

Virginia Commonwealth University

Counselor Education

2019

Program Assessment Report

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Program Assessment Report (2019)

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 2019)

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 2019 for fall or summer start dates, 52 admitted, and 22 individuals are attending. Of those attending, the following data were obtained:

Table 1. Summary of Demographics of Students Admitted and Attending Masters Program (2019)

Ethnicity	GRE	MAT	Gender	Age
White=68% Hispanic/Latinx=5% AA/Black=18% 2 or more races=5% International=4%	Verbal Mean=150	MAT Mean=422	Female=77%	Mean=24
	Quantitative Mean=146		Male=23%	
	Total Mean=196			

For the Ph.D. in Education, Counselor Education and Supervision concentration, 29 applicants were reviewed in Spring 2019 for Fall 2019 start date, 8 were admitted, and 7 individuals are attending.

Table 2. Summary of Demographics of Students Attending Doctoral Program (2019)

Ethnicity	GRE	Gender	Age
White=71% Black/AA/Hispanic/2 or more=29%	Verbal Mean=156	Female=43%	Mean Age = 29 years
	Quantitative Mean=150	Male=57%	
	Total Mean =306		

B. Demographics

Table 1 includes our 2019 student demographics, disaggregated by track (CCSA and SC) and level (masters and doctoral).

Table 3. Summary of Demographics of Students (2019)

Program		Asian		BI/AA		Hispanic		2or+		White		Unk	
CCSA	Asian	Asian	BI/AA	BI/AA	Hispanic	Hispanic	2or+	2or+	White	White	Unk	Unk	
	M	F	M	F	M	F	M	F	M	F	M	F	
	0	0	0	1	0	1	0	1	1	9	0	0	
SC	Asian	Asian	BI/AA	BI/AA	Hispanic	Hispanic	2or+	2or+	White	White	Unk	Unk	
	M	F	M	F	M	F	M	F	M	F	M	F	
	0	0	3	9	0	1	1	0	4	27	0	0	
Sub	0	0	3	10	0	2	1	1	5	36	0	0	
Doc	Asian	Asian	BI/AA	BI/AA	Hispanic	Hispanic	2or+	2or+	White	White	Unk	Unk	
	M	F	M	F	M	F	M	F	M	F	M	F	
	1	0	1	4	0	0	1	0	5	11	0	0	

Totals	1	0	4	14	0	2	2	1	10	47	0	0
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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

***Note we also have one International student who identifies as Female in the CCSA track.

C. *Graduation Data*

Table 4 represents our 2019 graduates (Summer 2019 to Spring 2020), disaggregated by track (CCSA, SC, and Doctoral program) and Semester of Graduation.

Table 4. Summary Program Graduates (2019)

Program	Summer 2019	Fall 2019	Spring 2020
CCSA	0	0	6
SC	0	0	24
Masters Total	0	0	30
Doctoral Total	0	0	2

II. Program Survey Data

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

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

Employer data is collected every three years, so this data was available for 2019-2020. In addition, alumni and graduation data was collected for the Ph.D. in Education with no specification to the Counselor Education and Supervision concentration, so data cannot be reported specific to our graduates at this time. Lastly, the Graduation Exit Surveys have recently been moved to a centralized VCU collection service outside of the School of Education Office of Assessment. VCU changed how graduation surveys are conducted and the timing of the results provided to programs starting in the Fall 2019 to Spring 2020 cycle. Graduation surveys are now given over a six-month period after graduation in May with results not available the November to December period. The graduation exit survey below is from the 2018-2019 cycle.

A. 2019-2020 Alumni Survey - Counselor Education

College Counseling and Student Affairs

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

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	67%	33%	0%	0%	0%	6
Understanding professional and ethical standards in your area of expertise	83%	17%	0%	8%	0%	6

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	67%	33%	0%	0%	0%	6
Creating an environment that encourages the personal growth of all students	67%	33%	0%	0%	0%	6
Creating an environment that encourages the social growth of all students	50%	33%	17%	0%	0%	6
Creating an environment that encourages the career growth of all students	33%	67%	0%	0%	0%	6
Creating an environment where high expectations are held of all students	33%	50%	17%	0%	0%	6
Creating an environment where diversity is celebrated	67%	17%	16%	0%	0%	6

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	50%	33%	17%	0%	0%	6
Planning counseling based on diverse student needs	50%	33%	17%	0%	0%	6
Using ethical standards when planning for and delivering services	50%	50%	0%	0%	0%	6
Using professional standards when planning for and delivering services	67%	17%	216%	0%	0%	6

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	50%	33%	17%	0%	0%	6
Understanding various ways to promote student academic success	50%	50%	0%	0%	0%	6
Understanding various ways to promote student personal success	67%	33%	0%	0%	0%	6
Understanding various ways to promote student social success	67%	17%	16%	0%	0%	6
Understanding various ways to promote student career success	33%	33%	17%	16%	0%	6

Delivering relevant programming	50%	50%	0%	0%	0%	6
Using a broad range of counseling strategies for serving diverse student populations	50%	50%	0%	0%	0%	6
Selecting technologies, informed by research, to promote learning for all students	33%	33%	33%	0%	0%	6
Integrating technology into your professional work	17%	50%	33%	0%	0%	6
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	50%	50%	0%	0%	0%	6

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	33%	67%	0%	0%	0%	6
Assessing student needs	33%	50%	17%	0%	0%	6
Assessing student academic outcomes	33%	50%	17%	0%	0%	6
Assessing student personal outcomes	50%	50%	0%	0%	0%	6
Assessing student social outcomes	33%	50%	17%	8%	0%	6
Assessing student career outcomes	40%	60%	0%	0%	0%	5
Using assessment results to inform and adjust practice	50%	33%	17%	0%	0%	6

Using current research to inform practice	50%	33%	17%	0%	0%	6
Using critical thinking skills to inform practice	67%	33%	0%	0%	0%	6
Engaging in reflective and evidence-based practice	67%	33%	0%	0%	0%	6
Collaborating professionally with colleagues and other relevant individuals	67%	33%	0%	0%	0%	6

	Excellent	Good	Fair	# of Responses
<i>SUMMARY: How would you describe the overall professional preparation you received at VCU.</i>	50%	50%	0%	6

School Counseling

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

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	71%	21%	7%	0%	0%	14
Understanding professional and ethical standards in your area of expertise	86%	14%	0%	0%	0%	14

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
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Creating an environment that encourages the academic growth of all students	71%	29%	0%	0%	0%	14
Creating an environment that encourages the personal growth of all students	93%	7%	0%	0%	0%	14
Creating an environment that encourages the social growth of all students	79%	21%	0%	0%	0%	14
Creating an environment that encourages the career growth of all students	86%	14%	0%	0%	0%	14
Creating an environment where high expectations are held of all students	64%	36%	0%	0%	0%	14
Creating an environment where diversity is celebrated	93%	7%	0%	0%	0%	14

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

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programming and/or classroom guidance based on diverse student needs	36%	64%	0%	0%	0%	14
Planning counseling based on diverse student needs	29%	71%	0%	0%	0%	14
Using ethical standards when planning for and delivering services	71%	29%	0%	0%	0%	14
Using professional standards when planning for and delivering services	57%	36%	7%	0%	0%	14

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	79%	14%	7%	0%	0%	14
Understanding various ways to promote student academic success	43%	50%	7%	0%	0%	14
Understanding various ways to promote student personal success	50%	50%	0%	0%	0%	14
Understanding various ways to promote student social success	43%	57%	0%	0%	0%	14
Understanding various ways to promote student career success	43%	43%	14%	0%	0%	14
Delivering relevant programming	43%	43%	14%	0%	0%	14
Using a broad range of counseling strategies for serving diverse student populations	36%	50%	14%	0%	0%	14
Selecting technologies, informed by research, to promote learning for all students	29%	64%	7%	0%	0%	14
Integrating technology into your professional work	14%	86%	0%	0%	0%	14
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	64%	36%	0%	0%	0%	14

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	64%	29%	7%	0%	0%	14
Assessing student needs	43%	50%	7%	0%	0%	14
Assessing student academic outcomes	43%	43%	14%	0%	0%	14
Assessing student personal outcomes	29%	64%	7%	0%	0%	14
Assessing student social outcomes	29%	64%	7%	8%	0%	14
Assessing student career outcomes	43%	43%	14%	0%	0%	14
Using assessment results to inform and adjust practice	43%	50%	7%	0%	0%	14
Using current research to inform practice	64%	29%	7%	0%	0%	14
Using critical thinking skills to inform practice	57%	36%	7%	0%	0%	14
Engaging in reflective and evidence-based practice	64%	36%	0%	0%	0%	14
Collaborating professionally with colleagues and other relevant individuals	64%	29%	0%	0%	0%	14

B. 2018-2019 Graduation Exit Survey-Counselor Education (masters only)

*****NOTE: VCU changed how graduation surveys are conducted and the timing of the results provided to programs starting in the Fall 2019 to Spring 2020 cycle. Graduation surveys are now given over a six-month period after graduation in May with results not available the November to December period. The graduation exit survey below is from the 2018-2019 cycle.**

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

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

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

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

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

personal growth of all students						
Creating an environment that encourages the social growth of all students	72%	11 %	11%	6%	0%	18
Creating an environment that encourages the career growth of all students	72%	22%	6%	0%	0%	18
Creating an environment where high expectations are held of all students	72%	17%	11%	0%	0%	18
Creating an environment where diversity is celebrated	83%	11%	6%	0%	0%	18

