

Virginia Commonwealth University

Counselor Education

2016

Program Assessment Report

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The PAR is prepared by Dr. Donna Gibson, CACREP liaison for the 2016 annual year on behalf of the VCU Counselor Education Program. The data in this report was reviewed by the VCU Counselor Education Program Faculty on January 12, 2017. Recommendations were made at that time.

Program Assessment Report (2016)

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 (Spring 2016)

The counselor education program holds admissions once a year for both masters and doctoral programs. For the master’s program areas, 60 applicant admissions were reviewed in and/or interviewed in Spring 2016 for fall or summer start dates and 29 individuals are attending. Of the 29 attending, the following data was obtained:

Table 1. Summary of Demographics of Students Admitted and Attending Masters Program (2016)

Ethnicity	White=48%	AA/Black=24%	Asian American=3.4%	Not specified=24%
GRE	Verbal Mean=152	Quantitative Mean=148	Total Mean=299	
MAT			Total Mean=412	
Gender	Female = 82.8%	Male=17.2%		
Age	Mean = 24.97 yrs			

For the Ph.D. in Education, Counselor Education and Supervision concentration, five applicant admissions were reviewed in and/or interviewed in Spring 2016 for fall start date and 2 individuals are attending. Of the two attending, the following data was obtained:

Table 2. Summary of Demographics of Students Admitted and Attending Doctoral Program (2016)

Ethnicity	White=100%			
GRE	Verbal Mean=154	Quantitative Mean=145	Total Mean=298	
Gender	Female = 100%			
Age	Mean = 40 yrs			

B. Demographics

Table 1 includes our 2016 student demographics, disaggregated by track (CCSA and SC) and level (masters and doctoral).

Table 3. Summary of Demographics of Students (2016)

Program		Asian		BI/AA		Hisp		2or+		White		Unk	
CCSA	Asian	Asian	BI/AA	BI/AA	Hisp	Hisp	2or+	2or+	White	White	Unk	Unk	
	M	F	M	F	M	F	M	F	M	F	M	F	
	0	0	2	4	0	0	0	0	7	11	0	0	
SC	Asian	Asian	BI/AA	BI/AA	Hisp	Hisp	2or+	2or+	White	White	Unk	Unk	
	M	F	M	F	M	F	M	F	M	F	M	F	
	0	3	2	15	0	3	1	5	8	36	1	0	
Sub	0	3	4	17	0	3	1	5	15	47	1	0	
Doc	Asian	Asian	BI/AA	BI/AA	Hisp	Hisp	2or+	2or+	White	White	Unk	Unk	
	M	F	M	F	M	F	M	F	M	F	M	F	
	0	0	0	3	0	0	0	0	1	7	0	0	
Totals	0	3	4	20	0	3	1	5	16	54	1	0	

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

C. *Graduation Data*

Table 2 represents our 2016 graduates, disaggregated by track (CCSA, SC, and Doctoral program) and Semester of Graduation.

Table 4. Summary Program Graduates (2016)

Program	May 2016	Summer 2016	Fall 2016
CCSA	5	1	1
SC	24	0	7
Masters Total	29	1	8
Doctoral	0	1	0
Doctoral Total	0	1	0

II. Program Survey Data

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

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

As this was the first full year of data collection, there are still some issues that preventing data collection on all measures. Hence, some data is missing from the charts. One of the issues is the new doctoral program. We believe it is not ethical to report data for only one person, so there is no current alumni or graduation survey data for the doctoral program. In addition, there are some doctoral KPIs that have no data reported due to this circumstance.

A. 2015-2016 Alumni Survey (1- and 3-year)- Counselor Education (masters only)

YEAR OF GRADUATION	2013	2014	2015
		20%	20%

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	60%	40%	0%	0%	0%	10
Understanding professional and ethical standards in your area of expertise	60%	30%	10%	0%	0%	10

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	60%	40%	0%	0%	0%	10
Creating an environment that encourages the personal growth of all students	70%	30%	0%	0%	0%	10
Creating an environment that encourages the social growth of all students	70%	30%	0%	0%	0%	10

Creating an environment that encourages the career growth of all students	50%	40%	10%	0%	0%	10
Creating an environment where high expectations are held of all students	50%	20%	30%	0%	0%	10
Creating an environment where diversity is celebrated	70%	20%	10%	0%	0%	10

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	30%	50%	20%	0%	0%	10
Planning counseling based on diverse student needs	40%	40%	20%	0%	0%	10
Using ethical standards when planning for and delivering services	50%	50%	0%	0%	0%	10
Using professional standards when planning for and delivering services	60%	40%	0%	0%	0%	10

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%	30%	30%	0%	0%	10

Understanding various ways to promote student academic success	20%	80%	0%	0%	0%	10
Understanding various ways to promote student personal success	50%	50%	0%	0%	0%	10
Understanding various ways to promote student social success	30%	70%	0%	0%	0%	10
Understanding various ways to promote student career success	60%	40%	0%	0%	0%	10
Delivering relevant programming	20%	70%	10%	0%	0%	10
Using a broad range of counseling strategies for serving diverse student populations	40%	20%	40%	0%	0%	10
Selecting technologies, informed by research, to promote learning for all students	30%	30%	40%	0%	0%	10
Integrating technology into your professional work	50%	30%	20%	0%	0%	10
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	20%	50%	30%	0%	0%	10

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	40%	50%	10%	0%	0%	10
Assessing student needs	40%	40%	20%	0%	0%	10

Assessing student academic outcomes	30%	50%	20%	0%	0%	10
Assessing student personal outcomes	30%	60%	10%	0%	0%	10
Assessing student social outcomes	30%	60%	10%	0%	0%	10
Assessing student career outcomes	30%	60%	10%	0%	0%	10
Using assessment results to inform and adjust practice	40%	40%	20%	0%	0%	10
Using current research to inform practice	30%	60%	10%	0%	0%	10
Using critical thinking skills to inform practice	40%	40%	20%	0%	0%	10
Engaging in reflective and evidence-based practice	50%	40%	10%	0%	0%	10
Collaborating professionally with colleagues and other relevant individuals	80%	20%	0%	0%	0%	10

	Excellent	Good	# of Responses
<i>SUMMARY: How would you describe the overall professional preparation you received at VCU.</i>	60%	40%	10

B. 2015-2016 Graduation Exit Survey-Counselor Education (masters only)

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	72.7%	27.3%	0%	0%	0%	11
Understanding professional and ethical standards in your area of expertise	81.8%	18.2%	0%	0%	0%	11

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	54.5%	45.5%	0%	0%	0%	11
Creating an environment that encourages the personal growth of all students	63.6%	36.4%	0%	0%	0%	11
Creating an environment that encourages the social growth of all students	54.5%	45.5%	0%	0%	0%	11
Creating an environment that encourages the career growth of all students	54.5%	45.5%	0%	0%	0%	11
Creating an environment where high expectations are held of all students	63.6%	18.2%	18.2%	0%	0%	11

Creating an environment where diversity is celebrated	72.7%	18.2%	9.1%	0%	0%	11
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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	45.5%	54.5%	0%	0%	0%	11
Planning counseling based on diverse student needs	63.6%	27.3%	9.1%	0%	0%	11
Using ethical standards when planning for and delivering services	72.7%	27.3%	0%	0%	0%	11
Using professional standards when planning for and delivering services	72.7%	27.3%	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	60%	30%	10%	0%	0%	10
Understanding various ways to promote student academic success	80%	20%	0%	0%	0%	10
Understanding various ways to promote student personal success	80%	20%	0%	0%	0%	10

Understanding various ways to promote student social success	80%	20%	0%	0%	0%	10
Understanding various ways to promote student career success	60%	40%	0%	0%	0%	10
Delivering relevant programming	80%	10%	10%	0%	0%	10
Using a broad range of counseling strategies for serving diverse student populations	70%	10%	20%	0%	0%	10
Selecting technologies, informed by research, to promote learning for all students	40%	40%	20%	0%	0%	10
Integrating technology into your professional work	44.4%	22.2%	33.3%	0%	0%	9
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	66.7%	11.1%	22.2%	0%	0%	9

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	70%	20%	10%	0%	0%	10
Assessing student needs	70%	20%	10%	0%	0%	10
Assessing student academic outcomes	50%	40%	10%	0%	0%	10
Assessing student personal outcomes	50%	40%	10%	0%	0%	10
Assessing student social outcomes	50%	30%	20%	0%	0%	10
Assessing student career outcomes	50%	40%	10%	0%	0%	10

Using assessment results to inform and adjust practice	40%	60%	0%	0%	0%	10
Using current research to inform practice	55.6%	44.4%	0%	0%	0%	10
Using critical thinking skills to inform practice	60%	40%	0%	0%	0%	10
Engaging in reflective and evidence-based practice	60%	40%	0%	0%	0%	10
Collaborating professionally with colleagues and other relevant individuals	70%	30%	0%	0%	0%	10

