

# EDC 2013-2014 ANNUAL ASSESSMENT REPORT

## Part 1: Background Information

**B1. Program name:** [M.S. in Counseling with specializations in Career Counseling, Marriage and Family Therapy, and School Counseling]

**B2. Report author(s):** [Elisabeth Liles]

**B3. Fall 2013 enrollment:** [317]

**B4. Program type:** [SELECT ONLY ONE]

	1. Undergraduate baccalaureate major
	2. Credential
X	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

## Part 2: Six Questions for the 2013-2014 Annual Assessment

**Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.**

**Q1.1.** Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess in 2013-2014? (See 2013-2014 Annual Assessment Report Guidelines for more details). **[CHECK ALL THAT APPLY]**

	1. Critical thinking (WASC 1) *
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
X	11. Civic knowledge and engagement – local and global
X	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above: a.

\* One of the WASC's new requirements is that colleges and universities report on the level of student performance at graduation in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

**Q1.1.1.** Please provide more detailed information about the PLO(s) you checked above:

The Counselor Education graduate program has developed 12 program learning outcomes for the Career Counseling specialization, 11 program learning outcomes for the Marriage and Family Therapy specialization, and 15 program learning outcomes for the School Counseling specialization (see Appendix I for more details). This year, for the

Career Counseling specialization, we have assessed program learning outcomes 7 and 8 (**PLO 7** and **PLO 8**): civic knowledge and engagement – local and global and intercultural knowledge and competency. Career Counseling specialization graduate students will:

1. Demonstrate knowledge and skill in providing career counseling to diverse populations.
2. Be able to work effectively with and demonstrate sensitivity towards persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).

For the Marriage and Family Therapy specialization this year, we have assessed program learning outcomes 3 and 7 (**PLO 3** and **PLO 7**): civic knowledge and engagement – local and global and intercultural knowledge and competency. Marriage and Family Therapy (MFT) specialization graduate students will:

1. Demonstrate understanding and skills necessary to serve as change agents for families, agencies, institutions, and communities.
2. Be able to work effectively with and demonstrate sensitivity towards persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).

This year, for the School Counseling specialization, we have assessed program learning outcomes 13 and 14 (**PLO 13** and **PLO 14**): civic knowledge and engagement – local and global and intercultural knowledge and competency. School Counseling specialization graduate students will:

1. Demonstrate the ability to advocate for students.
2. Be able to work effectively with and demonstrate sensitivity towards persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).

**Q1.2.** Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

**Q1.3.** Is your program externally accredited (except for WASC)?

X	1. Yes
	2. No ( <b>If no, go to Q1.4</b> )
	3. Don't know ( <b>Go to Q1.4</b> )

**Q1.3.1.** If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

**Q1.4.** Have you used the *Degree Qualification Profile (DQP)* \* to develop your PLO(s)?

X	1. Yes
	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

\* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

[http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf) and  
<http://www.learningoutcomeassessment.org/DQPNew.html>.

**Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.**

**Q2.1.** Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for <b>ALL</b> PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for <b>SOME</b> PLOs assessed in 2013-14.
X	3. No ( <b>If no, go to Q2.2</b> )
	4. Don't know ( <b>Go to Q2.2</b> )
	5. Not Applicable ( <b>Go to Q2.2</b> )

**Q2.1.1.** If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

**Q2.2.** Have you published the **PLO(s)/expectations/rubric(s)** you assessed in 2013-2014?

X	1. Yes
	2. No (If no, go to Q3.1)

**Q2.2.1.** If yes, where were the **PLOs/expectations/rubrics** published? [CHECK ALL THAT APPLY]

	1. In <b>SOME course syllabi/assignments</b> in the program that claim to introduce/develop/master the PLO(s)
	2. In <b>ALL course syllabi/assignments</b> in the program that claim to introduce /develop/master the PLO(s)
X	3. In the student handbook/advising handbook
	4. In the university catalogue
X	5. On the academic unit website or in the newsletters
X	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

**Question 3 (Q3): Data, Results, and Conclusions for EACH PLO**

**Q3.1.** Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

**Q3.2.** If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

**Q3.3.** If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for **EACH PLO** assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

Data for the civic knowledge and engagement – local and global and intercultural knowledge and competency of our graduate students from the Career Counseling specialization are presented in Table 1.

**Table 1: The Results for Civic Knowledge and Engagement – Local and Global and Intercultural Knowledge and Competency for Career Counseling Graduate Students**

<b>Assessment</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
<b>Counselor Trainee Evaluation</b>	No data available	N = 21 Mean Score = 4.9/7 (N = 21; 100%)
<b>Counselor Trainee Evaluation</b>	N = 1 Mean Score = 6/7 (N = 1; 100%)	N = 21 Mean Score = 6.89/7 (N = 19; 90%)
<b>Counselor Trainee Evaluation</b>	No data available	No data available
<b>Counselor Trainee Evaluation</b>	No data available	No data available
<b>Student Exit Survey</b>	N = 1 Mean Rating = 6/7 (N = 1; 100%)	N = 12 Mean Rating = 6.22/7 (N = 9; 75%)

Data for the civic knowledge and engagement – local and global and intercultural knowledge and competency of our graduate students from the Marriage and Family Therapy specialization are presented in Table 2.

**Table 2: The Results for Civic Knowledge and Engagement – Local and Global and Intercultural Knowledge and Competency for Marriage and Family Therapy Graduate Students**

<b>Assessment</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
<b>Counselor Trainee Evaluation</b>	No data available	N = 18 Mean Score = 6/7 (N = 18; 100%)
<b>Counselor Trainee Evaluation</b>	No data available	N = 6 Mean Score = 7/7 (N = 6, 100%)
<b>Counselor Trainee Evaluation</b>	N = 10 Mean Score = 6.7/7 (N = 10; 100%)	No data available
<b>Counselor Trainee Evaluation</b>	N = 1 Mean Score = 7/7 (N = 1; 100%)	N = 37 Mean Score = 6.7/7 (N = 37; 100%)
<b>Student Exit Survey</b>	N = 6 Mean Rating = 6.33/7 (N = 6; 100%)	N = 57 Mean Rating = 6.06/7 (N = 49; 86%)

Data for the civic knowledge and engagement – local and global and intercultural knowledge and competency of our graduate students from the School Counseling specialization are presented in Table 3.

**Table 3: The Results for Civic Knowledge and Engagement – Local and Global and Intercultural Knowledge and Competency for School Counseling Graduate Students**

<b>Assessment</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
<b>Counselor Trainee Evaluation</b>	N = 5 Mean Score = 6.2/7 (N = 5; 100%)	N = 27 Mean Score = 5.72/7 (N = 25; 93%)
<b>Counselor Trainee Evaluation</b>	N = 5 Mean Score = 6.5/7 (N = 2; 40%)	N = 27 Mean Score = 6.22/7 (N = 23; 85%)
<b>Counselor Trainee Evaluation</b>	N = 32 Mean Score = 5.82/7 (N = 32; 100%)	N = 30 Mean Score = 5.91/7 (N = 30; 100%)
<b>Counselor Trainee Evaluation</b>	N = 32 Mean Score = 6.52/7 (N = 21; 66%)	N = 30 Mean Score = 6.44/7 (N = 30; 100%)
<b>Student Exit Survey</b>	N = 6 Mean Rating = 5.83/7 (N = 6; 100%)	N = 25 Mean Rating = 6.27/7 (N = 22; 88%)

Data for the civic knowledge and engagement – local and global and intercultural knowledge and competency of our graduate students from all three specializations are presented in Table 4.

