# 2015-2016
# Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | MA Counselor Education

## 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?** [**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

☐ 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 assessed PLOs not included above:

a. [_____]

b. [_____]

c. [_____]

**Q1.2.**
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **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, Couple, and Family Counseling specialization; and 15 program learning outcomes for the School Counseling specialization (see Appendix A). This year, for the Career Counseling specialization, assessed program learning outcome 2 (**PLO 2**): overall competencies in the major/discipline. Career Counseling specialization graduate students will:

1.  Demonstrate individual and group competencies essential for engaging in career counseling **(PLO 2)**

For the Marriage, Couple, and Family Counseling specialization this year, assessed program learning outcome 1 (**PLO 1**): overall competencies in the major/discipline. Marriage, Couple, and Family Counseling specialization graduate students will:

1.  Work effectively with individuals, families, and children **(PLO 1)**

This year, for the School Counseling specialization, assessed program learning outcome 6 **(PLO 6)**: overall competencies in the major/discipline. School Counseling specialization graduate students will:

1.  Possess understanding and skills related to the developmental counseling needs at the elementary middle, and secondary school levels **(PLO 6)**

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

◉ 1. Yes, for all PLOs

○ 2. Yes, but for some PLOs

○ 3. No rubrics for PLOs

○ 4. N/A

○ 5. Other, specify:

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

◉ 1. Yes

○ 2. No

○ 3. Don't know

**Q1.4.**
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

◉ 1. Yes

○ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip 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?

◉ 1. Yes

○ 2. No

○ 3. Don't know

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

◉ 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?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Overall Competencies in the Major/Disicpline

**Q2.1.1.**
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The M.S. in Counseling with Specializations in Career Counseling; Marriage, Couple, and Family Counseling; and School Counseling assessed Category 18: Overall Competencies in the Major/Discipline in 2015-2016. This category is represented as PLO 2 for the Career Counseling Specialization; PLO 1 for the Marriage, Couple, and Family Counseling Specialization; and PLO 6 for the School Counseling Specialization.

**Q2.2.**
Has the program developed or adopted **explicit** standards of performance for this PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

**Q2.3.**
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

PLOs 2, 1, and 6 (for the Career Counseling; Marriage, Couple, and Family Counseling; and School Counseling Specializations, respectively) are formerly assessed at four points in the program. First, students' individual counseling skills are assessed in EDC 280: Practicum in Communication during their second semester in the program. In this course, students practice their foundational counseling skills in triads and are evaluated using the 18 Counseling Skills Scale (see Appendix B). The standard of performance established for this PLO is that students will earn a score of 2 on all skills on the midterm evaluation and a score of 3 on all skills on the final evaluation. Skills are evaluated using a 5-point Likert Scale that assesses students' application of each skill (1 = not at all or all of the time, 2 = a little or too much, 3 = somewhat or not quite enough, 4 = appropriate use, 5 = advanced use).

Students' individual, group, and specialization-specific counseling skills are then assessed in EDC 475: Practicum in Counseling and EDC 480: Field Study in Counseling using the Counselor Trainee Evaluation. Competencies are evaluated 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 C). The standard of performance established for this PLO is that students will earn a score of 2 (equivalent to the 5th point on the scale when data is reported) "Meets Standard" on all competencies by the final evaluation in both EDC 475 and EDC 480.

The fourth point of assessment occurs during EDC 290: Master's Culminating Experience when students complete the Counselor Preparation Comprehensive Examination. There is no rubric available for this exam since it is a national standardized test and scored by an outside agency; however, students are evaluated across 8 competencies: Human Growth and Development, Social & Cultural Diversity, Helping Relationships, Group Work, Career Development, Assessment, Research & Program Evaluation, and Professional Orientation & Ethical Practice. The standard of performance established for this PLO on the CPCE is that students will obtain a minimum score of 11 (out of a possible 17) on each competency. This year, the competencies assessed were Helping Relationships and Group Work, which assess students' individual and group counseling skills.