	Excellent	Good	# of Responses
<i>SUMMARY: How would you describe the overall professional preparation you received at VCU.</i>	50%	50%	10

Core Student Learning Outcomes for Program Objectives

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 2016. Student learning outcomes are highlighted based on the following criteria:

Green-Exceeds/Target/Advanced
 Yellow-Meets/Very Good/Proficient/Adequate
 Pink-Minimal/Needs Improvement
 Blue-Unmet/Does not meet

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-33% (Minimal); 67% (Very Good)
	SC Practicum Students-9% (Adequate); 70% (Very Good); 9% (Target); 4% (N/A); 9% (NR)
3.a.	CCSA Practicum Students-33% (Minimal); 33% (Adequate); 33% (N/A)
	SC Practicum Students-13% (Adequate); 61% (Very Good); 9% (Target); 9% (N/A); 8 % (No Response-NR)
3.b.	CLED 601-100% (Exceeds Expectations)
4.a	CLED 605-23.53% (Exceeds Expectations); 35.29% (Meets); 35.29% (Does not Meet)
5.a.	CCSA Practicum Students-33% (Minimal); 33% (Adequate); 33% (N/A)
	SC Practicum Students-13% (Adequate); 61% (Very Good); 9% (Target); 9% (N/A); 8 % (No Response-NR)
5.c.	CCSA Practicum Students-33% (Minimal); 67% (Very Good)
	SC Practicum Students-9% (Adequate); ;22% (Very Good); 9% (Target); 52% (N/A); 8% (N/R)
6.a.	CLED 603- 96.55% (Exceeds expectations); 3.45% (No response)

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 605-14.29% (Exceeds); 61.34% (Meets); 18.49% (Does not Meet)
4.e.	CLED 605-17.65% (Exceeds); 58.82% (Meets); 17.65% (Does not Meet)
	CCSA Practicum Students-33% (Adequate); 67% (Very Good)
	SC Practicum Students-22% (Adequate); 39% (Very Good); 4% (Target); 26% (N/A); 9% (N/R)
4.i.	CCSA Practicum Students-33% (Adequate); 33% (Very Good); 33% (Target)
	SC Practicum Students-22% (Adequate); 39% (Very Good); 4% (Target); 26% (N/A); 9% (N/R)
5.c.	CCSA Practicum Students-33% (Minimal); 67% (Very Good)
	SC Practicum Students-9% (Adequate); ;22% (Very Good); 9% (Target); 52% (N/A); 8% (N/R)
5.l.	CLED 602-30.37% (Exceeds); 66.67% (Meets); 2.96% (Does not Meet)
7.c.	CLED 602-62.96% (Exceeds); 33.33% (met); 3.7% (Unmet)
7.e.	CLED 606-78.89% (Exceeds); 18.89% (Meets); 2.22% (Does not meet)
7.h.	EDUS 660-64.71% (Advanced); 23.53% (Proficient); 5.88% (Needs improvement); 5.88% (Not included)
7.i.	CCSA Practicum Students-33% (Adequate); 33% (Very Good); 33% (Target)
	SC Practicum Students-9% (Adequate); 70% (Very Good); 9% (Target); 4% (N/A); 9% (N/R)
7.j.	CCSA Practicum Students-33% (Adequate); 33% (Very Good); 33% (Target)
	SC Practicum Students-9% (Adequate); 70% (Very Good); 9% (Target); 4% (N/A); 9% (N/R)
7.k.	EDUS 660-76.47% (Advanced); 17.65% (Proficient); 5.88% (Not included)
7.m.	CCSA Practicum Students-33% (Adequate); 67% (Very Good)
	SC Practicum Students-4% (Minimal); 22% (Adequate); 52% (Very Good); 9% (Target); 4% (N/A); 9% (NR)

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-33% (Minimal); 67% (Very Good)
	SC Practicum Students-9% (Adequate); 39% (Very Good); 39% (N/A); 13% (NR)
8.e.	CCSA Practicum Students-33% (Minimal); 67% (Very Good)
	SC Practicum Students-9% (Adequate); 39% (Very Good); 39% (N/A); 13% (NR)
8.f.	EDUS 660-58.82% (Advanced); 29.41% (Proficient); 5.88% (Needs improvement); 5.88% (Not included)
8.g.	EDUS 660-58.82% (Advanced); 29.41% (Proficient); 5.88% (Needs improvement); 5.88% (Not included)
8.i.	CCSA Practicum Students-33% (Adequate); 67%(Very Good)
	SC Practicum Students-4% (Minimal); 22% (Adequate); 52% (Very Good); 9% (Target); 4% (N/A); 9% (NR)
8.j.	EDUS 660-94.12% (Advanced); 5.88% (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-15% (Adequate); 74% (Very Good); 7% (Target); 4% (No response from evaluator)
	CCSA Practicum Students-33% (Adequate); 67% (Very Good)
1.f.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students-9% (Adequate); 61% (Very Good); 9% (Target); 13% (N/A); 9% (NR)
2.b.	CCSA Practicum Students-33% (Minimal); 67% (Very Good)
	SC Practicum Students-9% (Adequate); 70% (Very Good); 9% (Target); 4% (N/A); 9% (NR)
3.e.	CCSA Practicum Students-67% (Very Good); 33% (N/A)
	SC Practicum Students-13% (Adequate); 65% (Very Good); 8% (Target); 4% (N/A); 9% (NR)

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% (Adequate); 33% (Very Good); 33% (Target)
	SC Practicum Students-83% (Very Good); 9% (Target); 9%(NR)
1.k.	CCSA Practicum Students-33% (Adequate); 67% (Very Good)
	SC Practicum Students-4% (Adequate); 74% (Very Good); 9% (Target); 4% (N/A); 9% (NR)
2.c.	CCSA Practicum Students-33% (Minimal); 67% (Very Good)
	SC Practicum Students-9% (Adequate); 70% (Very Good); 9% (Target); 4% (N/A); 9% (NR)
3.i.	CLED 615-80% (Exceeds); 17.65% (Meets); 2.35% (Does not meet)
4.j.	CLED 605-47.06% (Exceeds); 23.53% (Meets)
5.d.	CCSA Practicum Students-33% (Adequate); 33% (Very Good); 33% (Target)
	SC Practicum Students-83% (Very Good); 9% (Target); 9%(NR)
5.f	CLED 602-62.96% (Exceeds); 33.33% (met); 3.7% (Unmet)
6.g.	CLED 603-75.86% (Exceeds); 13.79% (Meets); 3.45% (NR)
7.m.	CCSA Practicum Students-33% (Adequate); 67% (Very Good)
	SC Practicum Students-4% (Minimal); 22% (Adequate); 52% (Very Good); 9% (Target); 4% (N/A); 9% (NR)
8.j.	EDUS 660-94.12% (Advanced); 5.88% (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-100% (Strong)
5.e.	CLED 720-100% (Exceeds)
5.f.	CLED 720-100% (Exceeds)
5.g.	CLED 730-50% (Exceeds); 50% (Met)
5.h.	CLED 720-100% (Exceeds)
5.i.	CLED 720-100% (Exceeds)
5.j.	CLED 720-100% (Meets)
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 721-67% (Exceeds); 33% (Meets)
3.b.	CLED 721-67% (Exceeds); 33% (Meets)
3.c.	CLED 721-67% (Exceeds); 33% (Meets)
3.d.	CLED 721-67% (Exceeds); 33% (Meets)
3.e.	CLED 721-67% (Exceeds); 33% (Meets)
3.f.	CLED 720-100% (Exceeds)
	CLED 721-67% (Exceeds); 33% (Meets)
3.g.	CLED 721-67% (Exceeds); 33% (Meets)
3.h.	CLED 720-100% (Meets)
	CLED 721-67% (Exceeds); 33% (Meets)
3.i.	CLED 720-100% (Meets)
	CLED 721-67% (Exceeds); 33% (Meets)

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

CACREP Standard	Student Learning Outcome
1.a.	CLED 730-100% (Exceeds Expectations)
1.b.	CLED 730-100% (Exceeds Expectations)
1.c.	CLED 730-100% (Exceeds Expectations)
1.d.	CLED 730-100% (Exceeds Expectations)
1.e.	CLED 730-100% (Exceeds Expectations)
1.f.	CLED 730-100% (Exceeds 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% Strong); 12.5% (Satisfactory)
2.b.	CLED 740-75% (Exceeds); 25% (Meets)
2.c.	CLED 740-75% (Exceeds); 25% (Meets)
2.d.	CLED 740-87.5% Strong); 12.5% (Satisfactory)
2.e.	CLED 740-75% (Exceeds); 25% (Meets)
2.f.	CLED 740-87.5% Strong); 12.5% (Satisfactory)
2.g.	CLED 740-87.5% Strong); 12.5% (Satisfactory)
2.h.	CLED 740-87.5% Strong); 12.5% (Satisfactory)
2.i.	CLED 720-100% (Meets)
2.j.	CLED 740-75% (Exceeds); 25% (Meets)
2.k.	CLED 740-75% (Exceeds); 25% (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-100% (Satisfactory)
4.c.	Comprehensive Exam-100% (Satisfactory)
4.e.	CLED 721-100% (Exceed)
4.f.	CLED 721-100% (Exceed)
4.g.	Comprehensive Exam-100% (Satisfactory)
4.h.	CLED 730-100% (Exceeds) CLED 740-75% (Exceeds); 25% (Meets)