**Table 4: The Results for Civic Knowledge and Engagement – Local and Global and Intercultural Knowledge and Competency for M.S. in Counseling Graduate Students**

<b>Assessment</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
<b>Counselor Preparation Comprehensive Examination (CPCE)</b>	N = 13 Mean Score = 12.62/17 (N = 13; 100%) National Mean = 10.84/17 (N = 494)	N = 94 Mean Score = 10.99/17 (N = 94; 100%) National Mean = 10.43/17 (N = 392)

The Counselor Trainee Evaluation measures 12 competencies: clinical evaluation, crisis management, treatment planning, rapport building, treatment, human diversity/cultural sensitivity, law, ethics, personal qualities, work performance, professionalism, and supervision (see Appendix II for more details). Students' skills in each competency are measured according to 7 criteria: Fails Standard (1-2), Needs Improvement (3-4), Meets Standard (5-6), and Exceeds Standard (7). The evaluation tool also includes a qualitative assessment in which supervisors provide comments regarding students' areas of strength, areas in need of further development, and a plan for development or remediation. All M.S. in Counseling students are assessed using the Counselor Trainee Evaluation between 6-8 times during their graduate program, beginning in their first practicum/fieldwork experience through their last semester (either sixth or seventh semester). This year, Competency 6: Human Diversity/Cultural Sensitivity was the focus of assessment for all three specializations. The Career Counseling graduate students met the standard (Score = 5-6) at all assessment points except for one group during the Spring 2014 semester which scored 4.9 (the high end of Needs Improvement). The Marriage and Family Therapy graduate students met the standard at all assessment points except for one group during the Fall 2013 semester and one group during the Spring 2014 semester, which both exceeded the standard (Score = 7). The School Counseling graduate students met the standard at all assessment points.

The Student Exit Survey is administered to students in all three specializations during their last semester in the program. The Student Exit Survey is conducted using Class Climate, and students' responses are anonymous. Data collected in the survey includes students' perceptions about their training in a variety of skills/areas, as well as student-faculty relations (see Appendix III for more details). Students rate each item using a 7-point Likert Scale (1= very inadequate training; 7 = excellent training). This year, the area of training focused on for assessment was Area 8.8: Counseling Diverse Populations. Students in all specializations rated their training in Area 8.8 from 5.83 to 6.33, indicating that they perceived their training to be adequate to very good.

The National Board for Certified Counselors (NBCC) developed and administers the Counselor Preparation Comprehensive Examination (CPCE), which is currently used by more than 260 graduate schools as a culminating experience requirement. The CPCE consists of 160 questions and assesses students' knowledge in the eight core content areas established by the NBCC and CACREP: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. The exam includes 20 questions in each of the eight content areas; however, 3 of the 20 questions for each area are experimental. Therefore, the highest score for each section is 17. Students complete the CPCE as their culminating degree requirement during their last semester in the program. This year, the focus of assessment was Social and Cultural Foundations. The mean score for students in our program (including all three specializations) during both semesters was above the national mean.

**Q3.4.** Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes?

**Q3.4.1.** First PLO: [Civic knowledge and engagement – local and global]

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

**Q3.4.2. Second PLO: [Intercultural knowledge and competency]**

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

**Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.**

**Q4.1.** How many PLOs **in total** did your program assess in the **2013-2014 academic year**? [2]

**Q4.2.** Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, **YOU CAN SKIP** this question. If you assessed **MORE THAN ONE PLO**, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014**.

	1. Critical thinking (WASC 1) <sup>1</sup>
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
X	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

**Direct Measures**

**Q4.3.** Were direct measures used to assess this PLO?

X	1. Yes
	2. No ( <b>If no, go to Q4.4</b> )
	3. Don't know ( <b>Go to Q4.4</b> )

**Q4.3.1.** Which of the following **DIRECT** measures were used? [**Check all that apply**]

	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
X	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

**Q4.3.2.** Please provide the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] that you used to collect the data. [WORD LIMIT: 300 WORDS]

See Appendices II and III for more details.

**Q4.3.2.1.** Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion?

X	1. Yes
	2. No
	3. Don't know

**Q4.3.3.** Was the direct measure (s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

**Q4.3.4.** How was the evidence scored/evaluated? [**Select one only**]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
X	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

**Q4.3.5.** What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [**Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
X	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

**Q4.3.6.** Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

**Q4.3.7.** Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

X	1. Yes
	2. No
	3. Don't know

**Q4.3.8.** Were there checks for inter-rater reliability?

	1. Yes
X	2. No
	3. Don't know

**Q4.3.9.** Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know

**Q4.3.10.** How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

We assess all students in the program. Missing data is due to supervisors not entering in scores.

**Indirect Measures**

**Q4.4.** Were indirect measures used to assess the PLO?

X	1. Yes
	2. No (If no, go to Q4.5)

**Q4.4.1.** Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
X	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

**Q4.4.2.** If surveys were used, were the sample sizes adequate?

X	1. Yes
	2. No
	3. Don't know

**Q4.4.3.** If surveys were used, please briefly specify how you select your sample? What is the response rate?

All students are invited to complete the Student Exit Survey during their last semester in the program. During the Fall 2013 semester, the response rate was 100%. At the time of this report, the response rate for the Spring 2014 semester is 85%. This rate is expected to increase as the semester ends.

**Other Measures**

**Q4.5.** Were external benchmarking data used to assess the PLO?

X	1. Yes
	2. No (If no, go to Q4.6)

**Q4.5.1.** Which of the following measures was used?

X	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

**Q4.6.** Were other measures used to assess the PLO?

	1. Yes
X	2. No (Go to Q4.7)
	3. Don't know (Go to Q4.7)

**Q4.6.1.** If yes, please specify: [\_\_\_\_\_]

**Alignment and Quality**

**Q4.7.** Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]



The Counselor Training Evaluation was used to collect data in order to directly assess students' knowledge and skills in two required core courses offered in Fall 2013 and Spring 2014: Practicum in Counseling (EDC 475) and Field Study in Counseling (EDC 480). Students' university supervisors conducted the evaluations in EDC 475, and their onsite supervisors performed the evaluations in EDC 480. The university supervisor also reviews the onsite supervisors' evaluations. The Comprehensive Counselor Examination (CPCE) was used to provide external benchmarking data. This exam is administered in students' final semester during EDC 290: Master's Culminating Experience. The exam is scored by the Center for Credentialing & Education. The Student Exit Survey was used to collect data in order to indirectly assess students' based on their own perceptions of knowledge and skills. This survey is administered through Class Climate and students' responses are completely anonymous. Students receive the link to the survey while enrolled in EDC 290.