In EDC 290, students also complete a Student Exit Survey, which is used to evaluate the program (see Appendix D). Students evaluate the program on a scale from 1-7, with 1 equating to "very inadequate training" and 7 equating to "excellent training." This year, the competencies assessed were Individual counseling, Group counseling, Marriage counseling, Family therapy, and Career counseling. The standard of performance for this PLO is that the mean score for how students evaluate these competencies will be a minimum of 5. Note that only Marriage, Couple, and Family Counseling students' evaluations for Marriage counseling and Family therapy were considered in order to more accurately assess their PLO. If other specializations who do not take these courses were considered in the evaluation, then the assessment data may be skewed. Additionally, only Career specialization students' evaluations for Career counseling were considered in this evaluation in order to avoid possible skewed data.

| | |
|---|---|
| 18 Counseling Skills Scale.doc 32.5 KB | FORM 6 Final Evaluation Career and School.docx 65.16 KB |

Q2.4. | Q2.5. | Q2.6.
PLO | Stdrd | Rubric

| | | | Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO: |
|---|---|---|---|
| ☐ | ☑ | ☑ | 1. In **SOME** course syllabi/assignments in the program that address the PLO |
| ☐ | ☐ | ☐ | 2. In **ALL** course syllabi/assignments in the program that address the PLO |
| ☑ | ☑ | ☑ | 3. In the student handbook/advising handbook |
| ☐ | ☐ | ☐ | 4. In the university catalogue |
| ☑ | ☑ | ☑ | 5. On the academic unit website or in newsletters |
| ☑ | ☑ | ☑ | 6. In the assessment or program review reports, plans, resources, or activities |
| ☐ | ☐ | ☐ | 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?

◉ 1. Yes

◯ 2. No (skip to **Q6**)

◯ 3. Don't know (skip to **Q6**)

◯ 4. N/A (skip to **Q6**)

**Q3.1.1.**
How many assessment tools/methods/measures **in total** did you use to assess this PLO?
4

**Q3.2.**
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

◯ 2. No (skip to **Q6**)

◯ 3. Don't know (skip to **Q6**)

◯ 4. N/A (skip to **Q6**)

**Q3.2.1.**
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:

Students' individual counseling skills are assessed in EDC 280: Practicum in Communication during their second semester in the program. In this course, students practice their foundational counseling skills in triads, and the instructor evaluates them each week using the 18 Counseling Skills Scale (see Appendix B). A formal evaluation occurs at midterm and final. Skills are evaluated using a 5-point Likert Scale that assesses students' application of each skill (1 = not at all or all of the time, 2 = a little or too much, 3 = somewhat or not quite enough, 4 = appropriate use, 5 = advanced use). Instructors enter all data online using the Class Climate Survey Tool.

Students' individual, group, and specialization-specific counseling skills are then assessed in EDC 475: Practicum in Counseling (fourth semester of the program) and EDC 480: Field Study in Counseling using the Counselor Trainee Evaluation (fifth and sixth semesters). Competencies are evaluated 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 C). The Counselor Trainee Evaluation (CTE) measures 12 competencies: assessment and evaluation, crisis management, treatment/session planning, rapport building, treatment/therapeutic interventions, human diversity/cultural sensitivity, law, ethics, personal qualities, work performance, professionalism, and supervision. 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, Career Counseling and School Counseling specialization students are formally assessed using the CTE at midterm and final during each semester of EDC 475 and EDC 480 (a total of six times). All Marriage, Couple, and Family Counseling students are assessed using the CTE at midterm and final during EDC 475, as a midterm evaluation during their first semester of EDC 480, and as a final evaluation during their second semester of EDC 480. This is because MCFC students remain at the same field placement for the entire year; whereas, students in the other two specializations change placements at the semester and have different experiences and evaluators. This year, Competency 1: Assessment and Evaluation, Competency 3: Treatment/Session Planning, Competency 4: Rapport Building, and Competency 5: Treatment/Therapeutic Interventions were the focus of assessment for all three specializations. For EDC 475, university supervisors complete the evaluations and enter all data online using the Class Climate Survey Tool. For EDC 480, site supervisors complete the evaluations, students submit the evaluations to their university supervisors, and university supervisors enter the data online. Some students in EDC 480 may have more than one site, and they are evaluated at each site. Therefore, there may be more evaluations than students enrolled in the class.