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

CACREP Standard	Student Learning Outcome
1.f.	CLED 730-100% (Exceeds Expectations)
2.k.	CLED 740-87.5% Strong); 12.5% (Satisfactory)
3.h.	CLED 720-100% (Meets)
	CLED 721-67% (Exceeds); 33% (Meets)
5.k.	CLED 720-100% (Exceeds)
5.l.	CLED 720-100% (Exceeds)

IV. NCE/CPCE Pass Rates (Masters-only; 2016)

Test	N	Spring	Summer	Fall
CPCE	44	91% pass	100% pass	100% pass
NCE	3	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

Green = 1st year, 1st/2nd semester

Yellow = 2nd year, 3rd/4th semester

Pink = 2nd year, 4th semester or after

Professional Dispositions	Student Outcomes
Openness to new ideas	CLED 602-81.48% (Adequate); 18.52% (Minimal)
	CLED 604-8.51% (Target); 78.72% (Very Good); 8.51% (Adequate); 4.26% (NR)
	CLED 608-22.22% (Target); 66.67% (Very Good); 11.11% (Adequate)
	CLED 672 (CCSA)-88.89% (Target); 5.56% (Very Good); 5.56% (NR) CLED 672 (SC)- 86% (Target); 8 % (Very Good); 2% (Adequate); 2% (Not Met); 2% (NR)
Flexibility	CLED 602-74.07% (Adequate); 25.94% (Minimal);
	CLED 604-6.38% (Target); 74.47% (Very Good); 14.89% (Adequate); 4.26% (NR)
	CLED 608-11.11% (Target); 77.78% (Very Good); 11.11% (Adequate)
	CLED 672 (CCSA)- 77.78%(Target); 16.67%(Very Good); 5.56%(NR) CLED 672 (SC)- 84% (Target); 10% (Very Good); 2%(Adequate); 2% (Minimal); 2% (NR)
Cooperativeness with others	CLED 602-96.3% (Adequate); 3.7%(Not Met)
	CLED 604-8.51% (Target); 82.98% (Very Good); 4.26% (Adequate); 4.26% (NR)
	CLED 608-22.22% (Target); 77.78% (Very Good)
	CLED 672 (CCSA)- 94.44%(Target); 0%(Very Good); 5.56%(NR) CLED 672 (SC)- 92%(Target); 2% (Very Good); 2% (Adequate); 2% (Minimal); 2% (NR)
Willingness to accept and use feedback	CLED 602-85.19% (Adequate); 11.11% (Minimal); 3.7% (Not Met)

	<p>CLED 604-8.51% (Target); 80.85% (Very Good); 6.38% (Adequate); 4.26% (NR)</p> <p>CLED 608-22.22% (Target); 66.67% (Very Good); 11.11% (Adequate)</p>
	<p>CLED 672 (CCSA)- 94.44%(Target);0%(Very Good); 5.56%(NR)</p> <p>CLED 672 82% (SC)- (Target); 8% (Very Good); 4% (Adequate); 4% (Not Met);2% (NR)</p>
Awareness of own impact on others	<p>CLED 602-11.11% (Adequate); 85.19% (Minimal); 3.7% (Not Met)</p>
	<p>CLED 604-6.38% (Target); 55.32% (Very Good); 34.04% (Adequate); 4.26% (NR)</p> <p>CLED 608-0% (Target); 77.78% (Very Good); 22.22% (Adequate)</p>
	<p>CLED 672 (CCSA)- 83.33%(Target); 11.11%(Very Good); 5.56%(NR)</p> <p>CLED 672 (SC)- 80% (Target); 12% (Very Good); 4% (Adequate); 2% (Not Met); 2% (NR)</p>
Ability to deal with conflict	<p>CLED 602-37.04% (Adequate); 62.96% (Minimal)</p>
	<p>CLED 604-6.38% (Target); 55.32% (Very Good); 34.04% (Adequate); 4.26% (NR)</p> <p>CLED 608-11.11% (Target); 55.56% (Very Good); 22.22% (Adequate); 11.11% (N/A)</p>
	<p>CLED 672 (CCSA)- 55.56%(Target); 38.89%(Very Good); 5.56% (NR)</p> <p>CLED 672 (SC)- 74% (Target); 18% (Very Good); 2% (Adequate); 2% (Not Met); 2% (N/A); 2% (NR)</p>
Ability to accept personal responsibility	<p>CLED 602-88.89% (Adequate); 7.41% (Minimal); 3.7% (Not Met)</p>
	<p>CLED 604-8.51% (Target); 74.47% (Very Good); 12.77% (Adequate); 4.26% (NR)</p> <p>CLED 608-11.11% (Target); 77.78% (Very Good); 11.11% (Adequate)</p>
	<p>CLED 672 (CCSA)- 83.33%(Target); 11.11%(Very Good); 5.56%(NR)</p> <p>CLED 672 (SC)-82% (Target); 12% (Very Good); 2% (Adequate); 2% (Minimal); 2% (NR)</p>
Ability to express feelings effectively and appropriately	<p>CLED 602-77.78% (Adequate); 18.52% (Minimal); 3.7% (Not Met)</p>
	<p>CLED 604-6.38% (Target); 68.09% (Very Good); 21.28% (Adequate); 4.26% (NR)</p> <p>CLED 608-22.22% (Target); 77.78% (Very Good)</p>

	<p>CLED 672 (CCSA)- 66.67%(Target); 27.78%(Very Good); 5.56%(NR)</p> <p>CLED 672 (SC)- 82% (Target); 10% (Very Good); 4% (Adequate); 2% (Minimal); 2% (NR)</p>
Attention to ethical and legal considerations	CLED 602-33.33% (Adequate); 66.67% (Minimal)
	CLED 604-6.38% (Target); 72.34% (Very Good); 14.89% (Adequate); 2.13 % (N/A); 4.26% (NR)
	CLED 608-11.11% (Target); 88.89% (Very Good)
Initiative and motivation	CLED 672 (CCSA)- 88.89%(Target); 5.56%(Very Good); 5.56%(NR)
	CLED 672 (SC)- 84% (Target);10% (Very Good); 2% (Adequate); 2% (Minimal); 2% (NR)
	CLED 602-92.59% (Adequate); 3.7% (Minimal); 3.7% (Not Met)
	CLED 604-8.51% (Target); 80.85% (Very Good); 6.38% (Adequate); 4.26% (NR)
	CLED 608-11.11% (Target); 667.67% (Very Good); 22.22% (Adequate)
	CLED 672 (CCSA)- 77.78%(Target); 16.67%(Very Good); 5.56%(NR)
	CLED 672 (SC)- 74% (Target); 16% (Very Good); 4% (Adequate); 2% (Minimal); 2% (Not Met); 2% (NR)

B. Doctoral Students

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

VI. Clinical Data

A. *Masters Practicum and Internship Clinical Evaluation Data*

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

Please check your level of agreement with the following statements:

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

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

Table 6: Supervisor Evaluation of CCSA Practicum Students (Clinical Continuum)

