Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015**? **[Check all that apply]**

	1. Critical thinking
	2. Information literacy
	3. Written communication
	4. Oral communication
	5. Quantitative literacy
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	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. Other, specify any PLOs that were assessed in 2014-2015 but not included above:

a.
b.
c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

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

Q1.4. Is your program externally accredited (other than through WASC)?

[X] 1. Yes
[ ] 2. No (Go to **Q1.5**)
[ ] 3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

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

Q1.5. Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

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

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)? Yes

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

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 2, 3, 5, 6, and 10 (**PLOs 2, 3, 5, 6,** and **10**): ethical reasoning and integrative and applied learning. Career Counseling specialization graduate students will:

1. Demonstrate individual and group competencies essential for engaging in career counseling. **(PLO 2)**
2. Demonstrate individual and group assessment skills related to career counseling. **(PLO 3)**
3. Be able to develop, plan, implement, and manage comprehensive career development programs in a variety of settings. **(PLO 5)**
4. Develop knowledge and skills working with individuals and organizations in the

Q1.2.1. Do you have rubrics for your PLOs?

[X] 1. Yes, for all PLOs
[ ] 2. Yes, but for some PLO
[ ] 3. No rubrics for PLOs
[ ] N/A, other (please speci

areas of coaching, consultation, and performance improvement to impact effectively upon the career counseling and development process. **(PLO 6)**
5. Students will acquire an information base and knowledge of the ethical and legal practices of career counseling. **(PLO 10)**

For the Marriage and Family Therapy specialization this year, we have assessed program learning outcomes 1, 3, 6, 10, and 11 (**PLOs 1, 3, 6, 10** and **11**): ethical reasoning and integrative and applied learning. Marriage and Family Therapy (MFT) specialization graduate students will:

1. Be able to work effectively with individuals, families, and children. **(PLO 1)**
2. Demonstrate the understanding and skills necessary to serve as change agents for families, agencies, institutions, and communities. **(PLO 3)**
3. Engage in ethical and legal practice. **(PLO 6)**
4. Be able to assess, diagnose, and develop treatment plans and implement appropriate interventions. **(PLO 10)**
5. Become competent practitioners in marriage, family, and child counseling. **(PLO 11)**

This year, for the School Counseling specialization, we have assessed program learning outcomes 1, 2, 5, 11, 12, and 15 (**PLOs 1, 2, 5, 11, 12** and **15**): ethical reasoning and integrative and applied learning. School Counseling specialization graduate students will:

1. Be able to work effectively with teachers, administrators, school staff, parents, and community members. **(PLO 1)**
2. Be able to work in collaboration with community agencies that serve children, youth, and families. **(PLO 2)**
3. Be able to act as consultants in schools. **(PLO 5)**
4. Engage in ethical and legal practice. **(PLO 11)**
5. Be able to develop and implement comprehensive school counseling programs which incorporate the national standards for school counseling programs. **(PLO 12)**
6. Be able to distinguish between adaptive and maladaptive behavior and make appropriate referrals. **(PLO 15)**

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1): The M.S. in Counseling, with Specializations in Career Counseling, Marriage and Family Therapy, and School Counseling assessed Category 13: Ethical Reasoning in 2014-2015. This category is represented as PLO 10 for the Career Counseling Specialization, PLO 6 for the Marriage and Family Therapy Specialization, and PLO 11 for the School Counseling Specialization.	**Q2.2.** Has the program developed or adopted **explicit** standards of performance for this PLO? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

The rubric for PLOs 10, 6, and 11 is included in Appendix II. The standard of performance established for this PLO is that all students will receive a score of 2 "Meets Standard" on all competencies on the Counselor Trainee Evaluation by the final evaluation. Competencies are rated using a 7-point Likert Scale (0, 0.5, 1, 1.5, 2, 2.5, and 3), with 2 being the 5th point on the scale. See Appendix II for more information.

The standard of performance established for this PLO on the Counselor Preparation Comprehensive Examination is that the mean score for our students will be a minimum of 11 out of a possible 17.

The standard of performance established for this PLO on the Student Exit Survey (Appendix III) is that the mean score for how

students rate this area of training in their program will be a minimum of 5.

Q2.4. Please indicate the category in which the selected PLO falls into.