During EDC 290: Master's Culminating Experience (the last semester in the program), students complete the Counselor Preparation Comprehensive Examination. The National Board for Certified Counselors developed the CPCE, which is currently used by more than 260 graduate schools as a culminating experience requirement. Students are evaluated across the CACREP 8 competencies: Human Growth and Development, Social & Cultural Diversity, Helping Relationships, Group Work, Career Development, Assessment, Research & Program Evaluation, and Professional Orientation & Ethical Practice. This year, the competencies assessed for all students were Helping Relationships and Group Work, which assess students' individual and group counseling skills. Additionally, Career Specialization students were assessed in Career Development. The exam is administered by the EDC 290 instructor and sent to the Center for Credentialing & Education to be scored. Score reports are sent to the EDC 290 instructor along with national mean data.

In EDC 290, students also complete a Student Exit Survey, which is used to evaluate the program (see Appendix D). Students evaluate the program on a scale from 1-7, with 1 equating to "very inadequate training" and 7 equating to "excellent training." This year, the competencies assessed were Individual counseling, Group counseling, Marriage counseling, Family therapy, and Career counseling. Students complete the survey online using the Class Climate Survey Tool.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**
Which of the following direct measures were used? [**Check all that apply**]

☑ 1. Capstone project (e.g. 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 assessment such as simulations, comprehensive exams, or critiques

☑ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify:

**Q3.3.2.**
Please **explain** and **attach** the direct measure you used to collect data:

The 18 Counseling Skills Scale (a classroom-based performance assessment) and Counselor Trainee Evaluation (an external performance assessment) are included as Appendices B and C. We are unable to attach the CPCE (a capstone experience), as it is a national exam.

📎 **FORM 6 Final Evaluation Career and School.docx**
**65.16 KB**

📎 **18 Counseling Skills Scale.doc**
**32.5 KB**

**Q3.4.**
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

◉ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**
**If** you used other means, which of the following measures was used? [**Check all that apply**]

☑ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿] (skip to **Q3.4.4.**)

**Q3.4.2.**
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

**Q3.4.3.**
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

**Q3.4.4.**
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 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?

4.5 (2 full-time, 2 FERP, 1 0.5)

**Q3.5.1.**
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

18 (2 full-time, 16 part-time)

**Q3.5.2.**
**If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

**Q3.6.**
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All students enrolled in EDC 280, EDC 475, EDC 480, and EDC 290 are evaluated using the assessments.

**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 EDC 280, EDC 475, EDC 480, and EDC 290 using the assessment measures.

**Q3.6.2.**
How many students were in the class or program?

Fall 2015: 161 students; 7 students enrolled in culminating experience (1 who failed and repeated the

**Q3.6.3.**
How many samples of student work did you evaluated?

Fall 2015: All students enrolled in EDC 480 and EDC 290 were evaluated. However, not all instructors

**Q3.6.4.**
Was the sample size of student work for the direct measure adequate?

- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

(**Remember**: Save your progress)

## Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**
Were indirect measures used to assess the PLO?

- ● 1. Yes
- ○ 2. No (skip to **Q3.8**)
- ○ 3. Don't Know (skip to **Q3.8**)

**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)

☑ 3. College/department/program student surveys or focus groups

☐ 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: [                    ]

**Q3.7.1.1.**
Please explain and attach the indirect measure you used to collect data:

In EDC 290, students also complete a Student Exit Survey, which is used to evaluate the program (see Appendix D). Students evaluate the program on a scale from 1-7, with 1 equating to "very inadequate training" and 7 equating to "excellent training." This year, the competencies assessed were Individual counseling, Group counseling, Marriage counseling, Family therapy, and Career counseling. Students complete the survey online using the Class Climate Survey Tool.

📎 **Student Exit Survey.docx**
40.13 KB            📎 **No file attached**

**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, how did you **select** 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?

The response rate for both fall 2015 and spring 2016 was 100%. However, the data collected from spring

## Question 3C: 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?

◉ 1. Yes

○ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**
Which of the following measures was used? [**Check all that apply**]

☑ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [                              ]

**Q3.8.2.**
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**
If other measures were used, please specify:

[                                                                ]

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(**Remember**: Save your progress)