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

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

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

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Implementing a comprehensive school counseling program or						

college student development program	72%	28%	0%	0%	0%	18
Understanding various ways to promote student academic success	67%	22%	11%	0%	0%	18
Understanding various ways to promote student personal success	72%	28%	0%	0%	0%	18
Understanding various ways to promote student social success	67%	33%	0%	0%	0%	18
Understanding various ways to promote student career success	72%	28%	0%	0%	0%	18
Delivering relevant programming	76%	24%	0%	0%	0%	17
Using a broad range of counseling strategies for serving diverse student populations	61%	28%	11%	0%	0%	18
Selecting technologies, informed by research, to promote learning for all students	56%	28%	16%	0%	0%	18
Integrating technology into your professional work	72%	11%	17%	0%	0%	18
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	67%	22%	11%	0%	0%	18

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

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

Assessing student personal outcomes	50%	50%	0%	0%	0%	18
Assessing student social outcomes	53%	47%	0%	0%	0%	17
Assessing student career outcomes	61%	33%	6%	0%	0%	18
Using assessment results to inform and adjust practice	61%	22%	17%	0%	0%	18
Using current research to inform practice	56%	39%	5%	0%	0%	18
Using critical thinking skills to inform practice	78%	22%	0%	0%	0%	18
Engaging in reflective and evidence-based practice	89%	11%	0%	0%	0%	18
Collaborating professionally with colleagues and other relevant individuals	72%	22%	6%	0%	0%	18

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

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

College Counseling and Student Affairs

How many years have you supervised this graduate?

	1 yr	2 yr	3 yr	4+yr	# of Responses
	42%	58%	0%	0%	7

Please rate this graduate on the following areas:

	Excellent	Good	Fair	Poor	# of Responses
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Counseling practice/skills	67%	33%	0%	0%	6
Program development and implementation	43%	57%	0%	0%	7
Evaluation of counseling/program effectiveness	14%	71%	14%	0%	7
Application of research	14%	57%	29%	0%	7
Advocacy and leadership	71%	29%	0%	0%	7
Ethical and professional behavior	100%	0%	0%	0%	7
Multicultural awareness and competence	57%	43%	0%	0%	7
Collaboration with colleagues	86%	14%	0%	0%	7
Collaboration with outside professionals	57%	43%	0%	0%	7

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	86%	14%	0%	0%	7
How satisfied are you with the overall skills and practices of this graduate?	86%	14%	0%	0%	7

	Yes	Yes, with some reservation	No	# of Responses
Would you recommend graduates of VCU's Counselor Education M.Ed. program to another employer?	86%	14%	0%	7

School Counseling

How many years have you supervised this graduate?

	1 yr	2 yr	3 yr	4+yr	# of Responses
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	26%	48%	17%	9%	23
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Please rate this graduate on the following areas:

	Excellent	Good	Fair	Poor	# of Responses
Counseling practice/skills	79%	17%	4%	0%	24
Program development and implementation	46%	50%	4%	0%	24
Evaluation of counseling/program effectiveness	46%	46%	4%	4%	24
Application of research	42%	50%	8%	4%	24
Advocacy and leadership	52%	39%	9%	0%	23
Ethical and professional behavior	88%	8%	4%	0%	24
Multicultural awareness and competence	79%	21%	0%	0%	24
Collaboration with colleagues	71%	25%	4%	0%	24
Collaboration with outside professionals	54%	42%	4%	0%	24

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	88%	13%	0%	0%	24
How satisfied are you with the overall skills and practices of this graduate?	88%	8%	4%	0%	24

	Yes	Yes, with some reservation	No	# of Responses
Would you recommend graduates of VCU's Counselor Education	96%	4%	0%	24

M.Ed. program to another employer?				
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III. Program Objectives

The master's program objectives and doctoral program objectives are connected to the 2016 CACREP student learning standards. In this section, each program objective will list the student learning outcomes for 2019.

A. Masters' Program Objectives

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

CACREP Standard	Student Learning Outcome
2.b	CCSA Practicum Students-100% (Very Good) SC Practicum Students-4% Minimal; 18% Adequate; 63% Very Good; 0% Target; 13% N/A
3.a.	CCSA Practicum Students- 67% (Very Good); 33% N/A SC Practicum Students- 4% Minimal; 23% Adequate; 68% Very Good; 0% Target; 4% N/A
3.b.	CLED 601- 100% (Exceeds)
4.a	CLED 605- 96% (Exceeds Expectations); 4% (Does not Meet Expectations)
5.a.	CCSA Practicum Students-67% (Very Good); 33% N/A SC Practicum Students-44% (Very Good); 56% (Adequate)
5.c.	CCSA Practicum Students-100% (Very Good) SC Practicum Students- 4% Minimal; 23% Adequate; 68% Very Good; 0% Target; 4% N/A
6.a.	CLED 603- 83% (Exceeds Expectations); 17% (Meets Expectations)

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

CACREP Standard	Student Learning Outcome
4.d.	CLED 605- 96% (Exceeds Expectations); 4% (Meets Expectations)
4.e.	CLED 605- 96% (Exceeds Expectations); 4% (Meets Expectations) CCSA Practicum Students-33% (Target); 67% (Very Good)

	SC Practicum Students- 0% Minimal; 13% Adequate; 46% Very Good; 0% Target; 41% N/A
4.i.	CCSA Practicum Students-33% (Target); 67% (Very Good)
	SC Practicum Students- 0% Minimal; 13% Adequate; 46% Very Good; 0% Target; 41% N/A
5.c.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students- 0% Minimal; 27% Adequate; 68% Very Good; 0% Target; 5% N/A
5.l.	CLED 602- 31.3% (Exceeds Expectations); 60.87% (Meets Expectations); 7.83% (Does not meet expectations)
7.c.	CLED 602- 92% (Exceeds Expectations); 8% (Meets Expectations)
7.e.	CLED 606- 100% (Exceeds Expectations)
7.h.	EDUS 660-8% (Advanced); 78% (Proficient); 14% (Needs improvement)
7.i.	CCSA Practicum Students- 33% (Target); 67% (Very Good)
	SC Practicum Students-68% (Very Good); 32% (Adequate)
7.j.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students-68% (Very Good); 32% (Adequate)
7.k.	EDUS 660- 14% (Advanced); 79% (Proficient); 7% Needs Improvement
7.m.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students- 0% Minimal; 41% Adequate; 41% Very Good; 0% Target; 18% N/A

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

CACREP Standard	Student Learning Outcome
8.b.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students-68% (Very Good); 32% (Adequate)
8.e.	CCSA Practicum Students-100% (Very Good)
	SC Practicum Students-68% (Very Good); 32% (Adequate)
8.f.	EDUS 660- 21% (Advanced); 71% (Proficient); 8% Needs Improvement
8.g.	EDUS 660- 21% (Advanced); 71% (Proficient); 8% Needs Improvement
8.i.	CCSA Practicum Students-67% (Very Good); 33% N/A
	SC Practicum Students- 0% Minimal; 41% Adequate; 41% Very Good; 0% Target; 18% N/A
8.j.	EDUS 660- 35% (Advanced); 65% (Proficient);

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

CACREP Standard	Student Learning Outcome
1.d.	SC Practicum Students- 0% Minimal; 14% Adequate; 86% Very Good; 0% Target; 18% N/A CCSA Practicum Students-100% (Very Good)
1.f.	CCSA Practicum Students-67% (Very Good); 33% (Target) SC Practicum Students- 0% Minimal; 4% Adequate; 86% Very Good; 5% Target; 5% N/A
2.b.	CCSA Practicum Students-100% (Very Good) SC Practicum Students- 4% Minimal; 18% Adequate; 64% Very Good; 0% Target; 14% N/A
3.e.	CCSA Practicum Students-100% (Very Good) SC Practicum Students- 0% Minimal; 14% Adequate; 45% Very Good; 0% Target; 41% N/A

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

CACREP Standard	Student Learning Outcome
1.i.	CCSA Practicum Students-100% (Very Good) SC Practicum Students- 0% Minimal; 5% Adequate; 90% Very Good; 0% Target; 5% N/A
1.k.	CCSA Practicum Students-100% (Very Good) SC Practicum Students- 0% Minimal; 5% Adequate; 90% Very Good; 0% Target; 5% N/A
2.c.	CCSA Practicum Students-33% (Very Good); 67% N/A SC Practicum Students- 4% Minimal; 18% Adequate; 64% Very Good; 0% Target; 14% N/A
3.i.	CLED 615- 93% (Meets Expectations); 7% Meets Minimum Expectations
4.j.	CLED 605- 95% (Exceeds Expectations); 5% (Meets Expectations)
5.d.	CCSA Practicum Students-67% (Very Good); 33% Target SC Practicum Students- 0% Minimal; 5% Adequate; 90% Very Good; 0% Target; 5% N/A
5.f.	CLED 602- 88% (Exceeds Expectations); 6% (Meets Expectations)
6.g.	CLED 603- 58% (Exceeds Expectations); 42% (Meets Expectations)
7.m.	CCSA Practicum Students-100% (Very Good) SC Practicum Students- 0% Minimal; 41% Adequate; 41% Very Good; 0% Target; 18% N/A
8.j.	EDUS 660- 35% (Advanced); 65% (Proficient)