	1. Critical thinking
	2. Information literacy
	3. Written communication
	4. Oral communication
	5. Quantitative literacy
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
X	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:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	Q2.5 (1) PLO	Q2.6 (2) Standards of Performance	Q2.7 (3) Rubrics
1. In **SOME** course syllabi/assignments in the program that address the PLO		X	X
2. In **ALL** course syllabi/assignments in the program that address the PLO	X		
3. In the student handbook/advising handbook	X	X	X
4. In the university catalogue			
5. On the academic unit website or in newsletters	X	X	X
6. In the assessment or program review reports, plans, resources or activities	X		X
7. In 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. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the **Selected** PLO	

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?
 	
 X   1. Yes
     2. No (Skip to **Q6**)
     3. Don't know (Skip to **Q6**)
     4. N/A (Skip to **Q6**)
	Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?
	
	 X 1. Yes
	     2. No (Skip to **Q6**)
	     3. Don't know (Skip to **Q6**)
	     4. N/A (Skip to **Q6**)

Q3.1A. How many assessment tools/methods/measures **in total** did you use to assess this PLO? 3	**Q3.2A** Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]** The Counselor Trainee Evaluation (CTE) 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). 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 CTE 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 7: Law and Competency 8: Ethics were the focus of assessment for all three specializations. The Student Exit Survey is administered to students in all three specializations during their last semester in the program. The 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). 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 8.9: Ethical/Legal Issues. 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 Professional Orientation and Ethics.

Q3A: Direct Measures (key assignments, projects, portfolios)

| Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?
[X] 1. Yes
[ ] 2. No (Go to **Q3.7**)
[ ] 3. Don't know (Go to **Q3.7**)

Q3.3.2. Please attach the direct measure you used to collect data.
Appendix II is the Counselor Trainee Evaluation. | **Q3.3.1.** Which of the following direct measures were used? **[Check all that apply]**
[X] 1. Capstone projects (including theses, senior theses), courses, or experiences
[ ] 2. Key assignments from required classes in the program
[ ] 3. Key assignments from elective 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: |

Q3.4. How was the data evaluated? **[Select only one]**
[ ] 1. **No** rubric is used to interpret the evidence (Go to **Q3.5**)
[ ] 2. Used rubric developed/modified by the faculty who teaches the class
[X] 3. Used rubric developed/modified by a group of faculty
[ ] 4. Used rubric pilot-tested and refined by a group of faculty
[ ] 5. The VALUE rubric(s)
[ ] 6. Modified VALUE rubric(s)
[ ] 7. Used other means. Specify:

Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A	Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A	Q3.4.3. Was the rubric aligned directly and explicitly with the PLO? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A
Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 3 full-time faculty, 1 FERP faculty, and 1 0.5 faculty	**Q3.5.1. If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? [X] 1. Yes [ ] 2. No [ ] 3. Don't know	

Q3.6. How did you **select** the sample of student work [papers, projects, portfolios, etc.]? All students enrolled in practicum or field study are evaluated using the Counselor Trainee Evaluation.	**Q3.6.1.** How did you **decide** how many samples of student work to review? Due to our national accreditation through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), our program faculty determined to evaluate all students enrolled in practicum or field study using the Counselor Trainee Evaluation.	
Q3.6.2. How many students were in the class or program? Fall 2014: 175 total students; 7 students enrolled in culminating experience Spring 2015: 168 total students; 82 students enrolled in culminating experience	**Q3.6.3.** How many samples of student work did you evaluate? Fall 2014 : All students enrolled in practicum or field study were evaluated using the Counselor Trainee Evaluation, but not all instructors submitted their data Spring 2015: All students enrolled in practicum or field study were evaluated using the Counselor Trainee Evaluation, but not all instructors submitted their data	**Q3.6.4.** Was the sample size of student work for the direct measure adequate? [X] 1. Yes [ ] 2. No [ ] 3. Don't know

Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7. Were indirect measures used to assess the PLO? [X] 1. Yes [ ] 2. No (Skip to **Q3.8**) [ ] 3. Don't know	**Q3.7.1.** Which of the following indirect measures were used? **[Check all that apply]** [ ] 1. National student surveys (e.g., NSSE) [ ] 2. University conducted student surveys (e.g. OIR) [X] 3. College/Department/program 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. Other, specify:
Q3.7.2 If surveys were used, how was the sample size decided? All students enrolled in the culminating experience course complete the Student Exit Survey.	
Q3.7.3. If surveys were used, briefly specify how you selected your sample. The Student Exit Survey is a required component of the culminating experience course.	**Q3.7.4. If** surveys were used, what was the response rate? 100%