## Question 4: Data, Findings, and Conclusions

**Q4.1.**
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Attached

📎 Assessment Data Tables.docx
14.99 KB

📎 No file attached

**Q4.2.**

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Overall, students in all three specializations are meeting the program standard. In spring 2016, Career Counseling specialization students exceeded the required score of 2 on all skills assessed by the 18 Counseling Skills Scale for the midterm assessment. Although the students received a score of 2 on some skills, the majority of skills were assessed as a 3 or higher. The mean score was 3.33. At the final evaluation, these students exceeded the required score of 3 with a mean score of 4.06. Some skills were assessed as a 3, but many skills were assessed as a 4 or higher. During their practicum course, Career Counseling specialization students again exceeded the standard. In Competencies 1, 3, 4, and 5, the mean scores were all above 5 (the equivalent to a 2 on the evaluation) at midterm. The requirement at midterm is to earn a 2 on all competencies. By the final evaluation, all students whose scores were reported exceeded the standard with a score of 7 (equivalent to a 3 on the evaluation) on Competencies 1, 3, 4, and 5. During their fall and spring fieldwork experiences, Career Counseling specialization students exceeded the standard with a mean score on Competencies 1, 3, 4, and 5 all above 5 at midterm and final. In fall 2015, Career Counseling specialization students rated the program as a 6 for training in individual and group counseling, and a 7 (the highest score possible) in career counseling. Four career students took the CPCE in fall 2015. They fell slightly below the program standard in helping relationships and group work. There was one student who failed the exam, which contributed to this. However, they met the standard in career development. In spring 2016, two students were scheduled to take the CPCE, but one student had a medical emergency and was unable to sit for the exam. The student who did complete the exam met the program standard in helping relationships and group work, and exceeded the standard in career development.

In spring 2016, MCFC students all met the program standard at midterm and final on the 18 Counseling Skills Scale. No one received a score below 2 on the midterm or a score below 3 on the final. In practicum during this same semester, MCFC students again met program standards. At midterm, they scored above 5 (equivalent to 2 on the evaluation) in Competencies 1, 3, 4, and 5. At final, they exceeded the standard by scoring above 6, often receiving a 7, in these competencies. This was also true for those MCFC students enrolled in EDC 480 for the fall and spring semesters. There were not MCFC students enrolled in EDC 290 in the fall semester, and their data from the Student Exit Survey for spring 2016 was inadvertently deleted. Therefore, our program was unable to assess these students' perceptions of their training in the program this year. In spring 2016, two MCFC students took the CPCE, and one failed. They neared the program standard in helping relationships (mean score was 10.5 out of a possible 17), and they met the standard for group work (mean score was 11.5).

School Counseling specialization students all met the program standard at midterm and final on the 18 Counseling Skills Scale in spring 2016. They all received a minimum score of 2 on all skills at the midterm and a minimum score of 3 at the final. In practicum for spring 2016, School Counseling specialization students again met or exceeded the program standard at both midterm and final. This was also true in EDC 480 during the fall 2015 semester. Program standard for the Student Exit Survey is a 5. In fall 2015, School Counseling students rated their program training in individual counseling as a 6, which exceeds program standard. However, they rated group counseling as 4.67, which is slightly below standard. In fall 2015, three School Counseling students took the CPCE. Their mean score on helping relationships was a 10.67, which falls below standard. Their mean score on group work also fell below standard (10.33). In spring 2016, one student took the CPCE and exceeded the standard for helping relationships, but fell below standard for group work.

When students are assessed during their practical work, they demonstrate that they meet or exceed standard for this PLO. Their performance on the CPCE is less consistent. This indicates that

☐ No file attached    ☐ No file attached

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

○ 1. **Exceeded** expectation/standard

◉ 2. **Met** expectation/standard

○ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

## Question 4A: Alignment and Quality

**Q4.4.**
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

**Q4.5.**
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

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

**Q5.1.**
As a result of the assessment effort and based on 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

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

**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.

The program will redesign EDC 219: Group Process in Counseling to include training in conducting groups with children. The program will also redesign EDC 290: Masters Culminating Experience to include additional review in group work. The program will assess the impact of these changes by evaluating students' performance on the CPCE and their rating of program training on the Student Exit Survey.

**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

**Q5.2.**

| How have the assessment data from the last annual assessment been used so far? [**Check all that apply**] | 1. Very Much | 2. Quite a Bit | 3. Some | 4. Not at All | 5. 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. WSCUC 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 modifications | ○ | ○ | ○ | ○ | ◉ |
| 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:

Assessment data from last year was reported to regional and program accrediting bodies. We review the data at program meetings to determine if modification to the program is necessary. All alumni and community partners were sent copies of assessment reports. Data demonstrating our students' high performance and national accreditation standards were used to justify the need for additional faculty hires.