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	0%	88.89%	11.11%	0%	0%
Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	22.22%	77.78%	0%	0%	0%
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	33.33%	66.67%	0%	0%	0%
Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	22.22%	66.67%	11.11%	0%	0%
Demonstrates effective reflection of feeling (5.g)	0%	0%	44.44%	44.44%	11.11%	0%	0%
Demonstrates effective summarization (5.g)	0%	0%	22.22%	77.78%	0%	0%	0%
Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	55.56%	33.33%	11.11%	0%	0%
Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	33.33%	55.56%	11.11%	0%	0%
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	22.22%	66.67%	11.11%	0%	0%
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	22.22%	66.67%	11.11%	0%	0%
Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	22.22%	66.67%	11.11%	0%	0%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 1.i; 5.d.; CCSA 2.p.)	0%	0%	22.22%	66.67%	11.11%	0%	0%
Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h., CCSA 3.b-d)	0%	11.11%	11.11%	77.78%	0%	0%	0%
Develops effective measurable outcomes for students (CACREP 5.i;8.d)	0%	22.22%	0%	66.67%	11.11%	0%	0%
Demonstrates effective crisis intervention and psychological first aid strategies and being part of a community outreach or emergency management response team (CACREP 1.c; 5.m; CCA 2.b)	11.11%	11.11%	33.33%	33.33%	0%	11.11%	0%
Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a.;5.a.; CCSA 1.b)	0%	11.11%	55.56%	22.22%	0%	11.11%	0%
Program Organization, Implementation, Delivery and Assessment							
Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	11.11%	11.11%	66.67%	0%	11.11%	0%
Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	11.11%	77.78%	11.11%	0%	0%
Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i,j; CCSA 1.e)	0%	11.11%	33.33%	44.44%	11.11%	0%	0%
Collects and analyzes data ethically to guide decision making related to academic, personal, and career success (7.m; 8.i; CCSA 3.e.)	0%	11.11%	11.11%	77.78%	0%	0%	0%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	11.11%	11.11%	77.78%	0%	0%	0%
Plans and implements groups effectively (6.e.,h)	0%	11.11%	11.11%	77.78%	0%	0%	0%
Demonstrates effective group leadership skills (6.d)	0%	11.11%	11.11%	77.78%	0%	11.11%	0%
Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	11.11%	0%	77.78%	0%	0%	0%
Demonstrates effective presentation skills	0%	0%	11.11%	77.78%	11.11%	11.11%	0%
Designs and implements programs and services offered in higher education environments and evaluates those programs and services through developed outcome measures (8.d-e, g; CCSA 3.a)	0%	11.11%	0%	88.89%	0%	0%	0%
Demonstrates evidence-based strategies to assist individuals in higher education settings with personal/social development (5.j;8.b; CCSA 3.b.)	0%	11.11%	33.33%	44.44%	0%	0%	0%
Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	0%	11.11%	33.33%	22.22%	0%	0%	11.11%
Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	33.33%	11.11%	0%	11.11%	0%	33.33%	0%
Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	11.11%	22.22%	66.67%	0%	44.44%	0%
Collaborates and consults within the higher education community to develop programs and interventions to promote the	0%	0%	11.11%	88.89%	0%	0%	0%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
academic, social, and career success of individuals in postsecondary educational settings (5.c; CCSA 3.a.)							
Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	22.22%	11.11%	11.11%	11.11%	0%	0%	0%
Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f.)	0%	0%	44.44%	44.44%	0%	11.11%	0%
Professional Development							
Joins professional organizations (1.f; CCSA 2.o)	0%	0%	0%	100%	0%	0%	0%
Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	0%	0%	0%	88.89%	11.11%	0%	0%
Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	0%	11.11%	11.11%	77.78%	0%	0%	0%
Uses current literature and research in developing programs and interventions (CCSA 3.e.)	0%	0%	44.44%	55.56%	0%	0%	0%
Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher education settings, which can include employing individual, system, or political advocacy	0%	11.11%	22.22%	66.67%	0%	0%	0%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
skills based on theories and models of multicultural counseling and social justice (2.b, c, h; CCSA 2.j)							
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%	11.11%	88.89%	0%	0%	0%
Understands and demonstrates role and identity of a professional counselor in higher education settings, including being a member of the school community and an advocate for students and the profession (1.b.d.; CCSA 2.a)	0%	0%	22.22%	77.78%	0%	0%	0%

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

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	12.77%	72.34%	10.64%	0%	4.26%
Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	14.89%	72.34%	8.51%	0%	4.26%
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	23.4%	63.83%	8.51%	0%	4.26%
Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	12.77%	74.47%	8.51%	0%	4.26%
Demonstrates effective reflection of feeling (5.g)	0%	0%	14.89%	72.34%	6.38%	0%	6.38%
Demonstrates effective summarization (5.g)	0%	0%	4.26%	80.85%	8.51%	0%	6.38%
Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	10.64%	78.72%	4.26%	2.13%	4.26%
Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	21.28%	68.09%	6.38%	0%	4.26%
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	17.02%	70.21%	8.51%	0%	4.26%
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	2.13%	82.98%	10.64%	0%	4.26%
Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	4.26%	82.98%	8.51%	0%	4.26%
Demonstrates ethnically and culturally relevant strategies for	0%	0%	10.64%	80.85%	4.26%	0%	4.26%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
developing helping relationships (CACREP 5.D.)							
Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	0%	0%	17.02%	72.34%	6.38%	0%	4.26%
Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	25.53%	61.7%	8.51%	0%	4.26%
Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	0%	0%	38.3%	36.17%	6.38%	14.89%	4.26%
Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a; 5.a)	0%	0%	27.66%	59.57%	4.26%	4.26%	4.26%
Program Organization, Implementation, Delivery and Assessment							
Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	0%	0%	21.28%	63.83%	8.51%	2.13%	4.26%
Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	0%	0%	21.28%	65.96%	8.51%	0%	4.26%
Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	0%	0%	25.53%	65.96%	4.26%	0%	4.26%
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%	19.15%	53.19%	2.13%	21.28%	4.26%
Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	0%	0%	8.51%	80.85%	6.38%	0%	4.26%
Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	19.15%	42.55%	4.26%	25.53%	8.51%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
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%	19.15%	70.21%	4.26%	2.13%	4.26%
Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	0%	0%	17.02%	44.68%	4.26%	29.79%	4.26%
Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	0%	0%	14.89%	48.94%	0%	29.79%	6.38%
Offers strategies to promote equity in student achievement and college access (SC 3.k.)	0%	0%	14.89%	57.45%	4.26%	19.15%	4.26%
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%	2.13%	14.89%	70.21%	6.38%	2.13%	4.26%
Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	12.77%	78.72%	4.26%	0%	4.26%
Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	12.77%	78.72%	4.26%	0%	4.26%
Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	0%	10.64%	78.72%	6.38%	0%	4.26%
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%	40.43%	44.68%	4.26%	6.38%	4.26%
Understands an effective referral process and knowledge of community resources and promotes	0%	0%	27.66%	57.45%	4.26%	6.38%	4.26%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
access of a variety of resources to school community (5.k.; SC 2.k.)							
Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.1.)	0%	0%	25.53%	63.83%	4.26%	0%	6.38%
Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	0%	0%	21.28%	44.68%	4.26%	25.53%	4.26%
Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	0%	0%	17.02%	74.47%	4.26%	0%	4.26%
Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	8.51%	78.72%	8.51%	0%	4.26%
Professional Development							
Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	0%	0%	31.91%	57.45%	6.38%	0%	4.26%
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 2.1.)	0%	0%	17.02%	65.96%	6.38%	6.38%	4.26%
Models and supports the university, unit, and professional ethical code of conduct at all times (1.i; 5.d; SC 2.n.)	0%	0%	4.26%	82.98%	8.51%	0%	4.26%
Uses current literature and research in counseling activities (SC 3.n.o.)	0%	0%	25.53%	61.7%	8.51%	0%	4.26%
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%	10.64%	76.6%	8.51%	0%	4.26%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.)	0%	0%	10.64%	76.6%	6.38%	2.13%	4.26%
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%	14.89%	70.21%	4.26%	6.38%	4.26%

Table 8 : Supervisee Evaluation of Site Supervisor (Masters-Internship Students)

Please check your level of agreement with the following statements:

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

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

Table 9: Supervisor Evaluation of CCSA Internship Students (Clinical Continuum)

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	0%	16.67%	77.78%	0%	5.56%
Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	0%	22.22%	72.22%	0%	5.56%
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	5.56%	16.67%	72.22%	0%	5.56%
Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	0%	27.78%	61.11%	0%	11.11%
Demonstrates effective reflection of feeling (5.g)	0%	0%	0%	50%	44.44%	0%	5.56%
Demonstrates effective summarization (5.g)	0%	0%	5.56%	16.67%	72.22%	0%	5.56%
Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	0%	55.56%	38.89%	0%	5.56%
Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	5.56%	16.67%	66.67%	5.56%	5.56%
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	5.56%	22.22%	66.67%	0%	5.56%
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	0%	11.11%	83.33%	0%	5.56%
Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	0%	33.33%	55.56%	0%	11.11%
Demonstrates ethnically and culturally relevant strategies for	0%	0%	0%	38.89%	55.56%	0%	5.56%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
developing helping relationships (CACREP 1.i; 5.d.; CCSA 2.p.)							
Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h., CCSA 3.b-d)	0%	0%	5.56%	11.11%	77.78%	0%	5.56%
Develops effective measurable outcomes for students (CACREP 5.i;8.d)	0%	0%	0%	55.56%	33.33%	5.56%	5.56%
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%	5.56%	50%	11.11%	27.78%	5.56%
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%	5.56%	61.11%	22.22%	5.56%	5.56%
Program Organization, Implementation, Delivery and Assessment							
Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	0%	0%	5.56%	83.33%	5.56%	5.56%
Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	5.56%	88.89%	0%	5.56%
Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i,j; CCSA 1.e)	0%	0%	0%	16.67%	77.78%	0%	5.56%
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%	55.56%	33.33%	5.56%	5.56%
Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	0%	0%	33.33%	61.11%	0%	5.56%
Plans and implements groups effectively (6.e.,h)	0%	0%	5.56%	11.11%	72.22%	5.56%	5.56%
Demonstrates effective group leadership skills (6.d)	0%	0%	0%	5.56%	77.78%	11.11%	5.56%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	0%	0%	44.44%	50%	0%	5.56%
Demonstrates effective presentation skills	0%	0%	0%	11.11%	77.78%	5.56%	5.56%
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%	5.56%	44.44%	38.89%	5.56%	5.56%
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%	50%	33.33%	11.11%	5.56%
Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	0%	0%	11.11%	50%	22.22%	11.11%	5.56%
Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	0%	0%	22.22%	44.44%	5.56%	22.22%	5.56%
Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	0%	11.11%	50%	27.78%	5.56%	5.56%
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%	16.67%	77.78%	0%	5.56%
Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	0%	0%	16.67%	27.78%	11.11%	38.89%	5.56%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
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%	61.11%	33.33%	0%	5.56%
Professional Development							
Joins professional organizations (1.f; CCSA 2.o)	0%	0%	0%	16.67%	66.67%	11.11%	5.56%
Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	0%	0%	0%	16.67%	77.78%	0%	5.56%
Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	0%	0%	0%	22.22%	61.11%	5.56%	11.11%
Uses current literature and research in developing programs and interventions (CCSA 3.e.)	0%	0%	0%	61.11%	33.33%	0%	5.56%
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%	50%	33.33%	11.11%	5.56%
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%	27.78%	61.11%	5.56%	5.56%
Understands and demonstrates role and identity of a professional counselor in higher education	0%	0%	0%	16.67%	77.78%	0%	5.56%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
settings, including being a member of the school community and an advocate for students and the profession (1.b.d.; CCSA 2.a)							