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? [X] 1. Yes [ ] 2. No (Go to **Q3.8.2**) [ ] 3. Don't know	**Q3.8.1.** Which of the following measures were 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. Other, specify:

Q3.8.2. Were other measures used to assess the PLO?	Q3.8.3. If other measures were used, please specify: N/A
☐ 1. Yes X 2. No (Go to **Q3.9**) ☐ 3. Don't know (Go to **Q3.9**)	

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO? X 1. Yes ☐ 2. No ☐ 3. Don't know	Q3.9.1. 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 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) **[Word limit: 600 for selected PLO]**

Data for the Ethical Reasoning competency of our graduate students from the Career Counseling specialization are presented in Table 1.

Table 1: The Results for Ethical Reasoning for Career Counseling Specialization Graduate Students

Assessment	Fall 2014	Spring 2015
Counselor Trainee Evaluation Practicum Midterm	N = 1 Mean Score = 6/7 (N=1; 100%)	N = 1 Mean Score = 6/7 (N=1; 100%)
Counselor Trainee Evaluation Practicum Final	N = 1 Mean Score = 7/7 (N=1; 100%)	N = 1 Mean Score = 6/7 (N=1; 100%)
Counselor Trainee Evaluation Field Study Midterm	N = 17 Mean Score = 6.56/7 (N=16; 94%)	N = 11 Mean Score = 6.82/7 (N =11; 100%)
Counselor Trainee Evaluation Field Study Final	N = 17 Mean Score = 6.73/7 (N=15; 88%)	N = 11 Mean Score = 6.92/7 (N = 11; 100%)
Student Exit Survey	N = 2 Mean Rating = 6.5/7 (N = 2; 100%)	N = 20 Mean Score = 5.9/7 (N = 20; 100%)

Data for the Ethical Reasoning competency of our graduate students from the Marriage and Family Therapy specialization are presented in Table 2.

Table 2: The Results for Ethical Reasoning for Marriage and Family Therapy Specialization Graduate Students

Assessment	Fall 2014	Spring 2015
Counselor Trainee Evaluation Practicum Midterm	N = 0 No data available	N = 2 Mean Score = 6/7 (N=2; 100%)
Counselor Trainee Evaluation Practicum Final	N = 0 No data available	N = 2 Mean Score = 6.5/7 (N=2; 100%)
Counselor Trainee Evaluation Field Study Midterm	N = 19 Mean Score = 6.47/7 (N=19; 100%)	MFT students receive midterm evaluations in fall and final evaluations in spring.

Counselor Trainee Evaluation Field Study Final	MFT students receive midterm evaluations in fall and final evaluations in spring.	N = 19 Mean Score = 6.75/7 (N = 12; 63%)
Student Exit Survey	N = 2 Mean Rating = 6.5/7 (N = 2; 100%)	N = 36 Mean Score = 6/7 (N = 36; 100%)

Data for the Ethical Reasoning competency of our graduate students from the School Counseling specialization are presented in Table 3.

Table 3: The Results for Ethical Reasoning for School Counseling Specialization Graduate Students

Assessment	Fall 2014	Spring 2015
Counselor Trainee Evaluation Practicum Midterm	N = 6 Mean Score = 5.5/7 (N=6; 100%)	N = 0 No data available
Counselor Trainee Evaluation Practicum Final	N = 6 Mean Score = 6.5/7 (N=6; 100%)	N = 0 No data available
Counselor Trainee Evaluation Field Study Midterm	N = 51 Mean Score = 6.26/7 (N=46; 90%)	N = 42 Mean Score = 6.31/7 (N =36; 86%)
Counselor Trainee Evaluation Field Study Final	N = 51 Mean Score = 6.82/7 (N=49; 96%)	N = 42 Mean Score = 6.79/7 (N = 42; 100%)
Student Exit Survey	N = 3 Mean Rating = 5.5/7 (N = 3; 100%)	N = 27 Mean Score = 6.3/7 (N = 27; 100%)

Data for the Ethical Reasoning competency for our graduate students from all three specializations are presented in Table 4.