(**Remember**: Save your progress)

## Additional Assessment Activities

**Q6.**
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A

📎 No file attached      📎 No file attached

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

☐ 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 not included above:

a. [                                                    ]
b. [                                                    ]
c. [                                                    ]

**Q8.** Please attach any additional files here:

| 📎 Appendix A.docx | 📎 MCFC Curriculum Map.docx | 📎 School Counseling Curriculum Map.docx | 📎 No file attached |
| 14.14 KB | 17.19 KB | 18.51 KB | |

**Q8.1.**
Have you attached any files to this form? If yes, please list every attached file here:

Appendix A: Program Learning Outcomes (PLOs) for the Counselor Education Program

Appendix B: 18 Counseling Skills Scale

Appendix C: Counselor Trainee Evaluation (CTE)

Appendix D: Student Exit Survey

Appendix E: Career Counseling Curriculum Map

Appendix F: MCFC Curriculum Map

Appendix G: School Counseling Curriculum Map

## Program Information (**Required**)

**P1.**
Program/Concentration Name(s): [by degree]
MA Counselor Education

**P1.1.**
Program/Concentration Name(s): [by department]
Counselor Education MA

**P2.**
Report Author(s):
Dr. Elisabeth Liles

**P2.1.**
Department Chair/Program Director:
Dr. Susan Heredia

**P2.2.**
Assessment Coordinator:
Dr. Elisabeth Liles

**P3.**
Department/Division/Program of Academic Unit
Education - Graduate

**P4.**
College:
College of Education

**P5.**
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

Fall = 161
Spring = 155

**P6.**
Program Type:

○ 1. Undergraduate baccalaureate major

○ 2. Credential

◉ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

○ 5. Other, specify: _____

**P7.** Number of **undergraduate degree programs** the academic unit has?
N/A

**P7.1.** List all the names:

**P7.2.** How many concentrations appear on the diploma for this undergraduate program?
N/A

**P8.** Number of **master's degree programs** the academic unit has?
1

**P8.1.** List all the names:

M.S. Counseling, with specializations in Career Counseling; Marriage, Couple, and Family Counseling; and School Counseling

**P8.2.** How many concentrations appear on the diploma for this master's program?
3

**P9.** Number of **credential programs** the academic unit has?
1

**P9.1.** List all the names:

PPS in School Counseling

**P10.** Number of **doctorate degree programs** the academic unit has?

0

**P10.1.** List all the names:

| When was your **assessment plan**... | 1.<br>Before<br>2010-11 | 2.<br>2011-12 | 3.<br>2012-13 | 4.<br>2013-14 | 5.<br>2014-15 | 6.<br>No Plan | 7.<br>Don't<br>know |
|---|---|---|---|---|---|---|---|
| **P11.** developed? | ● | ○ | ○ | ○ | ○ | ○ | ○ |
| **P11.1.** last updated? | ○ | ○ | ○ | ○ | ● | ○ | ○ |

**P11.3.**
Please attach your latest **assessment plan**:

**Assessment Plan - All Specializations.docx**
**49.95 KB**

**P12.**
Has your program developed a **curriculum map?**

● 1. Yes

○ 2. No

○ 3. Don't know

**P12.1.**
Please attach your latest **curriculum map**:

Career Counseling Curriculum Map.docx
17.1 KB

**P13.**
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

● 1. Yes

○ 2. No

○ 3. Don't know

**P14.**
Does your program have a capstone class?

&#9673; 1. Yes, indicate: | EDC 290: Master's Culminating Experience |

&#9675; 2. No

&#9675; 3. Don't know

**P14.1.**
Does your program have **any** capstone project?

&#9673; 1. Yes

&#9675; 2. No

&#9675; 3. Don't know

(**Remember**: Save your progress)

## 18 Counseling Skills Scale

Throughout EDC 280, you will practice the 18 Counseling Skills Model. This scale is designed to assess each of those skills. A formal evaluation using this scale will be used to assess your skills at both the midterm and final. In order to earn a grade of *Credit* you must receive a minimum score of 2 on <u>all</u> skills for the midterm, and a minimum score of 3 on <u>all</u> skills for the final.