B. Doctoral Program Objectives

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

CACREP Standard	Student Learning Outcome
5.a.	CLED 720-100%-(Exceeds)
5.b.	CLED 720-100%-(Exceeds)
5.c.	CLED 720-100%-(Exceeds)
5.d.	Comprehensive Exam-60% (Strong Response); 40% (Satisfactory Response)
5.e.	CLED 720-100%-(Exceeds)
5.f.	CLED 720-100%-(Exceeds)
5.g.	CLED 730-100% (Exceeds)
5.h.	CLED 720-100% (Exceeds)
5.i.	CLED 720-100% (Exceeds)
5.j.	CLED 720-100% (Exceeds)
5.k.	CLED 720-60%-(Exceeds); 40%-(Meets)
5.l.	CLED 720-100%-(Exceeds)

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

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

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

CACREP Standard	Student Learning Outcome
1.a.	CLED 730-100% (Exceeds Expectations)
1.b.	CLED 730-100% (Exceeds Expectations)
1.c.	CLED 730-100% (Exceeds Expectations)
1.d.	CLED 730-71% (Exceeds Expectations); 29% (N/A)
1.e.	CLED 730-60% (Exceeds Expectations); 40% (Meets)
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% (Exceeds Expectations); 12.5%% (Meets)
2.b.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.c.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.d.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.e.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.f.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.g.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.h.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.i.	CLED 720-87.5% (Exceeds Expectations); 12.5%% (Meets)
2.j.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
2.k.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)

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

CACREP Standard	Student Learning Outcome
4.a.	Comprehensive Exam-20% Strong Responses; 70% Satisfactory Response; 10% Limited Response
4.c.	Comprehensive Exam-20% Strong Responses; 70% Satisfactory Response; 10% Limited Response
4.e.	CLED 721-100% (Exceeds Expectations)
4.f.	CLED 721-100% (Exceeds Expectations)
4.g.	Comprehensive Exam-20% Strong Responses; 70% Satisfactory Response; 10% Limited Response
4.h.	CLED 730- 80% (Exceeds Expectations); 20% (Meets Expectations) CLED 740- 87.5% (Strong); 12.5%% (Satisfactory)

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

CACREP Standard	Student Learning Outcome
1.f.	CLED 730- 100% (Exceeds Expectations)
2.k.	CLED 740- 87.5% (Exceeds Expectations); 12.5%% (Meets)
3.h.	CLED 721-100% (Exceeds)
5.k.	CLED 720-60%-(Exceeds); 40%-(Meets)
5.l.	CLED 720-100% (Exceeds)

IV. Comprehensive Exam Pass Rates (Masters-only; 2019)

Test	N	Summer	Fall	l
Comp. Exam	32	100% pass	N/A	N/A

V. Student Dispositions

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

A. Masters Students

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

Section I Dispositions	% Target	% Very Good	% Adequate	% Minimal	% Not Met
1. Openness to new ideas	47.62%	52.38%	0%	0%	0%
2. Flexibility	0%	100%	0%	0%	0%
3. Cooperativeness with others	0%	100%	0%	0%	0%
4. Willingness to accept and use feedback	57.14%	42.86%	0%	0%	0%
5. Awareness of own impact on others	4.76%	90.48%	4.76%	0%	0%
6. Ability to deal with conflict	0%	100%	0%	0%	0%
7. Ability to accept personal responsibility	28.57%	66.67%	4.76%	0%	0%
8. Ability to express feelings effectively and appropriately	23.81%	66.67%	9.52%	0%	0%
9. Attention to ethical and legal considerations	0%	100%	0%	0%	0%
10. Initiative and motivation	52.38%	42.86%	4.76%	0%	0%

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

Section I Dispositions	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Openness to new ideas	0%	0%	0%	100%	0%	0%
2. Flexibility	0%	0%	4.55%	95.45%	0%	0%
3. Cooperativeness with others	0%	0%	0%	100%	0%	0%
4. Willingness to accept and use feedback	0%	0%	0%	100%	0%	0%
5. Awareness of own impact on others	0%	0%	19.05%	80.95%	0%	0%
6. Ability to deal with conflict	0%	0%	18.18%	77.27%	0%	4.55%
7. Ability to accept personal responsibility	0%	0%	9.09%	90.91%	0%	0%
8. Ability to express feelings effectively and appropriately	0%	0%	4.55%	95.45%	0%	0%
9. Attention to ethical and legal considerations	0%	0%	22.73%	77.27%	0%	0%
10. Initiative and motivation	0%	0%	13.64%	81.82%	4.55%	0%

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

Section I Dispositions	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Openness to new ideas	0%	0%	0%	66.67%	33.33%	0%
2. Flexibility	0%	0%	0%	66.67%	33.33%	0%
3. Cooperativeness with others	0%	0%	0%	66.67%	33.33%	0%

4. Willingness to accept and use feedback	0%	0%	0%	100%	0%	0%
5. Awareness of own impact on others	0%	0%	0%	100%	0%	0%
6. Ability to deal with conflict	0%	0%	0%	100%	0%	0%
7. Ability to accept personal responsibility	0%	0%	0%	66.67%	33.33%	0%
8. Ability to express feelings effectively and appropriately	0%	0%	0%	100%	0%	0%
9. Attention to ethical and legal considerations	0%	0%	0%	100%	0%	0%
10. Initiative and motivation	0%	0%	0%	100%	0%	0%

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

Section I Dispositions	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Openness to new ideas	0%	0%	0%	0%	100%	0%
2. Flexibility	0%	0%	0%	0%	100%	0%
3. Cooperativeness with others	0%	0%	0%	0%	100%	0%
4. Willingness to accept and use feedback	0%	0%	0%	0%	100%	0%
5. Awareness of own impact on others	0%	0%	0%	33.33%	66.67%	0%
6. Ability to deal with conflict	0%	0%	0%	0%	100%	0%
7. Ability to accept personal responsibility	0%	0%	0%	0%	100%	0%
8. Ability to express feelings effectively and appropriately	0%	0%	0%	0%	100%	0%
9. Attention to ethical and legal considerations	0%	0%	0%	0%	100%	0%
10. Initiative and motivation	0%	0%	0%	11.11%	88.89%	0%

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

Section I Dispositions	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Openness to new ideas	0%	0%	0%	0%	100%	0%
2. Flexibility	0%	0%	0%	9.09%	90.91%	0%
3. Cooperativeness with others	0%	0%	0%	9.09%	90.91%	0%
4. Willingness to accept and use feedback	0%	0%	0%	9.09%	90.91%	0%
5. Awareness of own impact on others	0%	0%	0%	18.18%	81.82%	0%
6. Ability to deal with conflict	0%	0%	0%	18.18%	81.82%	0%
7. Ability to accept personal responsibility	0%	0%	0%	18.18%	81.82%	0%
8. Ability to express feelings effectively and appropriately	0%	0%	0%	9.09%	90.91%	0%
9. Attention to ethical and legal considerations	0%	0%	0%	9.09%	90.91%	0%
10. Initiative and motivation	0%	0%	0%	0%	100%	0%

B. Doctoral Students

A. Professional Dispositions	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations
1. Self Awareness	0%	0%	100%
2. Emotional Stability	0%	50%	50%
3. Self Control	0%	0%	100%
4. Cooperativeness	0%	0%	100%
5. Adaptability	0%	0%	100%
6. Ability to be a team player	0%	0%	100%
1. Dependability	0%	0%	100%
2. Use of Suggestions and constructive criticism	0%	0%	100%
3. Promptness	0%	0%	100%
4. Ability to work independently	0%	0%	100%
5. Willingness to assume responsibility	0%	0%	100%
6. Initiative	0%	50%	50%
7. Cross Cultural Competence/ Multicultural Sensitivity	0%	100%	0%

VI. Clinical Data

A. *Masters Practicum and Internship Clinical Evaluation Data*

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

Please check your level of agreement with the following statements:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Site Supervisor (My supervisor...					
Explained his/her role as my supervisor	33.33%	0%	0%	66.67%	0%
Made me feel at ease with the supervisory process	33.33%	0%	16.67%	50%	0%
Gave me feedback about my role as a counselor	16.67%	50%	0%	33.33%	0%
Gave me feedback I could use	16.67%	16.67%	33.33%	33.33%	0%
Helped me clarify the major issues that my client brought to the session	16.67%	16.67%	33.33%	33.33%	0%
Assisted me in understanding my own feelings about the client and his/her issues	33.33%	0%	16.67%	50%	0%
Encouraged me to develop a plan for the semester	16.67%	0%	16.67%	66.67%	0%
Modeled appropriate techniques when necessary	33.33%	0%	33.33%	33.33%	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	33.33%	0%	16.67%	50%	0%
Provided opportunities to experience the professional role	33.33%	16.67%	0%	50%	0%
Provided one hour per week supervision as required	16.67%	0%	16.67%	50%	0%
Provided appropriate supervision in addition to the one hour a week requirement	16.67%	16.67%	0%	66.67%	0%
About your Supervisor (My supervisor helped promote....)					
My professional identity by encouraging membership in professional organizations	16.67%	16.67%	33.33%	33.33%	50%
Opportunities for me to meet the course requirements according to the syllabus	16.67%	33.33%	0%	50%	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	16.67%	0%	50%	33.33%	0%
My feelings and thoughts about my supervisor (I felt...)					
Confident of the counseling skills of my supervisor	33.33%	16.67%	0%	33.33%	0%
My supervisor respected me and was concerned with my professional growth	33.33%	0%	0%	66.67%	0%