Table 4: The Results for Ethical Reasoning for M.S. in Counseling Graduate Students

Assessment	Fall 2014	Spring 2015
Counselor Preparation Comprehensive Examination (CPCE)	N = 7 Mean Score = 12.29/17 (N=7; 100%) National Mean = 12.32/17 (N = 709)	N = 82 Mean Score = 11.96/17 (N=82; 100%) National Mean = 11.58/17 (N = 657)

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?
Students in all three specializations are exceeding the program standard in the competency area of Ethical Reasoning. Our program has determined a passing score of 2 (5 on the Likert scale) on the Counselor Trainee Evaluation as the program standard. The lowest mean score for students in both practicum and field study was a 5.5, demonstrating that students all exceeded the program standard. Students rated the program in this area on the Student Exit Survey with a mean score ranging between 5.5 and 6.5. The department determines a score of 5 on the Student Exit Survey to be the standard, and so our students also rate their own performance as exceeding the standard. Finally, the program has determined a passing score of 11 on the CPCE in the area of Professional Orientation and Ethics to be the standard. In both the fall and spring semesters, our students exceeded this standard.

Q4.3. For **selected** PLO, the student performance:

X	1. **Exceeded** expectation/standard
	2. **Met** expectation/standard
	3. **Partially** met expectation/standard
	4. **Partially** met expectation/standard
	5. No expectation or standard has been specified
	6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

	1. Yes
X	2. No (Go to **Q6**)
	3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

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

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**
N/A

Q7. What PLO(s) do you plan to assess next year?

	1. Critical thinking
	2. Information literacy
X	3. Written communication
X	4. Oral communication
	5. Quantitative literacy
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	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, specify any PLOs that were assessed in 2014-2015 but not included above: a. b. c.

Q8. Have you attached any appendices? If yes, please list them all here:
Appendix I: Program Learning Outcomes (PLOs) for the Counselor Education Program
Appendix II: Counselor Trainee Evaluation (CTE)
Appendix III: Student Exit Survey

Program Information

P1. Program/Concentration Name(s): M.S. Counseling, Specializations in Career Counseling, Marriage and Family Therapy, and School Counseling	**P2.** Program Director: Elisabeth Liles
P1.1. Report Authors: Elisabeth Liles	**P2.1.** Department Chair: Susan Heredia

P3. Academic unit: Department, Program, or College: Counselor Education Graduate and Professional Studies in Education	**P4.** College: Education

P5. Fall 2014 enrollment for Academic unit *(See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment:* 175	**P6.** Program Type: **[Select only one]** ☐ 1. Undergraduate baccalaureate major ☐ 2. Credential ☒ 3. Master's degree ☐ 4. Doctorate (Ph.D./Ed.d) ☐ 5. Other. Please specify:

Undergraduate Degree Program(s): **P7.** Number of undergraduate degree programs the academic unit has: 0 **P7.1.** List all the name(s): **P7.2.** How many concentrations appear on the diploma for this undergraduate program?	*Master Degree Program(s):* **P8.** Number of Master's degree programs the academic unit has: 1 **P8.1.** List all the name(s): M.S. in Counseling **P8.2.** How many concentrations appear on the diploma for this master program? 3

Credential Program(s): **P9.** Number of credential programs the academic unit has: 1 **P9.1.** List all the names: PPS in School Counseling	*Doctorate Program(s)* **P10.** Number of doctorate degree programs the academic unit has: 0 **P10.1.** List all the name(s):

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed										
P12. Last updated									X	

		1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?		X		
P14. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?		X		
P15. Does the program have any capstone class?		X		

P16. Does the program have **ANY** capstone project?	X		

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	

<table>
<tr><td>

How Competency was Assessed. Check all that apply.

A. ☐ Direct Observation   B. ☐ Video
C. ☐ Audio   D. ☐ Supervisory Discussion
E. ☐ Review of Written Reports   F. ☐ Feedback from others
G. ☐ Other (specify):

Performance Levels:
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
Instructions: Check all boxes that apply within each Competency area and rank student where majority of boxes are checked.

</td><td>

Competency Expectations:
(For school use)

Note: If student "Fails Standard" or "Needs Improvement," please explain in the "Comments" box for that Competency.