Table 10: Supervisor Evaluation of School Counseling Internship Students (Clinical Continuum)

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	2%	4%	8%	82%	0%	4%
Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	2%	0%	4%	8%	82%	0%	4%
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	2%	0%	0%	14%	76%	0%	8%
Demonstrates effective paraphrasing and reflection of content (5.g)	0%	2%	2%	8%	84%	0%	4%
Demonstrates effective reflection of feeling (5.g)	0%	2%	4%	14%	76%	0%	4%
Demonstrates effective summarization (5.g)	0%	2%	0%	12%	82%	0%	4%
Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	2%	0%	2%	18%	74%	0%	4%
Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	2%	0%	2%	16%	74%	0%	6%
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	2%	0%	4%	10%	78%	0%	6%
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	2%	0%	2%	6%	84%	0%	6%
Counselor is present, open to student and practices immediacy and concreteness (5.g)	2%	0%	2%	6%	86%	0%	4%
Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 5.D.)	0%	2%	2%	16%	76%	0%	4%
Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	0%	2%	4%	8%	82%	0%	4%
Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	2%	2%	26%	66%	0%	4%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	0%	2%	2%	50%	38%	4%	4%
Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a; 5.a)	0%	0%	4%	58%	30%	2%	6%
Program Organization, Implementation, Delivery and Assessment							
Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	2%	0%	2%	26%	66%	0%	4%
Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	2%	0%	0%	18%	76%	0%	4%
Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	2%	0%	2%	20%	72%	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%	28%	64%	4%	4%
Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	2%	0%	2%	6%	84%	0%	6%
Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	2%	36%	54%	4%	4%
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.)	2%	0%	2%	52%	40%	0%	4%
Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	0%	0%	2%	42%	44%	8%	4%
Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	0%	0%	4%	34%	52%	6%	4%

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Offers strategies to promote equity in student achievement and college access (SC 3.k.)	0%	0%	2%	24%	60%	10%	4%
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%	4%	38%	52%	2%	4%
Demonstrates effective group leadership skills and techniques (6.d)	2%	0%	0%	12%	80%	2%	4%
Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	2%	2%	12%	80%	0%	4%
Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	2%	4%	8%	80%	0%	6%
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%	6%	50%	40%	0%	4%
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%	6%	54%	36%	0%	4%
Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.1.)	0%	4%	2%	22%	66%	2%	4%
Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	0%	2%	2%	44%	36%	12%	4%
Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	0%	0%	8%	4%	84%	0%	4%
Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	2%	0%	2%	10%	82%	0%	4%
Professional Development							

Criteria	Not Met	Minimal	Adequate	Very Good	Target	N/A	NR
Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	2%	0%	0%	24%	70%	0%	4%
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 2.1.)	0%	0%	2%	4%	88%	2%	4%
Models and supports the university, unit, and professional ethical code of conduct at all times (1.i; 5.d; SC 2.n.)	2%	0%	0%	4%	90%	0%	4%
Uses current literature and research in counseling activities (SC 3.n.o.)	0%	0%	2%	10%	84%	0%	4%
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.)	2%	0%	2%	4%	86%	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.)	2%	0%	4%	10%	80%	0%	4%
Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in k-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2. b, c, h)	0%	0%	4%	14%	76%	2%	4%

B. Doctoral Advanced Practicum Clinical Evaluation Data

Table 11: Clinical Evaluation of Supervisee (Advance Practicum-Doctoral Students)

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

Table 12: Supervisee Evaluation of Site Supervisor (Doctoral Advanced Practicum Students)

Please check your level of agreement with the following statements:

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

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

VII. Student Learning Outcomes for Key Performance Indicators

A. Masters Core

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
1. Professional Counseling Orientation & Prof 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			
	CLED 604	SC Clinical Evaluation	20%-Target 80%-Very Good		2.78%-Target 86.11%-Very Good 5.56%-Adequate 8.33%-N/A 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		33.33%-Very Good 66.66%-Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation	81.82%-Target 9.09%-Very Good 9.09%-NR		59.18%-Target 30.61%-Very Good 10.2%-N/A
	CLED 672 (SC)	SC Clinical Evaluation	81%-Target 5%-Very Good 5%-Not Met		87.5%-Target 6.25%-Very Good 6.25%-NR
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	CLED 600	Interview			
	CLED 601	Reflection Papers		100%-Exceeds Expectations	
	CLED 604	SC Clinical Evaluation	20%-Target 60%-Adequate 20%-N/A		5.56%-Target 80.56%-Very Good 8.33%-Adequate 5.56%-NR

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 608	CCSA Clinical Evaluation	50%-Very Good 50%-N/A		66.67%-Adequate 33.33%-Minimal
	CLED 672 (CCSA)	CCSA Clinical Evaluation	9.09%-Target 54.55%-Very Good 9.09%-Adequate 18.18%-N/A 9.09%-NR		14.29%-Target 42.85%-Very Good 42.86%-NA
	CLED 672 (SC)	SC Clinical Evaluation	57%-Target 29%-Very Good 5%-Adequate 9%-No response		43.75%-Target 50%-Very Good 6.25%-Adequate
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	20%-Target 60%-Very Good 20%-Adequate		2.78%-Target 77.78%-Very Good 5.56%-Adequate 8.33%-N/A 5.56%-NR
	CLED 607	Film Analysis	54.55%-Exceeds Expect 36.36%-Meets 9.09%-No response	100%-Exceeds Expect	N/A
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		66.67%-Adequate 33.33%-Minimal
	CLED 672 (CCSA)	CCSA Clinical Evaluation	18.18%-Target 63.64%-Very Good 9.09%-N/A 9.09%-NR		57.15%-Target 28.57%-Very Good 14.29%-N/A

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 672 (SC)	SC Clinical Evaluation Section IV-#7	57%-Target 24%-Very Good 5%-Adequate 5%-N/A 9%-No response		87.5%-Target 12.5%-Very Good
c. multicultural counseling competencies	CLED 604	SC Clinical Evaluation	20%-Target 60%-Very Good 20%-Adequate		2.78%-Target 77.78%-Very Good 5.56%-Adequate 8.33%-N/A 5.56%-NR
	CLED 607	Film Analysis	54.55%-Exceeds Expect 36.36%-Meets 9.09%-No response	100%-Exceeds Expect	N/A
	CLED 608	CCSA Clinical Evaluation	N=2 100%-Very Good		66.67%-Adequate 33.33%-Minimal
	CLED 672 (CCSA)	CCSA Clinical Evaluation	18.18%-Target 63.64%-Very Good 9.09%-N/A 9.09%-NR		57.15%-Target 28.57%-Very Good 14.29%-N/A

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 672 (SC)	SC Clinical Evaluation	57%-Target 24%-Very Good 5%-Adequate 5%-N/A 9%-No response		87.5%-Target 12.5%-Very Good
3. Human Growth & Dev					
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	20%-Target 60%-Very Good 20%-N/A		2.78%-Target 77.78%-Very Good 13.89%-Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		66.67%-Adequate 33.33%-N/A
	CLED 615	Gender Messages			
	CLED 672 (CCSA)	CCSA Clinical Evaluation	36.36%-Target 54.55%-Very Good		28.57%-Target 71.43%-Very
	CLED 672 (SC)	SC Clinical Evaluation	48%-Target 38%-Very Good 5%-Not Met 9%-No Response		37.5%-Target 62.5%-Very Good
f. systemic and environmental factors that affect human development, functioning, and behavior	CLED 604	SC Clinical Evaluation	20%-Target 60%-Very Good 20%-N/A		2.78%-Target 77.78%-Very Good 13.89%-Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		66.67%-Adequate 33.33%-N/A
	CLED 615	Gender Messages	100%-Exceed Expect.	N/A	100%-Exceeds Expectations