The Counselor Training Evaluation includes a specific rubric that provides supervisors with a guide for evaluating students' performance. This rubric was designed by the Marriage and Family Therapy Consortium in Northern California and adopted by the Counselor Education Program at CSUS. The CPCE is a national exam with extensive reliability and validity testing. The Student Exit Survey provides direct report data from students. Since all students are evaluated using these three assessments, the response rate provides reliable and valid data.

**Q4.8.** How many assessment tools/methods/measures **in total** did you use to assess this PLO? [3]  
**NOTE: IF IT IS ONLY ONE, GO TO Q5.1.**

**Q4.8.1.** Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

X	1. Yes
	2. No
	3. Don't know

**Q4.8.2.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

**Question 5 (Q5): Use of Assessment Data.**

**Q5.1.** To what extent have the assessment results **from 2012-2013** been used for? [**CHECK ALL THAT APPLY**]

	<b>Very Much (1)</b>	<b>Quite a Bit (2)</b>	<b>Some (3)</b>	<b>Not at all (4)</b>	<b>Not Applicable (9)</b>
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations				X	
6. Developing/updating assessment plan			X		
7. Annual assessment reports	X				
8. Program review			X		
9. Prospective student and family information				X	
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)		X			
12. Program accreditation	X				
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning				X	
16. Institutional benchmarking				X	

17. Academic policy development or modification				X	
18. Institutional Improvement				X	
19. Resource allocation and budgeting				X	
20. New faculty hiring		X			
21. Professional development for faculty and staff				X	
22. Other Specify:					

**Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.**

The Counselor Education Program used the assessment results from 2012-2013 to prepare both regional and national accreditation reports. These results were included in our program self-study submitted to the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), as well as our biennial report submitted to the California Commission on Teacher Credentialing (CCTC).

**Q5.2. As a result of the assessment effort in 2013-2014 and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?**

X	1. Yes
	2. No (If no, go to Q5.3)
	3. Don't know (Go to Q5.3)

**Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]**

The most significant change anticipated will be to review our program learning outcomes in comparison to the VALUE rubrics and WASC core areas. Although the core areas are directed toward undergraduate programs, our program would like to accept the recommendation that they are useful in identifying, assessing, and reporting on key skills at the graduate level. Therefore, the program faculty will meet to review and discuss the core areas and work to more closely align our program learning outcomes with the five areas, while assuring that we still assess the skills specific to our graduate program.

Another important change anticipated will be working with supervisors to better ensure inter-rater reliability on the Counselor Training Evaluation. The Counselor Education program faculty meet with supervisors each semester. At this training, supervisors will receive explicit instructions for how to interpret and implement the Counselor Training Evaluation rubric.

**Q5.2.2. Is there a follow-up assessment on these areas that need improvement?**

	1. Yes
	2. No
X	3. Don't know

**Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]**

**Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?**

	1. Critical thinking (WASC 1) <sup>1</sup>
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking

	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
X	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to <b>assess but not included above:</b> a. b. c.

**Part 3: Additional Information**

**A1.** In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
X	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet <b>developed</b> a formal assessment plan

**A2.** In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
X	9. Have not yet <b>updated</b> the assessment plan

**A3.** Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

**A4.** Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

**A5.** Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [EDC 290]

A6. Does the program have ANY capstone project?

	1. Yes
X	2. No
	3. Don't know

A7. Name of the academic unit: [Counselor Education]

A8. Department in which the academic unit is located: [Graduate and Professional Studies in Education – College of Education]

A9. Department Chair's Name: [Dr. Susan Heredia]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [1]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
X	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

**Undergraduate Degree Program(s):**

A12. Number of undergraduate degree programs the academic unit has: [0]

A12.1. List all the name(s): [\_\_\_\_\_]

A12.2. How many concentrations appear on the diploma for this undergraduate program? [\_\_ \_\_]

**Master Degree Program(s):**

A13. Number of Master's degree programs the academic unit has: [1]

A13.1. List all the name(s): [M.S. in Counseling]

A13.2. How many concentrations appear on the diploma for this master program? [3]

**Credential Program(s):**

A14. Number of credential degree programs the academic unit has: [1]

A14.1. List all the names: [PPS in School Counseling]

**Doctorate Program(s)**

A15. Number of doctorate degree programs the academic unit has: [0]

A15.1. List the name(s): [\_\_\_\_\_]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit\*?

X	1. Yes
	2. No

\*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: PPS in School Counseling

16.2. If yes, please specify the name of each diploma concentration: N/A

## **Appendix I: Program Learning Outcomes (PLOs) for the Counselor Education Program**

Below are the Program Learning Outcomes (PLOs) for the specialization in Career Counseling:

1. Students will demonstrate a theory base and knowledge of career counseling and development.
2. Students will demonstrate individual and group competencies essential for engaging in career counseling.
3. Students will demonstrate individual and group assessment skills related to career development.
4. Students will develop an awareness and understanding of the latest information and resources of career counseling.
5. Students will be able to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.
6. Students will develop knowledge and skills working with individuals and organizations in the areas of coaching, consultation, and performance improvement to impact effectively upon the career counseling and development process.
7. Students will demonstrate knowledge and skills of the career counseling process to diverse populations.
8. Students will be able to work effectively with and demonstrate sensitivity toward persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).
9. Students will possess the knowledge and skills needed to critically evaluate counselor performance, the maintenance and improvement of skills, and the ability to seek assistance from others when needed in career development.
10. Students will acquire an information base and knowledge of the ethical and legal practices of career counseling.
11. Students will possess the knowledge and skills in understanding and conducting research and evaluation in career counseling and development.
12. Students will demonstrate knowledge and skills in using technology to assist individuals with career planning.

Below are the PLOs for the specialization in Marriage and Family Therapy:

1. Students will be able to work effectively with individuals, families, and children.
2. Students will qualify for and meet professional licensure requirements.
3. Students will demonstrate the understanding and skills necessary to serve as change agents for families, agencies, institutions, and communities.
4. Students will possess a high degree of self-understanding.
5. Students will possess effective communication skills.
6. Students will engage in ethical and legal practice.
7. Students will be able to work effectively with and demonstrate sensitivity toward persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).
8. Students will possess the awareness of conceptual and pragmatic aspects of being a marriage, family, and child counselor.
9. Students will understand psychopathology, adaptive and maladaptive behavior, diagnosis, and treatment planning.
10. Students will be able to assess, diagnose, and develop treatment plans and implement appropriate interventions.
11. Students will become competent practitioners in marriage, family, and child counseling.

Below are the PLOs for the specialization in School Counseling:

1. Students will be able to work effectively with teachers, administrators, school staff, parents, and community members.
2. Students will be able to work in collaboration with community agencies that serve children, youth, and families.
3. Students will demonstrate skills to work within the political realities of the school system.
4. Students will be qualified to be certified to counsel in k-12 public schools.