My supervisor was committed to his/her role as a supervisor	33.33%	0%	0%	66.67%	0%
My supervisor motivated and encouraged me	33.33%	0%	0%	66.67%	0%
My supervisor served as an appropriate professional role model	33.33%	0%	16.67%	50%	0%
Supervision sessions allowed for personal and professional growth	33.33%	0%	16.67%	50%	0%
My supervisor recognizes his/her own limitations	33.33%	0%	0%	66.67%	0%
My supervisor was genuine, congruent, empathic, and honest	33.33%	0%	0%	66.67%	0%
My supervisor consistently modeled effective time management and organization skills	33.33%	0%	16.67%	50%	0%
How the Supervisor Helped (My supervisor helped me...)					
Clarify my own ideas about counseling theory	16.67%	33.33%	0%	33.33%	16.67%
Focus on specific counseling strategies and plans to assist the client	16.67%	33.33%	0%	33.33%	16.67%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	16.67%	16.67%	50%	16.67%	0%
Develop techniques to resolve conflict	16.67%	16.67%	50%	16.67%	0%
Understand the counselor's role in the Crisis Plan for this site	16.67%	16.67%	16.67%	50%	0%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	16.67%	0%	50%	33.33%	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	16.67%	16.67%	16.67%	50%	0%
Find opportunities to offer a variety of counseling or support groups	16.67%	0%	33.33%	50%	0%

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

Please check your level of agreement with the following statements:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Site Supervisor (My supervisor...					
Explained his/her role as my supervisor	0%	14.29%	14.29%	71.43%	0%
Made me feel at ease with the supervisory process	0%	9.52%	9.52%	80.95%	0%
Gave me feedback about my role as a counselor	0%	4.76%	28.57%	66.67%	0%
Gave me feedback I could use	0%	0%	28.57%	71.43%	0%
Helped me clarify the major issues that my client brought to the session	0%	4.76%	33.33%	61.9%	0%
Assisted me in understanding my own feelings about the client and his/her issues	0%	9.52%	33.33%	57.14%	0%
Encouraged me to develop a plan for the semester	0%	4.76%	28.57%	66.67%	0%
Modeled appropriate techniques when necessary	0%	4.76%	19.05%	76.19%	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	14.29%	85.71%	0%
Provided opportunities to experience the professional role	0%	0%	4.76%	95.24%	0%
Provided one hour per week supervision as required	4.76%	0%	14.29%	80.95%	0%
Provided appropriate supervision in addition to the one hour a week requirement	4.76%	0%	23.81%	71.43%	0%
About your Supervisor (My supervisor helped promote....)					
My professional identity by encouraging membership in professional organizations	0%	15%	25%	55%	0%
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	25%	75%	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	10%	90%	0%
My feelings and thoughts about my supervisor (I felt...)					
Confident of the counseling skills of my supervisor	0%	10.53%	5.26%	84.21%	0%
My supervisor respected me and was concerned with my professional growth	0%	0%	10%	90%	0%
My supervisor was committed to his/her role as a supervisor	0%	5%	20%	75%	0%

My supervisor motivated and encouraged me	0%	0%	15%	85%	0%
My supervisor served as an appropriate professional role model	0%	0%	25%	75%	0%
Supervision sessions allowed for personal and professional growth	5%	0%	25%	70%	0%
My supervisor recognizes his/her own limitations	0%	0%	30%	70%	0%
My supervisor was genuine, congruent, empathic, and honest	0%	0%	10%	90%	0%
My supervisor consistently modeled effective time management and organization skills	0%	10%	30%	60%	0%
How the Supervisor Helped (My supervisor helped me...)					
Clarify my own ideas about counseling theory	0%	19.05%	38.1%	33.33%	0%
Focus on specific counseling strategies and plans to assist the client	0%	4.76%	42.86%	52.38%	0%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	0%	0%	19.05%	80.95%	0%
Develop techniques to resolve conflict	0%	4.76%	28.57%	61.9%	0%
Understand the counselor's role in the Crisis Plan for this site	0%	4.76%	28.57%	66.67%	0%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	14.29%	85.71%	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	4.76%	19.05%	76.19%	0%
Find opportunities to offer a variety of counseling or support groups	0%	4.76%	23.81%	71.43%	0%

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

	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	0%	100%	0%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	0%	100%	0%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	0%	100%	0%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	33.33%	66.67%	0%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	0%	100%	0%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	0%	100%	0%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	0%	100%	0%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	0%	100%	0%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	0%	66.67%	33.33%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	0%	100%	0%	0%
11. Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	0%	66.67%	33.33%	0%
12. Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 1.i; 5.d.; CCSA 2.p.)	0%	0%	0%	100%	0%	0%
13. Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h., CCSA 3.b-d)	0%	0%	0%	100%	0%	0%
14. Develops effective measurable outcomes for students (CACREP 5.i;8.d)	0%	0%	33.33%	66.67%	0%	0%
15. Demonstrates effective crisis intervention and psychological first aid strategies and being part of a community outreach or emergency management response team (CACREP 1.c; 5.m; CCSA 2.b)	0%	0%	0%	33.33%	0%	66.67%

16. Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a.;5.a.; CCSA 1.b)	0%	0%	0%	66.67%	0%	33.33%
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Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	0%	0%	100%	0%	0%
2. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	66.67%	33.33%	0%
3. Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i.j; CCSA 1.e)	0%	0%	0%	66.67%	33.33%	0%
4. Collects and analyzes data ethically to guide decision making related to academic, personal, and career success (7.m; 8.i; CCSA 3.e.)	0%	0%	0%	100%	0%	0%
5. Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	0%	0%	100%	0%	0%
6. Plans and implements groups effectively (6.e,.h)	0%	0%	0%	100%	0%	0%
7. Demonstrates effective group leadership skills (6.d)	0%	0%	0%	100%	0%	0%
8. Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	0%	0%	100%	0%	0%
9. Demonstrates effective presentation skills	0%	0%	0%	100%	0%	0%
10. Designs and implements programs and services offered in higher education environments and evaluates those programs and services through developed outcome measures (8.d-e, g; CCSA 3.a)	0%	0%	0%	100%	0%	0%
11. Demonstrates evidence-based strategies to assist individuals in higher education settings with personal/social development (5.j;8.b; CCSA 3.b.)	0%	0%	0%	100%	0%	0%
12. Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	0%	0%	0%	66.67%	0%	33.33%

13. Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	0%	0%	0%	33.33%	0%	66.67%
14. Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	0%	0%	66.67%	0%	33.33%
15. Collaborates and consults within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational settings (5.c; CCSA 3.a.)	0%	0%	0%	100%	0%	0%
16. Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	0%	0%	0%	33.33%	0%	66.67%
17. Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f.)	0%	0%	0%	66.67%	0%	33.33%
Total/Percentage	0%	0%	0%	82.35%	3.92%	13.73%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	0%	0%	100%	0%	0%
2. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	66.67%	33.33%	0%
3. Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i,j; CCSA 1.e)	0%	0%	0%	66.67%	33.33%	0%
4. Collects and analyzes data ethically to guide decision making related to academic, personal, and career success (7.m; 8.i; CCSA 3.e.)	0%	0%	0%	100%	0%	0%

5. Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	0%	0%	100%	0%	0%
6. Plans and implements groups effectively (6.e,.h)	0%	0%	0%	100%	0%	0%
7. Demonstrates effective group leadership skills (6.d)	0%	0%	0%	100%	0%	0%
8. Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	0%	0%	100%	0%	0%
9. Demonstrates effective presentation skills	0%	0%	0%	100%	0%	0%
10. Designs and implements programs and services offered in higher education environments and evaluates those programs and services through developed outcome measures (8.d-e, g; CCSA 3.a)	0%	0%	0%	100%	0%	0%
11. Demonstrates evidence-based strategies to assist individuals in higher education settings with personal/social development (5.j;8.b; CCSA 3.b.)	0%	0%	0%	100%	0%	0%
12. Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	0%	0%	0%	66.67%	0%	33.33%
13. Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	0%	0%	0%	33.33%	0%	66.67%
14. Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	0%	0%	66.67%	0%	33.33%
15. Collaborates and consults within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational settings (5.c; CCSA 3.a.)	0%	0%	0%	100%	0%	0%
16. Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	0%	0%	0%	33.33%	0%	66.67%
17. Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement,	0%	0%	0%	66.67%	0%	33.33%

including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f.)						