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 672 (CCSA)	CCSA Clinical Evaluation	48%-Target 38%-Very Good		28.57%-Target 71.43%-Very
	CLED 672 (SC)	SC Clinical Evaluation	48%-Target 38%-Very Good 5%-Not Met 9%-No Response		37.5%-Target 62.5%-Very Good
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	40%- Very Good 40%- Adequate 20%-N/A		2.78%-Target 58.33%-Very Good 8.33%- Adequate 25%-N/A 5.56%-NR
	CLED 605	Self-Assessment	17.65%=Does not meet 58.82%=Meets Expect 17.65%- Exceeds Expect	N/A	N/A
	CLED 608	CCSA Clinical Evaluation	50%-Target 50%-Very Good		66.67%- Adequate 33.33%- Minimal
	CLED 672 (SC)	SC Clinical Evaluation	48%-Target 33%-Very Good 9.5%-No response 9.5%-N/A		68.75%-Target 31.25%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	81.82%-Target 9.09%-Very Good 9.09%-NR		71.43%-Target 14.29%-Very Good 14.29%-N/A

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
i. methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making	CLED 604	SC Clinical Evaluation	40%-Very Good 40%-Adequate 20%-N/A		2.78%-Target 58.33%-Very Good 8.33%-Adequate 25%-N/A 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	50%-Target 50%-Very Good		66.67%-Adequate 33.33%-Minimal
	CLED 605	Self- Assessment	17.65%=Does not meet 58.82%=Meets Expect 17.65%-	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	81.82%-Target 9.09%-Very Good 9.09%-NR		71.43%-Target 14.29%-Very Good 14.29%-N/A
	CLED 672 (SC)	SC Clinical Evaluation	48%-Target 33%-Very Good 9.5%-No response 9.5%-N/A		68.75%-Target 31.25%-Very Good
5. Helping Relationships					
Key Assessments: 601 Reflection (Rubric), 602 Skills Presentation (Rubric) & Clinical Continuum					
a. theories and models of counseling	CLED 601	Reflection Paper	N/A	100%-Exceeds Expectations	
	CLED 602	Skills Presentation/ Demonstration	7.69%=Unmet 92.31%=Exceeds Expect	N/A	100%-Exceeds Expectations

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 604	SC Clinical Evaluation	20%-Target 40%-Very Good 20%-Adequate 20%-N/A		2.78%-Target 66.67%-Very Good 22.22%-Adequate 2.78%-N/A
	CLED 608	CCSA Clinical Evaluation	50%-Adequate 50%-N/A		66.67%-Adequate 33.33%-Minimal
	CLED 672 (SC)	SC Clinical Evaluation	52%-Target 33%-Very Good 5%-N/A 10%-No response		18.75%-Target 68.75%-Very Good 6.25%-Adequate 6.25%-NR
	CLED 672 (CCSA)	CCSA Clinical Evaluation	18.18%-Target 63.64%-Very Good 9.09%-Adequate 0.00%-NR		28.57%-Target 57.14%-Very Good 14.29%-N/A
g. essential interviewing, counseling, and case conceptualization skills	CLED 601	Reflection Papers	N/A	100%-Exceeds Expectations	N/A
	CLED 602	Skills Presentation/ Demonstration	7.69%=Unmet 92.31%=Exceeds Expect		37.71%-Exceeds 64.29%-Met
	CLED 604	SC Clinical Evaluation	40%-Target 60%-Very Good		5.56%-Target 77.78%-Very Good 11.11%-Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	50%-Target 50%-Very Good		33.33%-Very Good 66.67%-Adequate

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 672 (SC)	SC Clinical Evaluation	70%-Target 15%-Very Good 3%-Not met 9%-No response		87.5%-Target 12.5%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	63.64%-Target 27.27%-Very Good 9.09%-NR		71.43%-Target 14.29%-Very Good 14.29%
i. development of measurable outcomes for clients	CLED 602	Skills Presentation/ Demonstration	7.69%=Unmet 92.31%=Exceeds Expect	N/A	100%-Exceeds Expectations
	CLED 604	SC Clinical Evaluation	40%-Target 60%-Very Good		5.56%-Target 69.44%-Very Good 19.44%-Adequate 5.56% NR
	CLED 608	CCSA Clinical Evaluation	50%-Target 50%-Very Good		33.33%-Very Good 66.67%-Minimal
	CLED 672 (SC)	SC Clinical Evaluation Section II-#14	62%-Target 24%-Very Good 5%-Not met 9%-No response		56.25%-Target 43.75%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	18.18%-Target 73.73%-Very Good 9.09%-NR		57.14%-Target 28.57%-Very Good 14.29%-
j. evidence-based counseling strategies and techniques for prevention and intervention	CLED 601	Personal Theoretical Model Paper	N/A	80%-Exceeds Expectations 20% Does not meet expectations	

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 602	Skills Presentation/ Demonstration	7.69%=Unmet 92.31%= Exceeds Expect	N/A	100%- Exceeds Expectations
	CLED 604	SC Clinical Evaluation	20%-Target 60%-Very Good 20%-N/A		8.33%-Target 69.44%-Very Good 16.67%- Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	50%-Target 50%-Very Good		66.67%- Adequate 33.33%- Minimal
	CLED 672 (SC)	SC Clinical Evaluation	52%-Target 33%-Very Good 5%-Not met		68.75%- Target 31.25%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	27.27%-Target 63.64%-Very Good 9.09%-NR		42.86%- Target 28.57%-Very Good 28.57%-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	10.34%-No response 3.45%-Meets Expect 86.21%- Exceeds Expect		90.91%- Exceeds Expectations 9.09%-Meets Expectations
	CLED 604	SC Clinical Evaluation	20%-Target 80%-Very Good		2.78%-Target 80.56%-Very Good 11.11%- Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		33.33%-Very Good 33.33%- Adequate 33.33%- Minimal

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 672 (SC)	SC Clinical Evaluation	67%-Target 19%-Very Good 5%-Not Met 9%-No response		87.5%-Target 6.25%-Very Good 6.25%-N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	90.91%-Target 9.09%-NR		57.14%-Target 14.29%-Very Good
e. approaches to group formation, including recruiting, screening, and selecting members	CLED 603	Group Leader Analysis	13.79%-No response 6.9%-Meets Expect 79.31%-Exceeds Expect	N/A	90.91%-Exceeds Expectations 9.09%-Meets Expectations
	CLED 604	SC Clinical Evaluation	20%-Target 80%-Very Good		2.78%-Target 80.56%-Very Good 11.11%-Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		33.33%-Very Good 33.33%-Adequate 33.33%-Minimal
	CLED 672 (SC)	SC Clinical Evaluation	72%-Target 14%-Very Good 5%-Minimal 9%-No response		81.25%-Target 12.5%-Very Good 12.5%-Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation	90.91%-Target 9.09%-NR		42.86%-Target 28.57%-Very Good 14.29%-N/A

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
7. Assessment & Testing					
Key Assessments: Research Prop. (Rubric) & Clinical Continuum					
j. use of environmental assessments and systematic behavioral observations	CLED 604	SC Clinical Evaluation	20%-Target 60%-Very Good 20%-N/A		8.33%-Target 69.44%-Very Good 16.67%-Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	50%-Target 50%-Very Good		66.67%-Adequate 33.33%-Minimal
	EDUS 660	Research Proposal	8.33%-Proficient 9.67%-Advanced		40%-Advanced 20%-Proficient 20%-Needs Improvement 20%-Not included
	CLED 672 (SC)	SC Clinical Evaluation	53%-Target 33%-Very Good 5%-Not met 9%-No response		68.75%-Target 31.25%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	81.82%-Target 9.09%-Very Good 9.09%-NR		71.43%-Target 28.57%-Very Good
	m. ethical and culturally relevant strategies for selecting administering, and interpreting assessment and test results	CLED 606	Quiz #6	N/A	63%-Exceeds Expectations 37%-Meets Expectations

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 604	SC Clinical Evaluation	20%-Target 20%-Very Good 40%-Adequate 20%-N/A		5.56%-Target 75%%-Very Good 11.11%-Adequate 2.78%-
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		33.33%-Very Good 33.33%-Adequate 33.33%-Minimal
	CLED 672 (SC)	SC Clinical Evaluation	53%-Target 33%-Very Good 5%-N/A 9%-No response		56.25%-Target 37.5%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	18.18%-Target 72.73%-Very Good 9.09%-NR		57.14%-Target 28.57%-Very Good 14.29%-N/A
8. Research & Program Evaluation					
Key Assessments: Research Prop. (Rubric) & Clinical Continuum					
c. needs assessments	CLED 604	SC Clinical Evaluation	20%-Target 20%-Very Good 40%-Adequate 20%-N/A		5.56%-Target 75%%-Very Good 11.11%-Adequate 2.78%-Minimal 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	50%-Very Good 50%-N/A		66.67%-Very Good 33.33%-Minimal
	EDUS 660	Research Proposal	8.33%-Proficient 91.67%-Advanced		40%-Advanced 20%-Proficient 20%-Needs Improvement