5. Students will be able to act as consultants in schools.
6. Students will possess understanding and skills related to the developmental counseling needs at the elementary, middle, and secondary school levels.
7. Students will demonstrate a high degree of self-understanding.
8. Students will demonstrate effective communication skills.
9. Students will possess assessment skills.
10. Students will demonstrate an awareness of the responsibilities of professional school counselors and thereby assist school personnel in the development and maintenance of quality instruction.
11. Students will engage in ethical and legal practice.
12. Students will be able to develop and implement comprehensive school counseling programs which incorporate the national standards for school counseling programs.
13. Students will be prepared to be student advocates.
14. Students will be able to work effectively with and demonstrate sensitivity toward persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).
15. Students will be able to distinguish between adaptive and maladaptive behavior and make appropriate referrals.

## Appendix II: Counselor Training Evaluation

Name of Student	Specialization	Dates of Placement	
		From:	To:
Field Study Site			
Name of Field Site			
Address			
Type of Facility			
On-Site Supervisor Information: Name/Position			
License/Credential and Number			
Phone/Email			

<p><b>How Competency was Assessed.</b> Check all that apply.</p> <p>A. <input type="checkbox"/> Direct Observation      B. <input type="checkbox"/> Video          C. <input type="checkbox"/> Audio      D. <input type="checkbox"/> Supervisory Discussion          E. <input type="checkbox"/> Review of Written Reports      F. <input type="checkbox"/> Feedback from others          G. <input type="checkbox"/> Other (specify):</p>	<p><b>Competency Expectations:</b> (For school use)</p>          <p>Note: If student "Fails Standard" or "Needs Improvement," please explain in the "Comments" box for that Competency.</p>
<p><b>Performance Levels:</b>            0-0.5: Does not meet standard, requires further training            1-1.5: Meets minimum standard, would benefit from further training            2-2.5: Meets standard appropriate to current level of training and experience            3: Exceeds performance standard</p> <p><b>Instructions: Check all boxes that apply within each Competency area and rank student where majority of boxes are checked.</b></p>	

COMPETENCY 1: Assessment and Evaluation			
<input type="checkbox"/> Needs much guidance in identifying presenting problems and effective treatment interventions. <input type="checkbox"/> Often misses identifying client/student strengths. <input type="checkbox"/> Rarely reflects feelings and content accurately or with appropriate frequency. <input type="checkbox"/> Is unable to accurately identify themes and enlarge the meaning for the client/student. <input type="checkbox"/> Needs much guidance in identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. <input type="checkbox"/> Needs much guidance in assessing the client/students' needs in terms of resources.	<input type="checkbox"/> Can identify presenting problems, patterns of behavior, and effective treatment interventions with guidance. <input type="checkbox"/> Sometimes misses client/student strengths and needs to be reminded to identify such strengths. <input type="checkbox"/> Does not always reflect feelings and content accurately or with appropriate frequency. <input type="checkbox"/> Needs help identifying themes and enlarging the meaning for the client/student. <input type="checkbox"/> Needs help identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. <input type="checkbox"/> Needs help assessing the client/students' needs in terms of resources. <input type="checkbox"/> Often needs help to consult with significant people in the client/students' life.	<input type="checkbox"/> Generally good at identifying presenting problems, patterns of behavior, and effective treatment interventions. <input type="checkbox"/> Routinely assesses client/student strengths and coping skills. <input type="checkbox"/> Generally reflects client/student's feelings and content accurately and with appropriate frequency. <input type="checkbox"/> Can identify themes and enlarge the meaning for the client/student. <input type="checkbox"/> Generally good at identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. <input type="checkbox"/> Generally good at assessing the client/students' needs in terms of resources. <input type="checkbox"/> Generally good at consulting with significant people in the client/students' life.	<input type="checkbox"/> Consistently excels at identifying presenting problems, patterns of behavior, and effective treatment interventions. <input type="checkbox"/> Routinely assesses client/student strengths and coping skills. <input type="checkbox"/> Reflects client/student's feelings and content accurately and with appropriate frequency. <input type="checkbox"/> Consistently identifies themes and enlarges the meaning for the client/student. <input type="checkbox"/> Thoroughly identifies signs and symptoms of problematic feelings, thoughts, and/or behaviors. <input type="checkbox"/> Consistently assesses the client/students' needs in terms of resources. <input type="checkbox"/> Effectively consults with significant people in the client/students' life.

<input type="checkbox"/> Does not consult with significant people in the client/students' life.			
0      0.5 Fails Standard	1      1.5 Needs Improvement	2      2.5 Meets Standard	3 Exceeds Standard

**Comments:**

**COMPETENCY 2: Crisis Management**

<input type="checkbox"/> Is unable to identify risks and self-destructive behaviors and implement prevention techniques and identify appropriate intervention resources. <input type="checkbox"/> Is inadequate in identifying indicators of abuse, danger to self, or danger to others. <input type="checkbox"/> Sometimes disputes supervisor's identifications of such indicators. <input type="checkbox"/> Inadequate in issues dealing with trauma. <input type="checkbox"/> Completely relies upon supervisor to develop and implement a plan to reduce the potential for danger and to report these incidents. <input type="checkbox"/> Demonstrates no knowledge of crisis counseling principles and skills.	<input type="checkbox"/> Needs some guidance to Identify risks and self-destructive behaviors and implement prevention techniques and identify appropriate intervention resources. <input type="checkbox"/> Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. <input type="checkbox"/> Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. <input type="checkbox"/> Is uncertain in identifying and treating trauma. <input type="checkbox"/> Feels less confident in reporting such crises and defers to supervisor to complete reporting requirements. <input type="checkbox"/> Demonstrates limited knowledge of crisis counseling principles and skills.	<input type="checkbox"/> Generally good at Identifying risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. <input type="checkbox"/> Helps in the development and implementation of a plan to reduce the potential for danger. <input type="checkbox"/> Generally good at identifying and treating trauma with assistance from supervisor. <input type="checkbox"/> Manages reporting requirements with assistance from supervisor. <input type="checkbox"/> Demonstrates some knowledge of crisis counseling principles and skills, even if does not have the opportunity to implement these skills over the course of the semester.	<input type="checkbox"/> Consistently identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Consistently observes and assesses for indications of abuse, danger to self, or danger to others. <input type="checkbox"/> Develops/ implements a plan to reduce the potential for danger with appropriate input from supervisor. <input type="checkbox"/> Excellent at identifying and treating trauma. <input type="checkbox"/> Manages reporting requirements appropriately. <input type="checkbox"/> Demonstrates clear knowledge of crisis counseling principles and skills, even if does not have the opportunity to implement these skills over the course of the semester.
0      0.5 Fails Standard	1      1.5 Needs Improvement	2      2.5 Meets Standard	3 Exceeds Standard

**Comments:**



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**COMPETENCY 3: Treatment/Session Planning**