Section IV Professional Development	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Joins professional organizations (1.f; CCSA 2.o)	0%	0%	0%	66.67%	33.33%	0%
2. Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	0%	0%	0%	66.67%	33.33%	0%
3. Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	0%	0%	0%	66.67%	33.33%	0%
4. Uses current literature and research in developing programs and interventions (CCSA 3.e.)	0%	0%	0%	66.67%	33.33%	0%
5. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher education settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b, c, h; CCSA 2.j)	0%	0%	0%	100%	0%	0%
6. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.m)	0%	0%	0%	100%	0%	0%
7. Understands and demonstrates role and identity of a professional counselor in higher education settings, including being a member of the school community and an advocate for students and the profession (1.b.d.; CCSA 2.a)	0%	0%	0%	100%	0%	0%
Total/Percentage	0%	0%	0%	80.95%	19.05%	0%

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

Section II Counseling Skills	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	9.09%	90.91%	0%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	22.73%	77.27%	0%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	31.82%	68.18%	0%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	18.18%	81.82%	0%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	4.55%	95.45%	0%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	9.09%	90.91%	0%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	36.36%	63.64%	0%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	18.18%	81.82%	0%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	22.73%	77.27%	0%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	9.09%	90.91%	0%	0%
11. Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	18.18%	81.82%	0%	0%
12. Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 5.D.)	0%	4.55%	18.18%	77.27%	0%	0%
13. Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	0%	0%	18.18%	81.82%	0%	0%
14. Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	22.73%	77.27%	0%	0%

15. Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	0%	0%	27.27%	45.45%	0%	27.27%
16. Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a; 5.a)	0%	4.55%	22.73%	68.18%	0%	4.55%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	0%	0%	31.82%	68.18%	0%	0%
2. Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	0%	0%	31.82%	63.64%	4.55%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	0%	0%	36.36%	54.55%	0%	9.09%
4. Understands models of P-12 comprehensive career development and utilizes developmentally appropriate and evidence-based career counseling interventions and assessments (4.e-f,j; 5.j; 8.b; SC 1.b,e, 3.e.)	0%	0%	13.64%	45.45%	0%	40.91%
5. Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	0%	0%	4.55%	95.45%	0%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	13.64%	31.82%	0%	54.55%
7. Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f., SC 3.h.)	0%	4.55%	22.73%	59.09%	0%	13.64%
8. Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	0%	0%	27.27%	27.27%	0%	45.45%
9. Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	0%	0%	22.73%	27.27%	0%	50%

10. Offers strategies to promote equity in student achievement and college access (SC 3.k.)	0%	0%	9.09%	27.27%	0%	63.64%
11. Collects, analyzes and uses data ethically to inform decision making and advocate for students and programs (7.m., 8.c.i., SC 3.n., SC 3.o.)	0%	0%	40.91%	40.91%	0%	18.18%
12. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	18.18%	77.27%	4.55%	0%
13. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	18.18%	81.82%	0%	0%
14. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	0%	27.27%	68.18%	0%	4.55%
15. Understands operation of emergency management plan and the roles and school counselors during crises, disasters, and other trauma-causing events (1.c., SC 2.e.)	0%	0%	40.91%	45.45%	0%	13.64%
16. Understands an effective referral process and knowledge of community resources and promotes access of a variety of resources to school community (5.k.; SC 2.k.)	0%	0%	27.27%	59.09%	0%	13.64%
17. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l.)	0%	0%	18.18%	72.73%	0%	9.09%
18. Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	0%	0%	9.09%	31.82%	0%	59.09%
19. Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	0%	0%	31.82%	63.64%	4.55%	0%
20. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	4.55%	90.91%	4.55%	0%
Total/Percentage	0%	0.23%	22.5%	56.59%	0.91%	19.77%

Section IV Professional Development	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
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1. Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	0%	0%	22.73%	68.18%	0%	9.09%
2. Attends and/or participates in professional development opportunities such as conferences, workshops, as well as being a member of professional counseling organizations (CACREP 1.f.L; SC 2.l.)	0%	0%	4.55%	86.36%	4.55%	4.55%
3. Models and supports the university, unit, and professional ethical code of conduct at all times (1.i; 5.d; SC 2.n.)	0%	0%	4.55%	90.91%	0%	4.55%
4. Uses current literature and research in counseling activities (SC 3.n.o.)	0%	0%	13.64%	81.82%	0%	4.55%
5. Understands and demonstrates role and identity of a professional school counselor, including being a member of the school community and an advocate for students and the profession (1.b.d.)	0%	0%	13.64%	86.36%	0%	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.)	0%	0%	4.55%	95.45%	0%	0%
7. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in k-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2. b, c, h)	0%	4.55%	18.18%	63.64%	0%	13.64%
Total/Percentage	0%	0.65%	11.69%	81.82%	0.65%	5.19%

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

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable
Explained his/her role as my supervisor	0%	25%	25%	50%	0%
Made me feel at ease with the supervisory process	0%	25%	25%	50%	0%
Gave me feedback about my role as a counselor	0%	0%	75%	25%	0%
Gave me feedback I could use	0%	25%	25%	50%	0%
Helped me clarify the major issues that my client brought to the session	0%	25%	25%	50%	0%
Assisted me in understanding my own feelings about the client and his/her issues	0%	25%	25%	50%	0%
Encouraged me to develop a plan for the semester	25%	0%	25%	50%	0%
Modeled appropriate techniques when necessary	0%	0%	50%	50%	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	50%	50%	0%
Provided opportunities to experience the professional role	0%	0%	75%	25%	0%
Provided one hour per week supervision as required	0%	0%	25%	75%	0%
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	50%	50%	0%

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable
My professional identity by encouraging membership in professional organizations	0%	25%	0%	50%	25%
Opportunities for me to meet the course requirements according to the syllabus	0%	50%	0%	50%	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	50%	50%	0%

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable
Confident of the counseling skills of my supervisor	0%	25%	50%	25%	0%
My supervisor respected me and was concerned with my professional growth	0%	50%	0%	50%	0%
My supervisor was committed to his/her role as a supervisor	0%	25%	25%	50%	0%
My supervisor motivated and encouraged me	0%	25%	25%	50%	0%
My supervisor served as an appropriate professional role model	0%	25%	25%	50%	0%
Supervision sessions allowed for personal and professional growth	0%	25%	25%	50%	0%
My supervisor recognizes his/her own limitations	0%	25%	25%	50%	0%
My supervisor was genuine, congruent, empathic, and honest	0%	0%	50%	50%	0%
My supervisor consistently modeled effective time management and organization skills	0%	25%	25%	50%	0%

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable
Clarify my own ideas about counseling theory	0%	25%	50%	25%	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%	25%	25%	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	25%	0%	25%	50%	0%
Find opportunities to offer a variety of counseling or support groups	25%	0%	25%	50%	0%

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

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable
Explained his/her role as my supervisor	0%	0%	25%	75%	0%
Made me feel at ease with the supervisory process	0%	0%	12.5%	87.5%	0%
Gave me feedback about my role as a counselor	0%	0%	18.75%	81.25%	0%
Gave me feedback I could use	0%	0%	18.75%	81.25%	0%
Helped me clarify the major issues that my client brought to the session	0%	6.25%	12.5%	81.25%	0%
Assisted me in understanding my own feelings about the client and his/her issues	0%	6.25%	12.5%	81.25%	0%
Encouraged me to develop a plan for the semester	0%	0%	12.5%	87.5%	0%
Modeled appropriate techniques when necessary	0%	6.25%	6.25%	87.5%	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%	12.5%	87.5%	0%
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	18.75%	81.25%	0%

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable

My professional identity by encouraging membership in professional organizations	0%	0%	25%	75%	0%
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	6.25%	93.75%	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	12.5%	87.5%	0%
Total/Percentage	0%	0%	14.58%	85.42%	0%

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable
Confident of the counseling skills of my supervisor	6.25%	0%	12.5%	81.25%	0%
My supervisor respected me and was concerned with my professional growth	0%	0%	6.25%	93.75%	0%
My supervisor was committed to his/her role as a supervisor	0%	0%	18.75%	81.25%	0%
My supervisor motivated and encouraged me	0%	0%	0%	100%	0%
My supervisor served as an appropriate professional role model	0%	0%	12.5%	87.5%	0%
Supervision sessions allowed for personal and professional growth	0%	0%	18.75%	81.25%	0%
My supervisor recognizes his/her own limitations	0%	6.25%	18.75%	75%	0%
My supervisor was genuine, congruent, empathic, and honest	0%	0%	6.25%	93.75%	0%
My supervisor consistently modeled effective time management and organization skills	0%	0%	12.5%	87.5%	0%

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable
Clarify my own ideas about counseling theory	0%	6.25%	56.25%	37.5%	0%
Focus on specific counseling strategies and plans to assist the client	0%	0%	31.25%	68.75%	0%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	0%	6.25%	18.75%	75%	0%
Develop techniques to resolve conflict	0%	12.5%	18.75%	68.75%	0%
Understand the counselor's role in the Crisis Plan for this site	0%	0%	18.75%	81.25%	0%
Meet with individual students from a variety of backgrounds, ages,	0%	0%	6.25%	93.75%	0%

race/ethnicities, developmental levels, and issues/concerns					
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	12.5%	87.5%	0%
Find opportunities to offer a variety of counseling or support groups	0%	0%	12.5%	87.5%	0%

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

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

14. Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	0%	0%	100%	0%
15. Demonstrates effective crisis intervention and psychological first aid strategies and being part of a community outreach or emergency management response team (CACREP 1.c; 5.m; CCA 2.b)	0%	0%	0%	0%	100%	0%
16. Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a.;5.a.; CCSA 1.b)	0%	0%	0%	0%	100%	0%
Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	0%	0%	0%	0%	100%	0%
2. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	11.11 %	88.89 %	0%
3. Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i,j; CCSA 1.e)	0%	0%	0%	0%	100%	0%
4. Collects and analyzes data ethically to guide decision making related to academic, personal, and career success (7.m; 8.i; CCSA 3.e.)	0%	0%	0%	0%	100%	0%
5. Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	0%	0%	0%	0%	100%	0%
6. Plans and implements groups effectively (6.e,.h)	0%	0%	0%	0%	100%	0%
7. Demonstrates effective group leadership skills (6.d)	0%	0%	0%	0%	100%	0%
8. Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	0%	0%	0%	0%	100%	0%
9. Demonstrates effective presentation skills	0%	0%	0%	0%	100%	0%
10. Designs and implements programs and services offered in higher education environments and evaluates those programs and services through developed outcome measures (8.d-e, g; CCSA 3.a)	0%	0%	0%	0%	100%	0%

