

			N/A		90%-Strong; 10% Satisfactory
		Counselor Education Doctoral Comprehensive Exam	N/A		90%-Strong; 10% 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		100%-Strong;
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		100%-Strong;
g. modalities of clinical supervision and the use of technology	EDUS 700/810 Supervision	-Supervision of 604/608 Practicum	N/A	83.33	83.33% Exceeds; 16.67% Met
		Counselor Education Doctoral Comprehensive Exam	N/A		100%-Strong;
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			**36%-Strong; 64% 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**		**36%-Strong; 64% 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**

	Courses	Assessment	Spring	Summer	Fall
		Counselor Education Doctoral Comprehensive Exam	N/A		36%-Strong; 64% 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		36%-Strong; 64% 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	N/A	63%-Satisfactory; 37% Strong
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	71% Exceeds; 29% Meets
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			
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	**100% Exceeds**	**100% Exceeds**	**100% Exceeds**
	EDUS 890/899	Dissertation Prospectus/proposal	**N/A**	**N/A**	**71% Exceeds; 29% Meets**
		Counselor Education Doctoral Comprehensive Exam	**N/A**		**71%-Satisfactory; 29% 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**	**71% Exceeds; 29% Meets**
l. ethical and culturally relevant strategies for conducting research		Counselor Education Doctoral Comprehensive Exam	**N/A**		**71%-Satisfactory; 29% 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		**90%-Satisfactory; 10% 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			**90%-Strong; 10% 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		**90%-Strong; 00% 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		**90%-Strong; 10% Satisfactory**

RECOMMENDATIONS

I.   Admissions, Demographics, and Graduation Data

Overall, admissions for both the masters program was significantly higher for our masters program and somewhat flat for our doctoral program increased when compared to 2019. We continued to conduct more concentrated efforts to recruit and modify admission deadlines to increase the number of applications. This year we hosted 4 virtual open houses for admissions and met many prospective doctoral students and master students at various conferences to answer any questions they may have had.

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. Lastly, we continue to reach out to VCU's psychology program to see if there are additional opportunities for recruitment into our master's programs.

II.   Program Survey Data (Master's)

Overall, the majority of the students rated preparation received in the counselor education program as good to excellent. While we do not have graduation survey data yet due to the change in how VCU collects this data, alumni and employer survey data were very positive overall. One area that we are continuing to clarify and work with students on is ensuring all students understand they are meeting the educational requirements for an LPC in the state of Virginia.

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. The faculty have discussed reviewing many of the program objectives and have approved a revised KPI and student objectives for all three master concentrations.

We also continue to have several changes regarding some of the assignments and products expected of doctoral students in courses. For example, after feedback from doctoral students in the supervision of supervision course, we now have doctoral students paired up with another instructor when running practicum classes. This allows them additional support when moving into supervision. We also implemented for fall 2020, a teaching internship supervision course that all the doctoral students take together. Doctoral students are still paired up with a core faculty member to teach a course; this additional group internship course allows for even more collaboration and reflection of their teaching practices.

The counselor education program also made the decision to waive GRE and MAT requirements for our master programs going forward.

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.

During the Summer 2020 to Spring 2021 period, a total of 21 students took our in-house comprehensive examination that is made up of a total of 160 questions. Faculty review the results of the assessment each year and a passing score is considered at or above 103 (i.e., 1 standard deviation below the mean average). For the first administration, all students obtained a passing score.

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 2020. 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 2019, as well.

In addition to the supervisors' ratings of the students, we collected data on the students' rating of their site supervisors. For 2019, these were overwhelmingly positive for both School and CCSA internship students. We did have some lower percentages on the Supervisor Evaluation by Student for the CCSA Practicum and a CLED 672 Internship section. The Clinical Coordinator has made inquiries into this and has made adjustments to placements and clarification of expectations for site supervisors accordingly. Also, given the small number of students in the CCSA track, the percentages only represent one student. 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 2020.

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 TK-20 technology glitches, though this continues to improve each year.

The Counselor Education program faculty continue to explore revisions to 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. Additional assignments in courses that specifically focus on more detailed literature reviews and research designs and projects have been added. In addition, faculty have continued to provide opportunities for doctoral students to be involved in research and presentations.