<input type="checkbox"/> Inadequate knowledge of principles of therapeutically appropriate theory. <input type="checkbox"/> Demonstrates very little or no knowledge of professional literature related to client/student concerns/issues. <input type="checkbox"/> Needs much help in identifying stages of counseling. <input type="checkbox"/> Imposes treatment goals without client/student input. <input type="checkbox"/> Does not understand the differences between short- and long-term treatment goals. <input type="checkbox"/> Does not recognize the need for referral and is not aware of appropriate referrals.	<input type="checkbox"/> Inconsistently demonstrates knowledge of principles of therapeutically appropriate theory. <input type="checkbox"/> Demonstrates little knowledge of professional literature related to client/student concerns/issues. <input type="checkbox"/> Needs help in identifying stages of counseling and developing mutually agreed upon, appropriate short- and long-term goals. <input type="checkbox"/> Often needs help recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Generally demonstrates awareness of principles of therapeutically appropriate theory. <input type="checkbox"/> Demonstrates knowledge of professional literature related to client/student concerns/issues. <input type="checkbox"/> Acceptable identification of stages of counseling and mutually agreed upon, appropriate short- and long-term treatment goals. <input type="checkbox"/> Recognizes the need for referral—sometimes needing guidance—for appropriate services and resources.	<input type="checkbox"/> Consistently demonstrates awareness of principles of therapeutically appropriate theory. <input type="checkbox"/> Demonstrates strong knowledge of professional literature related to client/student concerns/issues. <input type="checkbox"/> Identifies stages of counseling and sets mutually agreed upon, appropriate short- and long-term goals for treatment. <input type="checkbox"/> Recognizes the need for referral and identifies appropriate services and resources.
0      0.5 Fails Standard	1      1.5 Needs Improvement	2      2.5 Meets Standard	3 Exceeds Standard

**Comments:**

**COMPETENCY 4: Rapport Building**

<input type="checkbox"/> Inadequate in developing empathy and sometimes is not aware of empathy's importance. <input type="checkbox"/> Does not create a safe environment. <input type="checkbox"/> Is unaware of how one's own biases affect treatment outcomes. <input type="checkbox"/> Does not spend adequate time establishing a therapeutic relationship. <input type="checkbox"/> Does not demonstrate appropriate non-verbal attending skills. <input type="checkbox"/> Does not foster specific and concrete (rather than general and abstract) communication. <input type="checkbox"/> Inadequate in fostering immediacy in the counseling session. <input type="checkbox"/> Does not	<input type="checkbox"/> Often does not develop empathy. <input type="checkbox"/> Needs help in creating a safe environment and understanding the problem from the client/student's perspective. <input type="checkbox"/> Does not always develop trust with clients/students and often imposes one's own biases. <input type="checkbox"/> Is not always aware of one's emotions and imposes interventions without much regard to therapeutic working alliance. <input type="checkbox"/> Does not consistently demonstrate appropriate non-verbal attending skills. <input type="checkbox"/> Does not always foster specific and concrete (rather than general and abstract) communication. <input type="checkbox"/> Needs help to foster immediacy in the	<input type="checkbox"/> Generally good at developing empathy. <input type="checkbox"/> Is adequate in creating a safe environment and attempts to understand the problem from the client/student's perspective. <input type="checkbox"/> Is adequate in developing trust with clients but sometimes needs to keep biases in check. <input type="checkbox"/> Is developing the ability to control one's emotions. <input type="checkbox"/> Sometimes implements interventions before trust is fully developed. <input type="checkbox"/> Generally demonstrates appropriate non-verbal attending skills. <input type="checkbox"/> Generally fosters specific and concrete (rather than general and abstract) communication. <input type="checkbox"/> Generally fosters immediacy in the counseling session. <input type="checkbox"/>	<input type="checkbox"/> Consistently demonstrates authentic empathy. <input type="checkbox"/> Creates a safe environment by understanding the problem from the client/student's perspective. <input type="checkbox"/> Consistently in control of one's emotions and assesses for trust. <input type="checkbox"/> Consistently follows the client/student's lead and spends time establishing a therapeutic relationship. <input type="checkbox"/> Consistently demonstrates appropriate non-verbal attending skills. <input type="checkbox"/> Fosters specific and concrete (rather than general and abstract) communication.
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<p>encourage the client/student as appropriate. <input type="checkbox"/> Inadequate in reflecting discrepancies in client/student communication. <input type="checkbox"/> Does not set limits appropriately.</p>	<p>counseling session. <input type="checkbox"/> Sometimes misses moments to encourage the client/student appropriately. <input type="checkbox"/> Needs help to reflect discrepancies in client/student communication. <input type="checkbox"/> Does not always set limits appropriately.</p>	<p>Generally good at encouraging the client/student as appropriate. <input type="checkbox"/> Is beginning to reflect discrepancies in client/student communication. <input type="checkbox"/> Generally sets limits appropriately.</p>	<p><input type="checkbox"/> Fosters immediacy in the counseling session. <input type="checkbox"/> Encourages the client/student as appropriate. <input type="checkbox"/> Confidently reflects discrepancies in client/student communication. <input type="checkbox"/> Consistently sets limits appropriately.</p>
<p>0      0.5 Fails Standard</p>	<p>1      1.5 Needs Improvement</p>	<p>2      2.5 Meets Standard</p>	<p>3 Exceeds Standard</p>
<p><b>Comments:</b></p>			

<p><b>COMPETENCY 5: Treatment/Therapeutic Interventions</b></p>			
<p><input type="checkbox"/> Unable to apply many therapeutic principles.</p>	<p><input type="checkbox"/> Limited knowledge of theoretically appropriate, evidence-based treatment, and client/student-specific clinical interventions. <input type="checkbox"/> Needs help in evaluating client/student's coping skills to determine timing of interventions. <input type="checkbox"/> Needs guidance in modifying the treatment process based upon therapeutic progress. <input type="checkbox"/> Needs help at case management-related issues. <input type="checkbox"/> Needs guidance in recognizing and addressing resistance. <input type="checkbox"/> Often moves either too slowly or too quickly for the client. <input type="checkbox"/> Needs help in identifying appropriate termination and transition from treatment. <input type="checkbox"/> Does not always return responsibility to client/student and encourage decision-making.</p>	<p><input type="checkbox"/> Generally good knowledge of theoretically appropriate, evidence-based treatment, and client/student-specific interventions. <input type="checkbox"/> Is adequate at explaining treatments to clients/students. <input type="checkbox"/> Good in evaluating client/student's coping skills to determine timing of interventions. <input type="checkbox"/> Good in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Adequate at case management-related issues. <input type="checkbox"/> Adequately recognizes and addresses resistance. <input type="checkbox"/> Generally moves neither too slowly nor too quickly for the client/student. <input type="checkbox"/> Good in developing a plan for termination with client/student to provide a transition from treatment. <input type="checkbox"/> Routinely returns responsibility to client/student and encourages decision-making.</p>	<p><input type="checkbox"/> Demonstrates consistent knowledge of theoretically appropriate, evidence-based treatment, and client/student-specific interventions. <input type="checkbox"/> Excellent skills in explaining interventions in ways clients/students can understand. <input type="checkbox"/> Consistent in evaluating client/student's coping skills to determine timing of interventions. <input type="checkbox"/> Consistent in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Good at case management-related issues. <input type="checkbox"/> Recognizes and effectively addresses resistance. <input type="checkbox"/> Moves neither too slowly nor too quickly for the client/student. <input type="checkbox"/> Consistent in developing a plan for termination with client/student to provide a transition from treatment. <input type="checkbox"/> Routinely returns responsibility to client/student and encourages decision-making.</p>
<p>0      .5 Fails Standard</p>	<p>1      1.5 Needs Improvement</p>	<p>2      2.5 Meets Standard</p>	<p>3 Exceeds Standard</p>
<p><b>Comments:</b></p>			