11. Demonstrates evidence-based strategies to assist individuals in higher education settings with personal/social development (5.j;8.b; CCSA 3.b.)	0%	0%	0%	0%	100%	0%
12. Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	0%	0%	0%	0%	100%	0%
13. Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	0%	0%	0%	0%	100%	0%
14. Uses multiple data sources to inform programs and services in postsecondary educational settings (CACREP 5.k.; CCSA 3.e.)	0%	0%	0%	0%	100%	0%
15. Collaborates and consults within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational settings (5.c; CCSA 3.a.)	0%	0%	0%	0%	100%	0%
16. Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	0%	0%	0%	0%	100%	0%
17. Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f.)	0%	0%	0%	0%	100%	0%
Section IV Professional Development	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Joins professional organizations (1.f; CCSA 2.o)	0%	0%	0%	0%	100%	0%
2. Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	0%	0%	0%	0%	100%	0%
3. Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	0%	0%	0%	0%	100%	0%

4. Uses current literature and research in developing programs and interventions (CCSA 3.e.)	0%	0%	0%	0%	100%	0%
5. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher education settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b, c, h; CCSA 2.j)	0%	0%	0%	0%	100%	0%
6. Demonstrates an awareness of need for personal and professional self-care by engaging in self- evaluation and consultation with supervisors and faculty (1.k.L.m)	0%	0%	0%	0%	100%	0%
7. Understands and demonstrates role and identity of a professional counselor in higher education settings, including being a member of the school community and an advocate for students and the profession (1.b.d.; CCSA 2.a)	0%	0%	0%	0%	100%	0%

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

Section II Counseling Skills	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	0%	0%	100%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	0%	9.09%	90.91%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	0%	9.09%	90.91%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	0%	9.09%	90.91%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	0%	9.09%	90.91%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	0%	9.09%	90.91%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	0%	9.09%	90.91%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	0%	9.09%	90.91%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	0%	9.09%	90.91%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	0%	9.09%	90.91%	0%
11. Counselor is present, open to student and practices immediacy and concreteness (5.g)	0%	0%	0%	0%	100%	0%
12. Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 5.D.)	0%	0%	0%	9.09%	90.91%	0%
13. Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	0%	0%	0%	0%	100%	0%
14. Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	0%	0%	0%	0%	100%	0%

15. Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	0%	0%	0%	9.09%	90.91%	0%
16. Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a; 5.a)	0%	0%	0%	45.45%	54.55%	0%
Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	0%	0%	0%	0%	100%	0%
2. Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	0%	0%	0%	0%	100%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	0%	0%	0%	9.09%	90.91%	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%	54.55%	45.45%	0%
5. Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	0%	0%	0%	9.09%	90.91%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	0%	81.82%	18.18%	0%
7. Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f., SC 3.h.)	0%	0%	0%	90.91%	9.09%	0%
8. Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	0%	0%	0%	72.73%	27.27%	0%
9. Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	0%	0%	0%	72.73%	27.27%	0%

10. Offers strategies to promote equity in student achievement and college access (SC 3.k.)	0%	0%	0%	81.82 %	18.18 %	0%
11. Collects, analyzes and uses data ethically to inform decision making and advocate for students and programs (7.m., 8.c.i., SC 3.n., SC 3.o.)	0%	0%	0%	9.09%	90.91 %	0%
12. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	0%	9.09%	90.91 %	0%
13. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	0%	9.09%	90.91 %	0%
14. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	0%	0%	18.18 %	81.82 %	0%
15. Understands operation of emergency management plan and the roles and school counselors during crises, disasters, and other trauma-causing events (1.c., SC 2.e.)	0%	0%	0%	27.27 %	72.73 %	0%
16. Understands an effective referral process and knowledge of community resources and promotes access of a variety of resources to school community (5.k.; SC 2.k.)	0%	0%	0%	63.64 %	36.36 %	0%
17. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l.)	0%	0%	0%	18.18 %	81.82 %	0%
18. Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	0%	0%	0%	9.09%	90.91 %	0%
19. Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	0%	0%	0%	27.27 %	72.73 %	0%
20. Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	0%	0%	0%	0%	100%	0%
Section IV Professional Development	% Not Met	% Minimal	% Adequate	% Very Good	% Target	% N/A
1. Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	0%	0%	0%	18.18 %	81.82 %	0%

2. Attends and/or participates in professional development opportunities such as conferences, workshops, as well as being a member of professional counseling organizations (CACREP 1.f.L; SC 2.l.)	0%	0%	0%	9.09%	90.91%	0%
3. Models and supports the university, unit, and professional ethical code of conduct at all times (1.i; 5.d; SC 2.n.)	0%	0%	0%	0%	100%	0%
4. Uses current literature and research in counseling activities (SC 3.n.o.)	0%	0%	0%	9.09%	90.91%	0%
5. Understands and demonstrates role and identity of a professional school counselor, including being a member of the school community and an advocate for students and the profession (1.b.d.)	0%	0%	0%	0%	100%	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.)	0%	0%	0%	9.09%	90.91%	0%
7. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in k-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2. b, c, h)	0%	0%	0%	54.55%	45.45%	0%
Total/Percentage	0%	0%	0%	14.29%	85.71%	0%

B. Doctoral Advanced Practicum Clinical Evaluation Data

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

Statement	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	N/A
Counseling Skills and Process				
Genuine interest in clients	100%	0%	0%	0%
Ability to understand the client's point of view	100%	0%	0%	0%
Ability to relate to diverse clients	50%	50%	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.)	50%	50%	0%	0%
Competence in Implementation				
Assessment and evaluation skills	100%	0%	0%	0%
Implementation of individual counseling techniques	50%	0%	0%	50%
Implementation of group counseling techniques	50%	50%	0%	0%
Ability to plan and implement developmental activities for clients	100%	0%	0%	0%
Ability to establish and implement consultation relationships	70%	20%	0%	10%

VII. Student Learning Outcomes for Key Performance Indicators

A. Masters Core

CACREP CORE Standards	Courses	Assessment	Spring 2020	Summer 2019	Fall 2019
1. Professional Counseling Orientation & Professional Practice Key Assessments: 600 Interview (Rubric) & Clinical Continuum					
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	CLED 600	Interview	N/A	100% (Exceeds)	100% (Exceeds)
	CLED 604	SC Clinical Evaluation	N/A	N/A	86%-Very Good 14%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	C Clinical Evaluation	100% Target	N/A	N/A
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	CLED 600	Interview	N/A	100% (Exceeds)	100% (Exceeds)
	CLED 601	Reflection Papers	N/A	78% (Exceeds Expectations); 22% (Meets	100% Exceeds Expectations

				Expectations)	
	CLED 604	SC Clinical Evaluation	N/A	N/A	45%-Very Good; 41%-Adequate; 14%-N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	33%-Very Good 67%-N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	NA
	CLED 672 (SC)	C Clinical Evaluation	73%-Target 27%-Very Good	N/A	N/A

2. Social & Cultural Diversity

Key Assessments: Film Analysis (Rubric) & Clinical Continuum

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	CLED 604	SC Clinical Evaluation	N/A	N/A	4% Minimal; 18%-Adequate; 64% Very Good; 14% N/A
	CLED 607	Film Analysis	82% Exceeds; 18% Meets	52% Exceeds; 48% Meets	N
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good

	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section IV-#7	45%-Target 55%-Very Good	N/A	N/At
c. multicultural counseling competencies	CLED 604	SC Clinical Evaluation	100%-Very Good	N/A	4% Minimal; 18%-Adequate; 64% Very Good; 14% N/A
	CLED 607	Film Analysis	82% Exceeds; 18% Meets	2% Exceeds; 48% Meets	N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	33%-Very Good; 67% N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	100%-N/A
	CLED 672 (SC)	SC Clinical Evaluation	45%-Target 55%-Very Good	N/A	N/A
3. Human Growth & Development					
Key Assessments: 615 Gender Messages (Rubric) & Clinical Continuum					
e. biological, neurological, and physiological factors that affect human development, functioning, and	CLED 604	SC Clinical Evaluation	N/A	N/A	59%-Very Good 23%-Adequate; 14% N/A; 4% Minimal

behavior	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good 33%-N/A
	CLED 615	Gender Messages	100% Meets Expectations	N/A	100% Meets Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	45%-Target 55%-Very Good	N/A	N/A
f. systemic and environmental factors that affect human development, functioning, and behavior	CLED 604	SC Clinical Evaluation	100%-Very Good	N/A	59%-Very Good 23%-Adequate; 14% N/A; 4% Minimal
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good 33%-N/A
	CLED 615	Gender Messages	100% Meets Expectations	N/A	100% Meets Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	99%-Target 91%-Very Good	N/A	N/A