**Rating Scale:**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not at all | A little | Somewhat | Appropriate Use | Advanced Use |
| or All of the Time | or Too much | or Not quite enough | | |

## I. ATTENDING

### 1. Eye Contact
Direct Gaze with occasional breaks.

1　　　　　2　　　　　3　　　　　4　　　　　5

### 2. Body Language
Open relaxed posture. Leaning forward when talking, leaning back when client talks on target. Using head nods and body gestures.

1　　　　　2　　　　　3　　　　　4　　　　　5

### 3. Verbal Tracking
Repeating key feelings and content. Helping client focus on main topics.

1　　　　　2　　　　　3　　　　　4　　　　　5

## II. QUESTIONS AND REFLECTING

### 4. Questions
Asking open-ended questions that encourage the client to continue talking

1　　　　　2　　　　　3　　　　　4　　　　　5

**5. Paraphrasing**
Engages in brief accurate and clear rephrasing of what the client has expressed.

| 1 | 2 | 3 | 4 | 5 |

**6. Summarizing**
A statement that generally reflects what the client has expressed.

| 1 | 2 | 3 | 4 | 5 |

### III.   INTERCHANGEABLE EMPATHY

**7. Feeling and Content**
Stating succinctly the feeling and the content of the problem faced by the client.  ("You feel _____ when _____.")

| 1 | 2 | 3 | 4 | 5 |

**8.  Self-Disclosure**
Self-discloses a problem that was resolved earlier that is related to the problem faced by the client.  ("When I've helped others with the problem of _____ they changed their attitude and actions to _____ and this resulted in resolving the problem.  What do you think about this possible solution?")

| 1 | 2 | 3 | 4 | 5 |

**9.  Concrete and Specific**
Asks for concrete and specific expression.  ("Tell me more about how you feel and behave when facing _____.")

| 1 | 2 | 3 | 4 | 5 |

### IV.   ADDITIVE EMPATHY

**10.  Immediacy**
Recognizes immediate feelings (verbal/nonverbal) expressed between the client and the counselor when discussing the problem.  ("As we talk about _____ problem, I sense you are feeling _____ about me. In turn, I'm feeling _____ about how you are viewing the problem right now.")

| 1 | 2 | 3 | 4 | 5 |

### 11. Situation, Action and Feelings
Identifying the general problem situation, action taken when facing the problem and feelings about one's self after taking the action.  (In _____ situations, you do _____ and feel _____.")

**1**　　　　**2**　　　　**3**　　　　**4**　　　　**5**

### 12.  Confronts Caringly
Confronts caringly the discrepancy between self-expectation when facing the problem and actual attitude/behavior shown and how these are personally judged.  ("You expect yourself to do _____ when facing the problem of _____, but you do _____.  When this happens you feel _____ about yourself.")

**1**　　　　**2**　　　　**3**　　　　**4**　　　　**5**

## V.　　DECISION MAKING

### 13.  Deciding
Defining the decision in terms of changing or not changing.  ("You can choose to _____ or not to change.  What would you like to do?")

**1**　　　　**2**　　　　**3**　　　　**4**　　　　**5**

### 14.  Choosing
Recognizing the preferred choice and immediate feeling and implication when taking new actions.  ("You have decided to _____ which means that you need to _____.")

**1**　　　　**2**　　　　**3**　　　　**4**　　　　**5**

### 15. Consequences
Delineating the long-term consequences and value reflected in the choice.  ("By choosing to do _____ you are confirming your _____ value and belief about yourself.")

**1**　　　　**2**　　　　**3**　　　　**4**　　　　**5**

## VI. CONTRACTING

### 16. Agreements
Reaching agreement about actions to take and who is responsible for them.  ("In deciding to _____ you will do_____ and _____ so things will change accordingly.")

| 1 | 2 | 3 | 4 | 5 |

### 17. Deadlines
Specifying a time-table for completing actions to fulfill responsibilities for the decisions. (You will accomplish _____ by _____.")

| 1 | 2 | 3 | 4 | 5 |

### 18. Review Goals and Actions to Determine Outcome
Reminding the client of the problem-solving goal that requires him/her to take specific actions to achieve desired outcome.  ("In aiming to achieve _____ you will take the following steps of _____, _____, _____, and this can result in _____.  How will you feel about this outcome?")