**COMPETENCY 6: Human Diversity/Cultural Sensitivity**

<input type="checkbox"/> Unable to understand the importance of issues of diversity. <input type="checkbox"/> Is unaware of elements of difference and how these differences may influence the counseling relationship. <input type="checkbox"/> Does not address areas of difference with clients/students.	<input type="checkbox"/> Needs help in identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Sometimes is unable to disentangle one's own values from client/student's values, which sometimes interferes with treatment strategies. <input type="checkbox"/> Needs help knowing how to address areas of difference with clients/students.	<input type="checkbox"/> Generally good at identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Is able to provide an unbiased therapeutic environment when client/student's values or beliefs are different from one's own views. <input type="checkbox"/> Can apply treatment strategies consistent with client/student's values, beliefs, and/or worldviews. <input type="checkbox"/> Generally good at addressing areas of difference with clients/students.	<input type="checkbox"/> Consistently identifies issues of diversity that impact the therapeutic environment, including issues of gender, sexual orientation, culture, ethnicity, age, disability, and religious/faith/ spiritual beliefs on the therapeutic process. <input type="checkbox"/> Consistently provides an unbiased therapeutic environment when client/student's values, beliefs, and/or worldviews are different from one's own views. <input type="checkbox"/> Consistently applies treatment strategies consistent with client's values, beliefs, and/or worldviews. <input type="checkbox"/> Consistently addresses areas of difference with clients/students.
<p align="center">0      0.5 Fails Standard</p>	<p align="center">1      1.5 Needs Improvement</p>	<p align="center">2      2.5 Meets Standard</p>	<p align="center">3 Exceeds Standard</p>

**Comments:**

<p align="center"><b>COMPETENCY 7: Law</b></p>			
<input type="checkbox"/> Poor understanding of legal issues relevant to this therapeutic setting. <input type="checkbox"/> Does not adhere to laws relevant to practice (e.g., HIPPA, FERPA, ADA, etc.) without supervisor guidance.	<input type="checkbox"/> Needs help in recognizing legal issues, managing mandated reporting requirements, and obtaining client/student's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Needs help in knowing when to obtain consent to treatment from legal guardians when counseling minors. <input type="checkbox"/> Does not always understand the reasoning behind the need for legal	<input type="checkbox"/> Adequately knowledgeable of legal issues relevant to this therapeutic setting. <input type="checkbox"/> Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. <input type="checkbox"/> Obtains client/student's (or legal guardian's) authorization for release to disclose or obtain confidential information with some assistance from supervisor.	<input type="checkbox"/> Consistent knowledge of legal issues relevant to this therapeutic setting <input type="checkbox"/> Adheres to legal statutes, and understands and appropriately manages mandated reporting requirements. <input type="checkbox"/> Obtains and understands the need for client/student's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Obtains consent to treatment from legal guardians when

	requirements. <input type="checkbox"/> Needs to be reminded of issues surrounding security of records and materials created in session. <input type="checkbox"/> Is not very knowledgeable of laws relevant to practice (e.g., HIPPA, FERPA, ADA, etc.).	<input type="checkbox"/> Obtains consent to treatment from legal guardians when counseling minors (except when not necessary by law) with some assistance from supervisor. <input type="checkbox"/> Maintains security of records and or materials created in session. <input type="checkbox"/> Is developing knowledge of and follows law in practice (e.g., HIPPA, FERPA, ADA, etc.).	counseling minors (except when not necessary by law). <input type="checkbox"/> Maintains security of client/student records and/or artwork/etc. created in session. <input type="checkbox"/> Aware of and follows law in practice (e.g., HIPPA, FERPA, ADA, etc.).
0      0.5 Fails Standard	1      1.5 Needs Improvement	2      2.5 Meets Standard	3 Exceeds Standard

**Comments:**

**COMPETENCY 8: Ethics**

<input type="checkbox"/> Poor understanding of ethical issues relevant to this clinical setting. <input type="checkbox"/> Does not adhere to ACA and/or ASCA Ethical Standards without supervisor guidance.	<input type="checkbox"/> Needs help in recognizing ethical issues arising in this therapeutic setting. <input type="checkbox"/> Needs reminders to inform clients/students of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Is not aware of one's scope of practice and attempts to treat all problems. <input type="checkbox"/> Needs reminders of appropriate therapeutic boundaries. <input type="checkbox"/> Has difficulty in identifying personal reactions/countertransference issues that could interfere with the therapeutic process and sometimes denies or disputes these issues when pointed out by supervisor. <input type="checkbox"/> Does not always adhere to ACA and/or ASCA Ethical Standards, both in and out of counseling sessions.	<input type="checkbox"/> Generally good knowledge of ethical issues arising in this therapeutic setting. <input type="checkbox"/> Is able to inform clients/students of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Is aware of one's scope of practice with some guidance from supervisor. <input type="checkbox"/> Sometimes needs help in identifying personal reactions/countertransference issues that could interfere with the therapeutic process, but can easily correct oversights in this area. <input type="checkbox"/> Together with supervisor, identifies personal limitations that require outside consultation. <input type="checkbox"/> Generally adheres to ACA and/or ASCA Ethical Standards, both in and out of counseling sessions.	<input type="checkbox"/> Demonstrates excellent knowledge of ethical issues arising in this therapeutic setting. <input type="checkbox"/> Consistently informs clients/students of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Consistently stays within scope of practice. <input type="checkbox"/> Consistently able to identify personal reactions/countertransference issues that could interfere with the therapeutic process, and identifies personal limitations that require outside consultation. <input type="checkbox"/> Adheres to ACA and/or ASCA Ethical Standards, both in and out of counseling sessions.
0      0.5 Fails Standard	1      1.5 Needs Improvement	2      2.5 Meets Standard	3 Exceeds Standard