4. Career Development					
Key Assessments: 605 Self- Assessment (Rubric) & Clinical Continuum					
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	CLED 604	SC Clinical Evaluation	N/A	N/A	45%-Very Good 14%-Adequate; 41% N/A
	CLED 605	Self- Assessment	96% (Exceeds Expectations) 4%- Meets Expectations	N/A	N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	33% - Target 67% - Very Good
	CLED 672 (SC)	SC Clinical Evaluation	45%-Target 55%-Very Good	N/A	66.67%-Target 33.33%-N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
i. methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making	CLED 604	SC Clinical Evaluation	N/A	N/A	45%-Very Good 14%-Adequate; 41% N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good; 33% Target
	CLED 605	Self- Assessment	96% (Exceeds Expectations) 4%- Meets Expectations	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A

	CLED 672 (SC)	SC Clinical Evaluation	45%-Target 55%-Very Good	N/A	N/A
5. Helping Relationships					
Key Assessments: 601 Reflection (Rubric), 602 Skills Presentation (Rubric) & Clinical Continuum					
a. theories and models of counseling	CLED 601	Reflection Paper	N/A	78% (Exceeds Expectations); 22% (Meets Expectations)	100% Exceeds Expectations
	CLED 602	Skills Presentation/ Demonstration	100% Exceeds	N/A	88% (Exceeds); 12% Meets Expectations
	CLED 604	SC Clinical Evaluation	N/A	N/A	68%-Very Good 23%-Adequate; 5% N/A; 4% Minimal
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good 33%-Target
	CLED 672 (SC)	SC Clinical Evaluation	55%-Target 45%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A

g. essential interviewing, counseling, and case conceptualization skills	CLED 601	Reflection Papers	N/A	78% (Exceeds Expectations); 22% (Meets Expectations)	100% Exceeds Expectations
	CLED 602	Skills Presentation/ Demonstration	100% Exceeds	N/A	88% (Exceeds); 12%-Met
	CLED 604	SC Clinical Evaluation	N/A	N/A	95%-Very Good 5%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (SC)	SC Clinical Evaluation	91%-Target 9%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	i. development of measurable outcomes for clients	CLED 602	Skills Presentation/ Demonstration	100% Exceeds	N/A
CLED 604		SC Clinical Evaluation	N/A	N/A	77%-Very Good 23%-Adequate

	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good 33%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section II-#14	100%-Target	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
j. evidence-based counseling strategies and techniques for prevention and intervention	CLED 601	Personal Theoretical Model Paper	N/A	92% Exceeds Expectations; 8% Meets Expectations	86% Exceeds Expectations ; 14% Meets Expectations
	CLED 602	Skills Presentation/ Demonstration	100% Exceeds Expectations	N/A	88% (Exceeds) 12%-Met
	CLED 604	SC Clinical Evaluation	N/A	N/A	45%-Very Good 14%-Adequate; 41% N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	43%-Target 29%-Very Good 28% - Adequate	N/A	100%-N/A

6. Group Work
Key Assessments: Leader Analysis (Rubric) & Clinical Continuum

d. characteristics and functions of effective group leaders	CLED 603	Group Leader Analysis	100% Exceeds Expectations	N/A	N/A
	CLED 604	SC Clinical Evaluation	N/A	N/A	77%-Very Good 18%-Adequate; 5% Target
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100% Very Good
	CLED 672 (SC)	SC Clinical Evaluation	91%-Target 9%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
e. approaches to group formation, including recruiting, screening, and selecting members	CLED 603	Group Leader Analysis	100% Exceeds Expectations	N/A	N/A
	CLED 604	SC Clinical Evaluation	N/A	N/A	58%-Very Good 42%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good

	CLED 672 (SC)	SC Clinical Evaluation	91%-Target 9%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
7. Assessment & Testing					
Key Assessments: Research Prop. (Rubric) & Clinical Continuum					
j. use of environmental assessments and systematic behavioral observations	CLED 604	SC Clinical Evaluation	N/A	N/A	68%-Very Good 32%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%-Very Good; 33% Target
	EDUS 660	Research Proposal	No Data	No Data	14% Advanced; 79% Proficient; 7% Needs Improvement
	CLED 672 (SC)	SC Clinical Evaluation	91%-Target 9%-Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
m. ethical and culturally relevant strategies for selecting administering, and interpreting assessment and test results	CLED 606	Assessment Instrument presentation	N/A	N/A	100% Exceeds Expectations
	CLED 604	SC Clinical Evaluation	N/A	N/A	41%-Very Good 41%-Adequate; 18% N/A

	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	CLED 672 (SC)	SC Clinical Evaluation	91% Target 9% -Very Good	N/A	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%- Target	N/A	N/A
8. Research & Program Evaluation					
Key Assessments: Research Prop. (Rubric) & Clinical Continuum					
c. needs assessments	CLED 604	SC Clinical Evaluation	N/A	N/A	41%- Very Good 41%- Adequate ; 18% N/A
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%- Very Good
	EDUS 660	Research Proposal	No Data	No Data	14% Advanced ; 79% Proficient ; 7% Needs Improvement
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%- Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	91%- Target 9% -Very Good	N/A	N/A

d. development of outcome measures for counseling programs	CLED 604	SC Clinical Evaluation	N/A	N/A	77%-Very Good 23%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	EDUS 660	Research Proposal	No Data	No Data	14% Advanced; 79% Proficient; 7% Needs Improvement
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	N/A	N/A
e. evaluation of counseling interventions and programs	CLED 604	SC Clinical Evaluation	N/A	N/A	68%-Very Good 32%-Adequate
	CLED 608	CCSA Clinical Evaluation	N/A	N/A	100%-Very Good
	EDUS 660	Research Proposal	No Data	No Data	29% Advanced; 57% Proficient; 14% Needs Improvement

	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	100%-Target	N/A	N/A

B. Masters (CCSA) KPIs

Standards	COLLEGE COUNSELING & STUDENT AFFAIRS. Evidence of student learning in specialty area. In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice), not for individual standards listed under each domain heading.				
1. Foundations	Courses	Assessment	Spring	Summer	Fall
b. student development theories relevant to student learning and personal, career, and identity development	CLED 608	Clinical Evaluation	N/A	N/A	100%- Very Good
	CLED 620	**Theory Handout	N/A	N/A	10%-Exceeds Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
2. Contextual Dimensions	Courses	Assessment			
c. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and post-secondary transitions	CLED 608	CCSA Clinical Evaluation	N/A	N/A	33%-Very Good 67%-N/A
	CLED 620	Functional Area Project	N/A	N/A	91%-Met Expectations; 9% Unmet Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation	100%-Target	N/A	N/A
p. legal and ethical considerations specific to higher education environments	CLED 608	CCSA Clinical Evaluation	N/A	N/A	67%- Very Good; 33% Target
	CLED 620	Functional Area Project	N/A	N/A	91%-Met Expectations; 9% Unmet Expectations
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section II-#12	100%-Target	N/A	N/A

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

C. Masters (School Counseling) KPIs

Standards	SCHOOL COUNSELING. Evidence of student learning in specialty 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	N/A	N/A	45%-Very Good 14%-Adequate 41%-N/A
	CLED 622	Program Design and Delivery	NO DATA	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation	545%-Target 55%-Very Good	N/A	N/A
2. Contextual Dimensions	Courses	Assessment			
f. competencies to advocate for school counseling roles	CLED 604	SC Clinical Evaluation	N/A	N/A	86%-Very Good 14%-Adequate
	CLED 672	SC Clinical Evaluation	100%-Target	N/A	N/A
k. community resources and referral sources	CLED 604	SC Clinical Evaluation	N/A	N/A	59%-Very Good 27%-Adequate 14%-N/A
	CLED 622	Special Populations Project	N/A	N/A	92% Exceeds; 8% Meets
	CLED 672	SC Clinical Evaluation	64%-Target 36%-Very Good	N/A	N/A

l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	CLED 604	Liability Insurance evidence through professional organization	N/A	N/A	86%-Very Good 5%-Adequate 5%-N/A 5%-Target
	CLED 672	SC Clinical Evaluation	91%-Target 9%-Very Good	N/A	N/A
3. Practice	Courses	Assessment	Spring	Summer	Fall
b. design and evaluation of school counseling programs	CLED 604	SC Clinical Evaluation	N/A	N/A	68%-Very Good 32%-Adequate
	CLED 613	Program Design & Delivery	53% Exceeds; 47% Meets	N/A	N/A
	CLED 672	SC Clinical Evaluation	100%-Target	N/A	N/A
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	CLED 604	SC Clinical Evaluation	N/A	N/A	64%-Target 32%-Very Good 4%-Target
	CLED 613	Program Design & Delivery	53% Exceeds; 47% Meets	N/A	

	CLED 672 (SC)	SC Clinical Evaluation	100%-Target		N/A
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D. Doctoral KPIs