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
	CLED 672 (CCSA)	CCSA Clinical Evaluation	45.45%-Target 45.45%-Very Good 9.09%-NR		57.14%-Target 28.57%-Very Good
	CLED 672 (SC)	SC Clinical Evaluation	53%-Target 33%-Very Good 5%-N/A 9%-No response		56.25%-Target 37.5%-Very Good
d. development of outcome measures for counseling programs	CLED 604	SC Clinical Evaluation	20%-Target 80%-Very Good		8.33%-Target 69.44%-Very Good 16.67%-Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		66.67%-Very Good 33.33%-Minimal
	EDUS 660	Research Proposal	8.33%-Proficient 91.67%-Advanced		40%-Advanced 20%-Proficient 20%-Needs Improvement 20%-Not included
	CLED 672 (CCSA)	CCSA Clinical Evaluation	36.36%-Target 45.45%-Very Good 9.09%-Adequate 9.09%-NR		42.86%-Target 42.86%-Very Good 14.29%-N/A
	CLED 672 (SC)	SC Clinical Evaluation	62%-Target 24%-Very Good 5%-Not met 9%-No response		68.75%-Target 31.25%-Very Good

CACREP CORE Standards	Courses	Assessment	Spring 2016	Summer 2016	Fall 2016
e. evaluation of counseling interventions and programs	CLED 604	SC Clinical Evaluation	20%-Target 60%-Very Good 20%-N/A		8.33%-Target 69.44%-Very Good 16.67%-Adequate 5.56%-NR
	CLED 608	CCSA Clinical Evaluation	100%-Very Good		66.67%-Very Good 33.33%-Minimal
	EDUS 660	Research Proposal	8.33%-Proficient 91.67%-Advanced		60%-Advanced 20%-Proficient 20%-Not included
	CLED 672 (CCSA)	CCSA Clinical Evaluation	36.36%-Target 45.45%-Very Good 9.09%-Adequate 9.09%-NR		42.86%-Target 42.86%-Very Good 14.29%-N/A
	CLED 672 (SC)	SC Clinical Evaluation			68.75%-Target 31.25%-Very Good

B. Masters (CCSA) KPIs

Standards		COLLEGE COUNSELING & STUDENT AFFAIRS. Evidence of student learning in specialty area. In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice), not for individual standards listed under each domain heading.			
1. Foundations	Courses	Assessment	Spring	Summer	Fall
b. student development theories relevant to student learning and personal, career, and identity development	CLED 608	Clinical Evaluation	50%- Adequate 50%-N/A		66.67%- Adequate 33.33%- Minimal
	CLED 620	**Theory Handout	N/A	N/A	87.5%- Exceeds 12.5%-Meets Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	18.18%- Target 63.64%-Very Good 9.09%- Adequate 9.09%-NR		28.57%- Target 57.14%-Very Good 14.29%-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	50%-Very Good 50%-N/A		33%-Minimal 66.67%-N/A
	CLED 620	Functional Area Project			100%-Exceeds Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	9.09%-Target 27.27%-Very Good 27.27%- Adequate 27.27%-N/A 9.09%-NR		14.29%- Target 28.57%-Very Good 57.14%-N/A
p. legal and ethical considerations specific to higher education environments	CLED 608	CCSA Clinical Evaluation	50%-Target 50%-Very Good		100%- Very Good
	CLED 620	Functional Area Project			100%-Exceeds Expectations

	CLED 672 (CCSA)	CCSA Clinical Evaluation Section II-#12	81.82%- Target 9.09%-Very Good 9.09%-NR		71.43%- Target 28.57%-Very Good
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	100%-Very Good		66.67%-Very Good 33.33%- Adequate
	CLED 620	Functional Area Project			100%-Exceeds Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	36.36%- Target 45.05%-Very Good 9.09%-NR		57.14%- Target 42.86%-Very Good
b. strategies to assist individuals in higher education settings with personal/social development	CLED 608	CCSA Clinical Evaluation	66.67%-Very Good 16.67%- Adequate 16.67%-NR		66.67%-Very Good 33.33%- Minimal
	CLED 620	Theory Handout			87.5%- Exceeds 12.5%-Meets Expectations
		Functional Area Project			100%-Exceeds Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	27.27%- Target 63.64%-Very Good 9.09%-NR		42.86%- Target 28.57%-Very Good 28.57%-N/A

C. Masters (School Counseling) KPIs

Standards					
SCHOOL COUNSELING. Evidence of student learning in specialty area. <i>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).</i>					
1. Foundations	Courses	Assessment	Spring	Summer	Fall
c. models of P-12 comprehensive career development	CLED 604	SC Clinical Evaluation	40%-Very Good 40%-Adequate 20%-N/A		2.78%-Target 58.33%-Very Good 8.33%-Adequate 25%-N/A 5.56%-NR
	CLED 622	Program Design and Delivery	100%-Exceeds		
	CLED 672 (SC)	SC Clinical Evaluation	53%-Target 33%-Very Good 5%-Not Met 9%-No Response		68.75%-Target 31.25%-Very Good
2. Contextual Dimensions	Courses	Assessment			
f. competencies to advocate for school counseling roles	CLED 604	SC Clinical Evaluation	20%-Target 80%-Very Good		8.33%-Target 86.11%-Very Good 5.56%-NR
	CLED 672	SC Clinical Evaluation	81%-Target 5%-Very Good 5%-Not met 9%-No response		87.5%-Target 6.25%-Very Good 6.25%-NR
k. community resources and referral sources	CLED 604	SC Clinical Evaluation	20%-Target 40%-Very Good 40%-Adequate		2.78%-Target 66.67%-Very Good 16.67%-Adequate 8.33%-N/A 5.56%-NR
	CLED 622	Special Populations Project			

	CLED 672	SC Clinical Evaluation	53%-Target 29%-Very Good 9%-Adequate 9%-No Response		31.25%-Target 68.75%-Very Good
l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	CLED 604	Liability Insurance evidence through professional organization	20%-Target 40%-Very Good 40%-Adequate		5.56%-Target 75%-Very Good 5.56%-Adequate 8.33%-N/A 5.56%-NR
	CLED 672	SC Clinical Evaluation	76%-Target 10%-Very Good 5%-Adequate 9%-No Response		93.75%-Target 6.25%-N/A
3. Practice	Courses	Assessment	Spring	Summer	Fall
b. design and evaluation of school counseling programs	CLED 604	SC Clinical Evaluation	20%-Target 60%-Very Good 20%-N/A		8.33%-Target 69.44%-Very Good 16.67%-Adequate 5.56%-NR
	CLED 622	Program Design & Delivery	71%-Exceeds 29%-Meets	???	
	CLED 672	SC Clinical Evaluation	53%-Target 33%-Very Good 5%-Not met 9%-No response		68.75%-Target 31.25%-Very Good
c. core curriculum design, lesson plan development, classroom management	CLED 604	SC Clinical Evaluation	40%-Target 60%-Very Good		5.56%-Target 72.22%-Very Good 16.67%-Adequate 5.56%-NR

strategies, and differentiated instructional strategies	CLED 622	Program Design & Delivery	86%-Exceeds 14%-Very Good		
	CLED 672 (SC)	SC Clinical Evaluation	72%-Target 14%-Very Good 5%-Not Met 9%-No response		75%-Target 25%-Very Good

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.			100% Exceeds Expectations
		Rating of Counseling Skills			100% Exceeds Expectations
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Strong
b. integration of theories relevant to counseling	CLED 730	-Theoretical Paradigm Pres.			100% Met
		Rating of Counseling Skills			100% Exceeds Expectations
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Strong
2. Contextual Dimensions	Courses	Assessment	Spring	Summer	Fall
b. theoretical frameworks and models of clinical supervision	EDUS 700	-Supervision of 604/608 Students			
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Satisfactory

d. skills of clinical supervision	EDUS 700	-Supervision of 604/608 Students			
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Satisfactory
f. assessment of supervisees' developmental level and other relevant characteristics	EDUS 700	-Supervision of 604/608 Practicum			
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Satisfactory
g. modalities of clinical supervision and the use of technology	EDUS 700	-Supervision of 604/608 Practicum			
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Satisfactory
3. Teaching Key Assessments: Phil Rubric, Obs. & Portfolio (CLED 810 ChecklistA) & Comps Rubric – knowledge & skills	Courses	Assessment	Spring	Summer	Fall

a. roles and responsibilities related to educating counselors	CLED 721	-Teaching Philosophy	66.67%-Exceeds 33.33%-Meets		
	CLED 810-Teaching	-Teaching Philosophy			
		-Teaching Obs. -Teaching Portfolio			
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Strong
b. pedagogy and teaching methods relevant to counselor education	CLED 721	-Teaching Philosophy	66.67%-Exceeds 33.33%-Meets		
	CLED 810-Teaching	-Teaching Philosophy			
		-Teaching Obs. -Teaching Portfolio			
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Strong
d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	CLED 721	-Teaching Philosophy	66.67%-Exceeds 33.33%-Meets		
	CLED 810-Teaching	-Teaching Philosophy			
		-Teaching Obs. -Teaching Portfolio			
		Counselor Education Doctoral Comprehensive	100%-Strong		100%-Strong