</td></tr>
</table>

COMPETENCY 1: Assessment and Evaluation			
☐ Needs much guidance in identifying presenting problems and effective treatment interventions. ☐ Often misses identifying client/student strengths. ☐ Rarely reflects feelings and content accurately or with appropriate frequency. ☐ Is unable to accurately identify themes and enlarge the meaning for the client/student. ☐ Needs much guidance in identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. ☐ Needs much guidance in assessing the client/students' needs in terms of resources. ☐ Does not consult with significant people in the client/students' life.	☐ Can identify presenting problems, patterns of behavior, and effective treatment interventions with guidance. ☐ Sometimes misses client/student strengths and needs to be reminded to identify such strengths. ☐ Does not always reflect feelings and content accurately or with appropriate frequency. ☐ Needs help identifying themes and enlarging the meaning for the client/student. ☐ Needs help identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. ☐ Needs help assessing the client/students' needs in terms of resources. ☐ Often needs help to consult with significant people in the client/students' life.	☐ Generally good at identifying presenting problems, patterns of behavior, and effective treatment interventions. ☐ Routinely assesses client/student strengths and coping skills. ☐ Generally reflects client/student's feelings and content accurately and with appropriate frequency. ☐ Can identify themes and enlarge the meaning for the client/student. ☐ Generally good at identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. ☐ Generally good at assessing the client/students' needs in terms of resources. ☐ Generally good at consulting with significant people in the client/students' life.	☐ Consistently excels at identifying presenting problems, patterns of behavior, and effective treatment interventions. ☐ Routinely assesses client/student strengths and coping skills. ☐ Reflects client/student's feelings and content accurately and with appropriate frequency. ☐ Consistently identifies themes and enlarges the meaning for the client/student. ☐ Thoroughly identifies signs and symptoms of problematic feelings, thoughts, and/or behaviors. ☐ Consistently assesses the client/students' needs in terms of resources. ☐ Effectively consults 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			
☐ Is unable to identify risks and self-destructive behaviors and implement prevention techniques and identify appropriate intervention resources. ☐ Is inadequate in identifying indicators of abuse, danger to self, or danger to others. ☐ Sometimes disputes supervisor's identifications of such indicators. ☐ Inadequate in issues dealing with trauma. ☐ Completely relies upon supervisor to develop and implement a plan to reduce the potential for danger and to report these incidents. ☐ Demonstrates no knowledge of crisis counseling principles and skills.	☐ Needs some guidance to Identify risks and self-destructive behaviors and implement prevention techniques and identify appropriate intervention resources. ☐ Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. ☐ Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. ☐ Is uncertain in identifying and treating trauma. ☐ Feels less confident in reporting such crises and defers to supervisor to complete reporting requirements. ☐ Demonstrates limited knowledge of crisis counseling principles and skills.	☐ Generally good at Identifying risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. ☐ Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. ☐ Helps in the development and implementation of a plan to reduce the potential for danger. ☐ Generally good at identifying and treating trauma with assistance from supervisor. ☐ Manages reporting requirements with assistance from supervisor. ☐ 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.	☐ Consistently identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. ☐ Consistently observes and assesses for indications of abuse, danger to self, or danger to others. ☐ Develops/ implements a plan to reduce the potential for danger with appropriate input from supervisor. ☐ Excellent at identifying and treating trauma. ☐ Manages reporting requirements appropriately. ☐ 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:			