Standards	DOCTORAL CACREP 2016 STANDARDS: COUNSELOR EDUCATION AND SUPERVISION SECTION II: DOCTORAL PROFESSIONAL IDENTITY				
1. Counseling Key Assessments: Paradigm Pres Rubric & Comps Rubric – knowledge & skills	Courses	Assessment	Spring	Summer	Fall
a. scholarly examination of theories relevant to counseling	CLED 730	Theoretical Paradigm Pres.	N/A	N/A	100% Exceeds Expectations
		Rating of Counseling Skills	N/A	N/A	100% Exceeds Expectations
		Counselor Education Doctoral Comprehensive Exam	N/A		50%-Strong; 50% Satisfactory
b. integration of theories relevant to counseling	CLED 730	-Theoretical Paradigm Pres.	N/A	N/A	100% Exceeds Expectations
		Rating of Counseling Skills	N/A	N/A	100% Exceeds Expectations
		Counselor Education Doctoral Comprehensive Exam	N/A		50%-Strong; 50% Satisfactory
2. Contextual Dimensions	Courses	Assessment	Spring	Summer	Fall
b. theoretical frameworks and models of clinical	EDUS 700/810 Supervision	-Supervision of 604/608 Students	N/A	N/A	100% Exceeds Expectations

supervision		Counselor Education Doctoral Comprehen sive Exam	N/A		40%-Strong; 60% Satisfactory
d. skills of clinical supervision	EDUS 700/810 Supervision	-Supervision of 604/608 Students	N/A	N/A	83.33% Exceeds s; 16.67% Meets
		Counselor Education Doctoral Comprehensive Exam	N/A		40%-Strong; 60% Satisfactory
f. assessment of supervisees' developmental level and other relevant characteristics	EDUS 700/810 Supervision	-Supervision of 604/608 Practicum	N/A	N/A	83.33% Exceeds; 16.67% Neutral
		Counselor Education Doctoral Comprehensive Exam	N/A		40%-Strong; 60% Satisfactory
g. modalities of clinical supervision and the use of technology	EDUS 700/810 Supervision	-Supervision of 604/608 Practicum	N/A	83.33	100% Exceeds; 16.67% Met
		Counselor Education Doctoral Comprehensive Exam	N/A		40%-Strong; 60% Satisfactory
3. Teaching Key Assessments: Phil Rubric, Obs. & Portfolio (CLED 810	Courses	Assessment	Spring	Summer	Fall

Checklist A) & Comps Rubric – knowledge & skills					
a. roles and responsibilities related to educating counselors	CLED 721	-Teaching Philosophy	100%-Exceeds	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy	N/A	100%-Exceeds	N/A
		-Teaching Obs. -Teaching Portfolio			
		Counselor Education Doctoral Comprehensive Exam			60%-Strong; 40% Satisfactory
b. pedagogy and teaching methods relevant to counselor education	CLED 721	-Teaching Philosophy	100%-Exceeds	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy	N/A	100%-Exceeds	N/A
		-Teaching Obs. -Teaching Portfolio	N/A		N/A
		Counselor Education Doctoral Comprehensive Exam	N/A		60%-Strong; 40% Satisfactory
d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	CLED 721	-Teaching Philosophy	100%-Exceeds	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy	N/A	100%-Exceeds	N/A
		-Teaching Obs. -Teaching Portfolio	N/A		N/A

		Counselor Education Doctoral Comprehensive Exam	N/A		60%-Strong; 40% Satisfactory
g. assessment of learning	CLED 721	-Teaching Philosophy	100%-Exceeds	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy	N/A	100%-Exceeds	N/A
		-Teaching Obs. -Teaching Portfolio	N/A		N/A
		Counselor Education Doctoral Comprehensive Exam	N/A		60%-Strong; 40% Satisfactory
4. Research & Scholarship Key Assessments: Qualifying (Rubric), Comps (Rubric) & Prospectus (Prospectus Rating For – knowledge & skills	Courses	Assessment	Spring	Summer	Fall
a. research designs appropriate to quantitative and qualitative research questions		-SOE Ph.D. Qualifying Exam	100%-Pass	N/A	100%-Pass
		Counselor Education Doctoral Comprehensive Exam	N/A	N/A	50%-Satisfactory; 50% Strong
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	71% Exceeds; 29% Meets
f. models and methods of program evaluation	CLED 721	-Prog. Eval.	100%-Exceeds Expectations	N/A	N/A
	CLED 810-Research	-Supervision and Time Logs -Final Project			

g. research questions appropriate for professional research and publication	CLED 760	-Manuscript & Presentation	N/A	N/A	N/A
	CLED 810-Research	-Supervision and Time Logs -Final Project	100% Exceeds	100% Exceeds	100% Exceeds
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	71% Exceeds; 29% Meets
		Counselor Education Doctoral Comprehensive Exam	N/A		50%-Satisfactory; 50% Strong
h. professional writing for journal and newsletter publication	CLED 730	-Crisis Model Paper	N/A	N/A	28.57% (Exceeds Expectations); 71.43% (Meets Expectations)
	CLED 760	-Manuscript -Peer Review	N/A	N/A	N/A
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	71% Exceeds; 29% Meets
i. ethical and culturally relevant strategies for conducting research		Counselor Education Doctoral Comprehensive Exam	N/A		50%-Satisfactory; 50% Strong
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	100%-Strong
5. Leadership & Advocacy Key Assessments: 720 Rubric A/B & Comps Rubric	Courses	Assessment	Spring	Summer	Fall
a. theories and skills of leadership	CLED 720	-Leadership Philosophy Statement	N/A	N/A	80%-Exceeds 20%-Meets
		Counselor Education Doctoral Comprehensive Exam	N/A		60%-Satisfactory; 40% Strong

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

RECOMMENDATIONS

I. Admissions, Demographics, and Graduation Data

Overall, admissions for both the masters program is slightly down while our doctoral program increased when compared to 2017. We continued to conduct more concentrated efforts to recruit and modify admission deadlines to increase the number of applications. This year we hosted 4 virtual open houses for admissions and met many prospective doctoral students at various conference to answer any questions they may have had.

We also continue to increase our recruitment efforts at HCBUs that have both undergraduate programs in psychology and master's-only programs for the doctoral program. We continue to add to our growing list of contacts in order to keep the momentum needed to increase recruitment efforts for a more diverse applicant pool. Lastly, we continue to reach out to VCU's psychology program to see if there are additional opportunities for recruitment into our master's programs.

II. Program Survey Data (Master's)

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

III. Program Objectives

The program objectives chart for both the masters and doctoral program areas represent how current student learning outcomes as measured by key performance indicators are performing. Based on the data collected, it appears that the majority of students are demonstrating how they are meeting or excelling on these program objectives. This indicates that the program objectives, at this time are appropriate for the program. The faculty have discussed reviewing many of the program objectives in the future, and we will be having ongoing discussions over the next year about potential revisions.

Some data was unavailable due to some technology issues on the rubrics and software program used, though each year the amount of data missing has declined. The doctoral program faculty have finalized the modification of course offerings to be more focused on social justice and multicultural counseling. While this was a multiyear process, our new advanced multicultural counseling course was approved in the university which replaces the advanced career counseling course. We also continue to have several changes regarding some of the assignments and products expected of doctoral students in courses. For example, after feedback from doctoral students in the supervision of supervision course, we now have doctoral students paired up with another instructor when running practicum classes. This allows them additional support when moving into supervision. We also implemented for fall 2020, a teaching internship supervision course that all the doctoral students take together. Doctoral students are still paired up with a core faculty member to teach a course; this additional group internship course allows for even more collaboration and reflection of their teaching practices.

The counselor education program began the process of refining program objectives and is still on-going with this process including having several student focus groups of existing students for feedback and suggestions. The faculty will continue to be working on this process over the next year..

IV. NCE/CPCE Pass Rates

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

In 2017, the Counselor Education faculty decided to phase out the use of the CPCE exam as its comprehensive exam and created one of its own. Students began to take this multiple-choice exam in 2018.

During the Summer 2019 to Spring 2020 period, a total of 32 students took our in-house comprehensive examination that is made up of a total of 160 questions. Faculty review the results of the assessment each year and a passing score is considered at or above 103 (i.e., 1 standard deviation below the mean average). For the first administration, a total of 4 students did not obtain a passing score. After a few weeks of review, all four passed on the second attempt given a 100% pass rate. Below are the averages we have for our students on the eight core areas and overall exam:

- Human Growth and Development 18.7
- Social and Cultural Diversity 16.3
- Helping Relationships 16.1
- Group Work 13.9
- Career Development 13.1
- Assessment 10.5
- Research and Program Evaluation 14.8
- Professional Orientation and Ethical Practice 12.5
- Total Exam Score Average 115.9

V. Student Dispositions

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

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

VI. Clinical Data

Masters Practicum and Internship Students

For the practicum, the counselor education faculty have an expectation that students will receive ratings that are appropriate for a beginning counseling student. This would mean that ratings of Adequate or Very Good may be the most consistent ratings. This was true for the practicum students during 2019. For internship students, we expect to see progress with these ratings to more consistent ratings of Very Good and/or Target. This was true of the internship students during 2019, as well.

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

Doctoral Advanced Practicum Students

The advanced practicum is a way for doctoral students to demonstrate seasoned clinical skills and explore new/different theoretical approaches to their clinical work. The ratings indicated that the doctoral students exceeded expectations of their clinical work during 2019.

VII. Student Learning Outcomes for Key Performance Indicators

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

Masters

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

The Counselor Education program faculty continue to explore revisions to some of the KPIs based on the current data and how the data informs the program over the next year.

Doctoral

Overall, the doctoral student KPIs indicate that the majority of students demonstrate strong performance. Although performance is adequate in the area of research, this can be an area that continues to need strengthening over the past few years. Additional assignments in courses that specifically focus on more detailed literature reviews and research designs and projects have been added. In addition, faculty have continued to provide opportunities for doctoral students to be involved in research and presentations.