		Exam			
g. assessment of learning	CLED 721	-Teaching Philosophy	66.67%-Exceeds 33.33%-Meets		
	CLED 810-Teaching	-Teaching Philosophy			
		-Teaching Obs. -Teaching Portfolio			
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Strong
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			
		Counselor Education Doctoral Comprehensive Exam	100%-Satisfactory		100%-Satisfactory
	EDUS 890/899	Dissertation Prospectus/proposal			
f. models and methods of program evaluation	CLED 721	-Prog. Eval.	100%-Exceeds Expectations		
	CLED 810-Research	-Supervision and Time Logs -Final Project			

g. research questions appropriate for professional research and publication	CLED 760	-Manuscript & Presentation			
	CLED 810-Research	-Supervision and Time Logs -Final Project			
	EDUS 890/899	Dissertation Prospectus/proposal			
		Counselor Education Doctoral Comprehensive Exam	100%-Satisfactory		100%-Satisfactory
h. professional writing for journal and newsletter publication	CLED 730	-Crisis Model Paper			100% Exceeds Expectations
	CLED 760	-Manuscript -Peer Review			
	EDUS 890/899	Dissertation Prospectus/proposal			
i. ethical and culturally relevant strategies for conducting research		Counselor Education Doctoral Comprehensive Exam	100%-Satisfactory		100%-Satisfactory
	EDUS 890/899	Dissertation Prospectus/proposal			
5. Leadership & Advocacy Key Assessments: 720 RubricA/B & Comps Rubric	Courses	Assessment	Spring	Summer	Fall
a. theories and skills of leadership	CLED 720	-Leadership Philosophy Statement			100%-Exceeds
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Strong
b. leadership and leadership development in	CLED 720	-Leadership Philosophy Statement			100%-Exceeds

professional organizations					
		Counselor Education Doctoral Comprehensive	100%-Strong		100%-Strong
h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	CLED 720	Self-eval & plan			100%-Exceeds
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Strong
i. role of counselors and counselor educators advocating on behalf of the profession and professional identity	CLED 720	Self-eval and plan			100%-Exceeds
		Counselor Education Doctoral Comprehensive Exam	100%-Strong		100%-Strong

RECOMMENDATIONS

I. Admissions, Demographics, and Graduation Data

Overall, admissions for both the masters and doctoral programs decreased when compared to 2015. From the data, it is not clear for the reasons for this. Competition among counselor education programs in the state make account for this but cannot be directly linked to it. However, the CCSA program saw an increase in the number of applicants for this concentration.

For those attending the program, less than half of those admitted and attending in the masters program identified as White. However, all of those admitted and attending the doctoral program were White. Hence, the need to increase recruitment efforts for a more diverse applicant pool was needed. The following steps were taken by the counselor education program faculty in this effort:

The program coordinator and a current doctoral student hosted its first information webinar on October 26, 2016 to recruit both masters and doctoral students. The informational webinar included information in a PowerPoint format to include information on admissions/application requirements, coursework requirements, student demographics, field experiences/internships, financial aid/scholarships/assistantship opportunities, and professional organizations. The PowerPoint is housed on the newly created Admissions page of the VCU counselor education website at [LINK: soe.vcu.edu/departmentpages/counseling-and-special-education/counselor-educationprogram-group/admissions/](http://LINK:soe.vcu.edu/departmentpages/counseling-and-special-education/counselor-educationprogram-group/admissions/)

Invitations to the webinar were sent to different groups internal and external to VCU. Each group is linked to the email to request sending the invitation to members of the group. A total of 21 students signed up for this webinar.

VCU

Black Education Association (VCU)
Career Center
Department of Psychology
Division of Strategic Enrollment Management (Transfer Center-Advising Newsletter)
Global Education Office (International Student)
School of Social Work
VCU Current Students and Alumni

External to VCU

Prospective Students (who have requested information)
Area School Divisions
Longwood University Counselor Education Program
University of Virginia Counselor Education Program
Kent State University Counselor Education Program
Wake Forest University Counselor Education Program
Murray State University Counselor Education Program
College of William and Mary Counselor Education Program

In addition, the webinar was advertised on the program website at LINK: www.soe.vcu.edu/departmentpages/counseling-and-special-education/ and posted on the program's Facebook site at LINK: www.facebook.com/VCUCLED/

A second webinar specific to the doctoral program and assistantship funding was conducted by the doctoral program coordinator and two current doctoral students on November 16, 2016. This recorded webinar is available on the admissions page of the counselor education website. The webinar was advertised on the following national listservs: CESNET, Counsgrads, and Diversegrad. It was sent to the program's alumni and current students, and targeted CACREP-accredited masters programs.

In addition to the above outlined efforts, HBCU's were contacted on to advertise the webinar or to find out how to recruit students. These included:

Hampton University
Norfolk State University
Virginia Union University
Virginia State University

In regards to the graduation data, the majority of our masters students are completing the program within two years. In addition, one doctoral student graduated within 3 years and was the first graduate of the doctoral program.

II. Program Survey Data (Masters Only)

As explained earlier in the report, only masters data is reported due to only one doctoral student graduating in 2016 and aggregated data was not allowed.

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

We added a new faculty member in Fall 2016 to address some of the needs of the CCSA program. In addition, we are continuing to advertise and support opportunities for the CCSA students. We offered two different elective courses required for LPC in Summer 2016. We are planning to offer three in Summer 2017. Finally, we will be working with our clinical site supervisors to help expose students to different forms of technology that will be part of their work in counseling positions.

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.

At this point, the counselor education program want to collect another year's worth of data on the current program objectives before beginning the process of refining the objectives.

IV. NCE/CPCE Pass Rates

Currently, the CPCE is the comprehensive exam for the masters program students. It is typically taken after the completion of the majority of the course work and prior to the last semester of the student's matriculation in the program. This test is also revised once a year with new norm-group data used for that specific revision. It covers the following core counseling areas:

- Human Growth and Development
- Social and Cultural Diversity
- Helping Relationships
- Group Work
- Career Development
- Assessment
- Research and Program Evaluation
- Professional Orientation and Ethical Practice

Our students performed very well on this exam with no consistent patterns of needs identified within the data. The Spring 2016 version of the exam was different than the Summer/Fall version of the exam and may account for some of the pass rate differences reported.

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. The students who took it in Spring 2016 did very well on this test.

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 masters 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 masters 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 masters students demonstrated progress with their professional behaviors. This is what is expected. Lower ratings (but still adequate) are reported in CLED 602 and improve to more targeted behaviors in CLED 672 (internship). The counselor education faculty will continue to use these measures and review for the masters 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. Based on the limited formal data, upon review the counselor education faculty have decided to add an additional rating of professional behaviors to the continuing doctoral status timeframe and to revise the CLED 730 professional behavior questions.

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 2016. 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 2016, as well. We are still monitoring ratings of N/A and NR, which may indicate more specific training with site supervisors are needed. However, a very small percentage of these ratings were recorded.

In addition to the supervisors' ratings of the students, we collected data on the students' rating of their site supervisors. For 2016, these were overwhelmingly positive for both practicum and internship students. Site supervisors are encouraged to review Tables 5 & 8 to see any items that may need additional attention. We will continue to work with site supervisors on technology, skills demonstration, and crises plans.

Doctoral Advanced Practicum Students

The advanced practicum is a way for doctoral students to demonstrate seasoned clinical skills and explore new/different theoretical approaches to their clinical work. The ratings indicated that the doctoral students exceeded expectations of their clinical work during 2016.

In addition to the supervisors' ratings of the students, we collected data on the students' rating of their site supervisors. For 2016, these were overwhelmingly positive for the advanced practicum students. Site supervisors are encouraged to review Tables 12 to see any items that may need additional attention. We will continue to work with site supervisors on diversity and multicultural issues in counseling.

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 masters students are meeting or exceeding on the KPIs for the core and specialty areas of CCSA and School Counseling. There continues to be some data missing due to inaccurate rubrics, which should be corrected this year.

The Counselor Education program faculty have decided to keep the current KPIs and collect data for one more year before revision.

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 needs strengthening.

The Counselor Education program faculty have decided to revise the KPIs in this area to be more specific and accurate to the students' experiences. In addition, there are some changes occurring within the doctoral program curriculum that necessitates these revisions as well.