**Comments:**

<b>COMPETENCY 9: Personal Qualities</b>			
<input type="checkbox"/> Has demonstrated lapses in integrity, initiative, flexibility, patience, insight, motivation, attitude, self-awareness, and personal presence. <input type="checkbox"/> Has demonstrated lapses in oral and written communication skills. <input type="checkbox"/> Does not show tolerance of stress and discomfort (of own feelings and client/student's). <input type="checkbox"/> Does not demonstrate appropriate self-assurance, confidence, and trust in own ability.	<input type="checkbox"/> Needs improvement in demonstrating integrity, initiative, flexibility, patience, insight, compassion, motivation, attitude, self-awareness, and personal presence. <input type="checkbox"/> Needs improvement in oral and written communication skills. <input type="checkbox"/> Needs improvement in tolerating stress and discomfort (of own feelings and client/student's). <input type="checkbox"/> Does not always demonstrate appropriate self-assurance, confidence, and trust in own ability.	<input type="checkbox"/> Generally demonstrates integrity, initiative, flexibility, patience, insight, compassion, motivation, attitude, self-awareness, and personal presence. <input type="checkbox"/> Generally demonstrates acceptable oral and written communication skills. <input type="checkbox"/> Generally shows tolerance of stress and discomfort (of own feelings and client/student's). <input type="checkbox"/> Generally demonstrates appropriate self-assurance, confidence, and trust in own ability.	<input type="checkbox"/> Consistently demonstrates integrity, initiative, flexibility, patience, insight, compassion, motivation, attitude, self-awareness, and personal presence. <input type="checkbox"/> Consistently demonstrates good oral and written communication skills. <input type="checkbox"/> Consistently shows tolerance of stress and discomfort (of own feelings and client/student's). <input type="checkbox"/> Consistently demonstrates appropriate self-assurance, confidence, and trust in own ability.
<p style="text-align: center;">0      0.5 Fails Standard</p>	<p style="text-align: center;">1      1.5 Needs Improvement</p>	<p style="text-align: center;">2      2.5 Meets Standard</p>	<p style="text-align: center;">3 Exceeds Standard</p>
<b>Comments:</b>			

<b>COMPETENCY 10: Work Performance</b>			
<input type="checkbox"/> Does not demonstrate professional work performance.	<input type="checkbox"/> Does not always maintain orderly paperwork and sometimes skirts field site policies.	<input type="checkbox"/> Maintains timely and orderly paperwork and adheres to field site policies.	<input type="checkbox"/> Consistent maintenance of timely and orderly paperwork, and adherence to field site policies.
<p style="text-align: center;">0      0.5 Fails Standard</p>	<p style="text-align: center;">1      1.5 Needs Improvement</p>	<p style="text-align: center;">2      2.5 Meets Standard</p>	<p style="text-align: center;">3 Exceeds Standard</p>
<b>Comments:</b>			

<b>COMPETENCY 11: Professionalism</b>			
<input type="checkbox"/> Does not demonstrate professionalism in the work setting.	<input type="checkbox"/> Needs improvement in punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Needs improvement with respect to appearance in counseling settings. <input type="checkbox"/> Has limited involvement much with the field site or its needs. <input type="checkbox"/> Is not very aware of the need for self-care.	<input type="checkbox"/> Acceptable demonstration of punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Appearance is appropriate to counseling setting. <input type="checkbox"/> Acceptable involvement with the field site. <input type="checkbox"/> Is developing the understanding of the importance of self-care.	<input type="checkbox"/> Consistently demonstrates punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Consistently demonstrates proper appearance appropriate to counseling setting. <input type="checkbox"/> Understands and is appropriately involved with the field site and the field site's needs. <input type="checkbox"/> Has the ability to understand the need for self-

			care as it relates to effective clinical practice.
0      0.5 Fails Standard	1      1.5 Needs Improvement	2      2.5 Meets Standard	3 Exceeds Standard
<b>Comments:</b>			

<b>COMPETENCY 12: Supervision</b>			
<input type="checkbox"/> Resistant to supervision and does not make improvements after repeated input from supervisor. <input type="checkbox"/> Does not accurately self-assess.	<input type="checkbox"/> Needs to make better use of supervision. <input type="checkbox"/> Does not always come prepared to discuss cases or issues of concern. <input type="checkbox"/> Has difficulty in presenting full case conceptualizations. <input type="checkbox"/> Is somewhat resistant to supervisory input, and sometimes openly argues with supervisor's observations and/or suggestions. <input type="checkbox"/> Does not always accurately self-assess. <input type="checkbox"/> Does not always take appropriate steps toward increased education, consultation, referral.	<input type="checkbox"/> Does not always seek supervision when needed, preferring to wait until regularly scheduled supervisory sessions. <input type="checkbox"/> Comes prepared to supervision sessions, but sometimes needs prompting by supervisor to share concerns. <input type="checkbox"/> Is generally good at presenting full case conceptualizations but sometimes leaves relevant details out of presentation. <input type="checkbox"/> Is generally open to supervision and makes improvements when needed. <input type="checkbox"/> Accurately self-assesses. <input type="checkbox"/> Takes appropriate steps toward increased education, consultation, referral.	<input type="checkbox"/> Seeks supervision when needed, comes prepared for supervision sessions, and openly shares concerns and ideas with supervisor. <input type="checkbox"/> Can present full case conceptualizations. <input type="checkbox"/> Consistently demonstrates openness to feedback and uses supervisory suggestions to make improvements when needed. <input type="checkbox"/> Accurately self-assesses. <input type="checkbox"/> Takes appropriate steps toward increased education, consultation, referral.
0      0.5 Fails Standard	1      1.5 Needs Improvement	2      2.5 Meets Standard	3 Exceeds Standard
<b>Comments:</b>			

<b>Overall Assessment</b>			
0      0.5 Fails Standard	1      1.5 Needs Improvement	2      2.5 Meets Standard	3 Exceeds Standard
<b>Comments:</b>			

**Areas of Strength:**

**Areas in Need of Further Development:**

**Plans for Development or Remediation:**

**University Supervisor's Comments** *(Optional)*:

Is the student at risk at this time of not satisfactorily completing his/her Field Study hours/units at your site?

Yes  No

If yes, please explain here:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

I. Demographics

A. Degree or Credential earned at Sacramento State University:

1. Master of Science in Counseling Degree: Year (YYYY):\_\_

a. Please check the specialization(s) you earned along with your degree:

Career Counseling  School Counseling  
 Marriage and Family Therapy

2. Pupil Personnel Services Credential, School Counseling: Year (YYYY): \_

B. Degree earned at another institution:

1. Master of Science in \_\_\_\_\_ Year (YYYY): \_\_\_\_\_

2. Master of Arts in \_\_\_\_\_ Year (YYYY): \_\_\_\_\_

3. Master of Education in \_\_\_\_\_ Year (YYYY): \_\_\_\_\_

4. Other (please list): \_\_\_\_\_ Year (YYYY): \_\_\_\_\_

II. Current Employment

A. Status:  Full time  Part time (# of hours worked = \_\_\_\_\_)  Unemployed  Retired

B. Please list your job title and describe your position:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C. Whichone of the following best describes your current primary place of employment?