COMPETENCY 3: Treatment/Session Planning			
☐ Inadequate knowledge of principles of therapeutically appropriate theory. ☐ Demonstrates very little or no knowledge of professional literature related to client/student concerns/issues. ☐ Needs much help in identifying stages of counseling. ☐ Imposes treatment goals without client/student input. ☐ Does not understand the differences between short- and long-term treatment goals. ☐ Does not recognize the need for referral and is not aware of appropriate referrals.	☐ Inconsistently demonstrates knowledge of principles of therapeutically appropriate theory. ☐ Demonstrates little knowledge of professional literature related to client/student concerns/issues. ☐ Needs help in identifying stages of counseling and developing mutually agreed upon, appropriate short- and long-term goals. ☐ Often needs help recognizing the need for referral for appropriate services and resources.	☐ Generally demonstrates awareness of principles of therapeutically appropriate theory. ☐ Demonstrates knowledge of professional literature related to client/student concerns/issues. ☐ Acceptable identification of stages of counseling and mutually agreed upon, appropriate short- and long-term treatment goals. ☐ Recognizes the need for referral— sometimes needing guidance—for appropriate services and resources.	☐ Consistently demonstrates awareness of principles of therapeutically appropriate theory. ☐ Demonstrates strong knowledge of professional literature related to client/student concerns/issues. ☐ Identifies stages of counseling and sets mutually agreed upon, appropriate short- and long-term goals for treatment. ☐ 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			
☐ Inadequate in developing empathy and sometimes is not aware of empathy's importance. ☐ Does not create a safe environment. ☐ Is unaware of how one's own biases affect treatment outcomes. ☐ Does not spend adequate time establishing a therapeutic relationship. ☐ Does not demonstrate appropriate non-verbal attending skills. ☐ Does not foster specific and concrete (rather than general and abstract) communication. ☐ Inadequate in fostering immediacy in the counseling session. ☐ Does not encourage the client/student as appropriate. ☐ Inadequate in reflecting discrepancies in client/student communication. ☐ Does not set limits appropriately.	☐ Often does not develop empathy. ☐ Needs help in creating a safe environment and understanding the problem from the client/student's perspective. ☐ Does not always develop trust with clients/students and often imposes one's own biases. ☐ Is not always aware of one's emotions and imposes interventions without much regard to therapeutic working alliance. ☐ Does not consistently demonstrate appropriate non-verbal attending skills. ☐ Does not always foster specific and concrete (rather than general and abstract) communication. ☐ Needs help to foster immediacy in the counseling session. ☐ Sometimes misses moments to encourage the client/student appropriately. ☐ Needs help to reflect discrepancies in client/student communication. ☐ Does not always set limits appropriately.	☐ Generally good at developing empathy. ☐ Is adequate in creating a safe environment and attempts to understand the problem from the client/student's perspective. ☐ Is adequate in developing trust with clients but sometimes needs to keep biases in check. ☐ Is developing the ability to control one's emotions. ☐ Sometimes implements interventions before trust is fully developed. ☐ Generally demonstrates appropriate non-verbal attending skills. ☐ Generally fosters specific and concrete (rather than general and abstract) communication. ☐ Generally fosters immediacy in the counseling session. ☐ Generally good at encouraging the client/student as appropriate. ☐ Is beginning to reflect discrepancies in client/student communication. ☐ Generally sets limits appropriately.	☐ Consistently demonstrates authentic empathy. ☐ Creates a safe environment by understanding the problem from the client/student's perspective. ☐ Consistently in control of one's emotions and assesses for trust. ☐ Consistently follows the client/student's lead and spends time establishing a therapeutic relationship. ☐ Consistently demonstrates appropriate non-verbal attending skills. ☐ Fosters specific and concrete (rather than general and abstract) communication. ☐ Fosters immediacy in the counseling session. ☐ Encourages the client/student as appropriate. ☐ Confidently reflects discrepancies in client/student communication. ☐ Consistently sets limits appropriately.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard

Comments:

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

Comments:

COMPETENCY 6: Human Diversity/Cultural Sensitivity			
☐ Unable to understand the importance of issues of diversity. ☐ Is unaware of elements of difference and how these differences may influence the counseling relationship. ☐ Does not address areas of difference with clients/students.	☐ Needs help in identifying issues of diversity which impact the therapeutic environment. ☐ Sometimes is unable to disentangle one's own values from client/student's values, which sometimes interferes with treatment strategies. ☐ Needs help knowing how to address areas of difference with clients/students.	☐ Generally good at identifying issues of diversity which impact the therapeutic environment. ☐ Is able to provide an unbiased therapeutic environment when client/student's values or beliefs are different from one's own views. ☐ Can apply treatment strategies consistent with client/student's values, beliefs, and/or worldviews. ☐ Generally good at addressing areas of difference with clients/students.	☐ 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. ☐ Consistently provides an unbiased therapeutic environment when client/student's values, beliefs, and/or worldviews are different from one's own views. ☐ Consistently applies treatment strategies consistent with client's values, beliefs, and/or worldviews. ☐ Consistently addresses areas of difference with clients/students.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 7: Law			
☐ Poor understanding of legal issues relevant to this therapeutic setting. ☐ Does not adhere to laws relevant to practice (e.g., HIPPA, FERPA, ADA, etc.) without supervisor guidance.	☐ 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. ☐ Needs help in knowing when to obtain consent to treatment from legal guardians when counseling minors. ☐ Does not always understand the reasoning behind the need for legal requirements. ☐ Needs to be reminded of issues surrounding security of records and materials created in session. ☐ Is not very knowledgeable of laws relevant to practice (e.g., HIPPA, FERPA, ADA, etc.).	☐ Adequately knowledgeable of legal issues relevant to this therapeutic setting. ☐ Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. ☐ Obtains client/student's (or legal guardian's) authorization for release to disclose or obtain confidential information with some assistance from supervisor. ☐ Obtains consent to treatment from legal guardians when counseling minors (except when not necessary by law) with some assistance from supervisor. ☐ Maintains security of records and or materials created in session. ☐ Is developing knowledge of and follows law in practice (e.g., HIPPA, FERPA, ADA, etc.).	☐ Consistent knowledge of legal issues relevant to this therapeutic setting ☐ Adheres to legal statutes, and understands and appropriately manages mandated reporting requirements. ☐ Obtains and understands the need for client/student's (or legal guardian's) authorization for release to disclose or obtain confidential information. ☐ Obtains consent to treatment from legal guardians when counseling minors (except when not necessary by law). ☐ Maintains security of client/student records and/or artwork/etc. created in session. ☐ 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			
☐ Poor understanding of ethical issues relevant to this clinical setting. ☐ Does not adhere to ACA and/or ASCA Ethical Standards without supervisor guidance.	☐ Needs help in recognizing ethical issues arising in this therapeutic setting. ☐ Needs reminders to inform clients/students of parameters of confidentiality and conditions of mandated reporting. ☐ Is not aware of one's scope of practice and attempts to treat all problems. ☐ Needs reminders of appropriate therapeutic boundaries. ☐ 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. ☐ Does not always adhere to ACA and/or ASCA Ethical Standards, both in and out of counseling sessions.	☐ Generally good knowledge of ethical issues arising in this therapeutic setting. ☐ Is able to inform clients/students of parameters of confidentiality and conditions of mandated reporting. ☐ Maintains appropriate therapeutic boundaries. ☐ Is aware of one's scope of practice with some guidance from supervisor. ☐ Sometimes needs help in identifying personal reactions/ countertransference issues that could interfere with the therapeutic process, but can easily correct oversights in this area. ☐ Together with supervisor, identifies personal limitations that require outside consultation. ☐ Generally adheres to ACA and/or ASCA Ethical Standards, both in and out of counseling sessions.	☐ Demonstrates excellent knowledge of ethical issues arising in this therapeutic setting. ☐ Consistently informs clients/students of parameters of confidentiality and conditions of mandated reporting. ☐ Maintains appropriate therapeutic boundaries. ☐ Consistently stays within scope of practice. ☐ Consistently able to identify personal reactions/countertransference issues that could interfere with the therapeutic process, and identifies personal limitations that require outside consultation. ☐ 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:			

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

COMPETENCY 10: Work Performance			
☐ Does not demonstrate professional work performance.	☐ Does not always maintain orderly paperwork and sometimes skirts field site policies.	☐ Maintains timely and orderly paperwork and adheres to field site policies.	☐ Consistent maintenance of timely and orderly paperwork, and adherence to field site policies.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

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

Comments:

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

Comments:

Overall Assessment			
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard

Comments:

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: _____

Appendix III: Student Exit Survey

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 <u>another</u> 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.   Which<u>one</u> of the following best describes your current primary place of employment?

☐1.	Community Counseling Agency	☐8. General Hospital
☐2.	Elementary or Secondary School	☐9. Psychiatric Hospital
☐3.	College/University Counseling Ctr.	☐10. Other Inpatient Facility
☐4.	College/University Faculty	☐11. Criminal Justice
☐5.	Community/Junior College	☐12. Outpatient Clinic
☐6.	Veteran's Hospital	☐13. Independent Practice
☐7.	HMO	☐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:

☐ 1. Personal contact	☐ 4. Announcement forwarded by department
☐ 2. Professional journal advertisement	☐ 5. Other (please specify)
☐ 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)

☐ 1. American Counseling Association (ACA) Please specify ACA division membership:	☐ 5. California Career Development Association (CCDA)
☐ 2. American Association for Marriage and Family Therapy (AAMFT)	☐ 6. California Association for Marriage and Family Therapy (CAMFT)
☐ 3. American School Counselor Association (ASCA)	☐ 7. Other (please specify)
☐ 4. California Association for Counseling and Development (CACD)	

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

☐ 1. Nationally Certified Counselor (NCC) Year (YYYY): _____	☐ 4. California Pupil Personnel Services Credential
☐ 2. Licensed Marriage and Family Therapist (LMFT) Year (YYYY):	☐ 5. Other (please list) _____ State: ___ Year (YYYY): _____
☐ 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)								

_____

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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?

_____

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 training						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.

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Most valuable:
1. _____
2. _____
3. _____

Wish I had received more training:
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?