<input type="checkbox"/> 1. Community Counseling Agency	<input type="checkbox"/> 8. General Hospital
<input type="checkbox"/> 2. Elementary or Secondary School	<input type="checkbox"/> 9. Psychiatric Hospital
<input type="checkbox"/> 3. College/University Counseling Ctr.	<input type="checkbox"/> 10. Other Inpatient Facility
<input type="checkbox"/> 4. College/University Faculty	<input type="checkbox"/> 11. Criminal Justice
<input type="checkbox"/> 5. Community/Junior College	<input type="checkbox"/> 12. Outpatient Clinic
<input type="checkbox"/> 6. Veterans Hospital	<input type="checkbox"/> 13. Independent Practice
<input type="checkbox"/> 7. HMO	<input type="checkbox"/> 14. Other (please specify)

D. If you have obtained employment in a job related to your degree, please indicate how you heard about this position. Please check all that apply:

<input type="checkbox"/> 1. Personal contact	<input type="checkbox"/> 4. Announcement forwarded by department
<input type="checkbox"/> 2. Professional journal advertisement	<input type="checkbox"/> 5. Other (please specify)
<input type="checkbox"/> 3. Professional contact through practicum	_____

E. If you are NOT presently employed in a professional position related to the degree you earned at Sacramento State University, please explain (e.g., currently seeking a relevant position; personal situation or choice; landed more desirable job outside of the profession, etc.):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



F. Please estimate the number of hours per week you spend in each of the following activities:

1. Individual counseling	7. Research/scholarly writing
2. Group counseling	8. Teaching
3. Supervision	9. Administration
4. Couples/family counseling	10. Report writing
5. Consultation	11. School-based meetings
6. Diagnosis/Assessment	12. Other (please specify)

III. Membership in Professional Organizations (please check all that apply)

<input type="checkbox"/> 1. American Counseling Association (ACA) Please specify ACA division membership:	<input type="checkbox"/> 5. California Career Development Association (CCDA)
<input type="checkbox"/> 2. American Association for Marriage and Family Therapy (AAMFT)	<input type="checkbox"/> 6. California Association for Marriage and Family Therapy (CAMFT)
<input type="checkbox"/> 3. American School Counselor Association (ASCA)	<input type="checkbox"/> 7. Other (please specify) _____
<input type="checkbox"/> 4. California Association for Counseling and Development (CACD)	

IV. Licenses, Credentials, and Certifications (please check all that apply)

<input type="checkbox"/> 1. Nationally Certified Counselor (NCC) Year (YYYY): _____	<input type="checkbox"/> 4. California Pupil Personnel Services Credential
<input type="checkbox"/> 2. Licensed Marriage and Family Therapist (LMFT) Year (YYYY): _____	<input type="checkbox"/> 5. Other (please list) _____ State: _____ Year (YYYY): _____
<input type="checkbox"/> 3. Licensed Professional Clinical Counselor State: _____ Year (YYYY): _____	

V. Achievements, Leadership, Honors, and Service

The list below contains some of the leadership positions, honors, and recognitions that you may have received related to the degree you earned. Please check all that apply, and, in the space below, add any other professional accomplishments or honors that you have received:

- 1. Member in Chi Sigma Iota
- 2. Leadership in professional organizations (please specify): \_\_\_\_\_  
\_\_\_\_\_
- 3. Scholarships (please specify): \_\_\_\_\_  
\_\_\_\_\_
- 4. Other (please specify): \_\_\_\_\_  
\_\_\_\_\_

VI. Scholarly Work

The list below contains items related to your research, publications, and other scholarly work. Please circle the number that represents your accomplishments.

- 1. National conference presentations            0 1 2 3 4 5 6 to 10 11 or more
- 2. Other conference presentations            0 1 2 3 4 5 6 to 10 11 or more
- 3. Refereed publications                        0 1 2 3 4 5 6 to 10 11 or more
- 4. Non-refereed publications                 0 1 2 3 4 5 6 to 10 11 or more
- 5. Other publications or presentations (please describe)

\_\_\_\_\_

VII. Financial Support

A. Did you receive financial support during your college/certification program at Sacramento State University? Yes No

B. If yes, what were your sources of support?

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C. Please put a check beside the words that best describe the extent to which you felt financially supported by your department

1. Completely unsupported	4. Strongly supported
2. Somewhat unsupported	5. Very strongly supported
3. Somewhat supported	

VIII. Training

Listed below are major areas of training in the curricula. Using the scale below, please circle the number that best represents your judgment of the preparation you received in the Counseling Program at Sacramento State University (including courses, practicum, and other school experiences).

(Circle N/A if the area of training is not relevant to your career/curriculum.)

	Very inadequate							Excellent training	
1. Individual counseling	1	2	3	4	5	6	7	NA	
2. Group counseling	1	2	3	4	5	6	7	NA	
3. Marriage counseling	1	2	3	4	5	6	7	NA	
4. Family therapy	1	2	3	4	5	6	7	NA	
5. Career counseling	1	2	3	4	5	6	7	NA	
6. Psychopathology	1	2	3	4	5	6	7	NA	
7. Statistics and research design	1	2	3	4	5	6	7	NA	
8. Counseling diverse populations	1	2	3	4	5	6	7	NA	
9. Ethical/legal issues	1	2	3	4	5	6	7	NA	
10. Assessment	1	2	3	4	5	6	7	NA	
11. Broad theoretical knowledge	1	2	3	4	5	6	7	NA	
12. Integration of theory, research, &	1	2	3	4	5	6	7	NA	
13. Professional identity	1	2	3	4	5	6	7	NA	
14. Professional research and writing	1	2	3	4	5	6	7	NA	
15. Program evaluation	1	2	3	4	5	6	7	NA	
16. Consultation skills	1	2	3	4	5	6	7	NA	
17. Human development	1	2	3	4	5	6	7	NA	
18. Knowledge of current health care	1	2	3	4	5	6	7	NA	
OTHER									
19. Participation in service to the	1	2	3	4	5	6	7	NA	
20. Community outreach and education	1	2	3	4	5	6	7	NA	
21. Supervision A	1	2	3	4	5	6	7	NA	
22. Learning to teach	1	2	3	4	5	6	7	NA	
23. Other (please list below)	1	2	3	4	5	6	7	NA	
a. _____	1	2	3	4	5	6	7	NA	
b. _____	1	2	3	4	5	6	7	NA	
24. Overall evaluation of the training you	1	2	3	4	5	6	7	NA	

Using the numbers (1-18) from the list above, please indicate the three training areas that were the most valuable to you and up to three areas in which you wish that you had received more training.

Most valuable:

Wish I had received more training:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

IX. Student-Faculty Relations

Listed below are a variety of items describing relations between students and faculty. Using the scale below, please circle the number that represents your experience with the faculty during your training at Sacramento State University.

	Very Poor							Excellent
1. Advising	1	2	3	4	5	6	7	
2. Respect for diversity	1	2	3	4	5	6	7	
3. Modeling the value of diversity as an	1	2	3	4	5	6	7	
4. Encouraging the integration of multicultural perspectives and skills	1	2	3	4	5	6	7	
5. Respect for personal/professional	1	2	3	4	5	6	7	
6. Assistance in practicum/job placement	1	2	3	4	5	6	7	
7. Availability to students	1	2	3	4	5	6	7	
8. Invested in my academic/personal	1	2	3	4	5	6	7	
9. Other (please list below)	1	2	3	4	5	6	7	
a. _____	1	2	3	4	5	6	7	
b. _____	1	2	3	4	5	6	7	
c. _____	1	2	3	4	5	6	7	

X. Suggestions

What were the best things about your classes/degree program at CSUS?

What changes would you suggest in the classes/degree program at CSUS?