| 1 | 2 | 3 | 4 | 5 |

☐

**Instructions:**
1. Thoughtfully complete this evaluation. Please be sure to circle the appropriate score for each competency. See "Performance Levels" information below for more details.
2. Meet face-to-face with the student to review and discuss the evaluation.
3. Sign and date the evaluation with the student present and make copies for the student and yourself.
4. Have the student submit the original evaluation to his/her University Supervisor (seminar instructor) by the deadline.

| 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 | |

**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.**

**Competency Expectations:**
**A minimum passing score of 2 on all competencies on the Final Evaluation (FORM 6) is required for students to earn credit in EDC 480: Field Study. Earning a grade of No Credit in EDC 480 for two semesters will result in automatic removal from the Counselor Education Program.**

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

| 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 <br> Fails Standard | 1        1.5 <br> Needs Improvement | 2        2.5 <br> Meets Standard | 3 <br> 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 <br> Fails Standard | 1        1.5 <br> Needs Improvement | 2        2.5 <br> Meets Standard | 3 <br> 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 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/students 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:**

EEL 8-28-15

| 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<br>Fails Standard | 1        1.5<br>Needs Improvement | 2        2.5<br>Meets Standard | 3<br>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<br>Fails Standard | 1        1.5<br>Needs Improvement | 2        2.5<br>Meets Standard | 3<br>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<br>Fails Standard | 1        1.5<br>Needs Improvement | 2        2.5<br>Meets Standard | 3<br>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<br>Fails Standard | 1        1.5<br>Needs Improvement | 2        2.5<br>Meets Standard | 3<br>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<br>Fails Standard | 1        1.5<br>Needs Improvement | 2        2.5<br>Meets Standard | 3<br>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<br>Fails Standard | 1          1.5<br>Needs Improvement | 2          2.5<br>Meets Standard | 3<br>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<br>Fails Standard | 1          1.5<br>Needs Improvement | 2          2.5<br>Meets Standard | 3<br>Exceeds Standard |
| **Comments:** | | | |

| Overall Assessment | | | |
|---|---|---|---|
| 0          0.5<br>Fails Standard | 1          1.5<br>Needs Improvement | 2          2.5<br>Meets Standard | 3<br>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: _____

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:
   ___Community Counseling          ___School Counseling
   ___Career Counseling             ___Marriage, Family and Child Counseling

   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.     Which **one** 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) |
| ⌒ . 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) <br> 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) <br> Year (YYYY): _____ | ⌢ 4. California Pupil Personnel Services Credential (school counseling only) Year (YYYY): _____ |
| ⌢ 2. Licensed Marriage and Family Therapist (LMFT) State:____Year(YYYY): _____ | ⌢ 5. Other (please list) _____ State:____Year (YYYY): _____ |
| ⌢ 3. Licensed Professional Counselor (or equivalent) 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?

_____

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, & practice | 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 market | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| | OTHER AREAS | | | | | | | | |
| 19. | Participation in service to the profession | 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 received at CSUS | 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:
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 important professional goal | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Encouraging the integration of multicultural perspectives and skills into professional roles | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Respect for personal/professional boundaries | 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 success | 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?

Thank you very much for your very important input!

Data for Category 18: Overall Competencies in the Major/Discipline of graduate students from the Career Counseling specialization are presented in Table 1.

**Table 1: The Results for Overall Competencies in the Major/Discipline for Career Counseling Specialization Graduate Students**

| Assessment | Fall 2015 | Spring 2016 |
|---|---|---|
| **18 Counseling Skills Scale Midterm** | Class Not Offered | N=16<br>Mean Score = 3.33 (N=1; 6.25%) |
| **18 Counseling Skills Scale Final** | Class Not Offered | N=16<br>Mean Score = 4.06 (N=1; 6.25%) |
| **EDC 475 Counselor Trainee Evaluation Practicum Midterm** | Class Not Offered | **Competency 1: Assessment and Evaluation**<br>N=17<br>Mean Score = 5.73 (N=11; 64.71%)<br>**Competency 3: Treatment/Session Planning**<br>N=17<br>Mean Score = 5.64 (N=11; 64.71%)<br>**Competency 4: Rapport Building**<br>N=17<br>Mean Score = 5.82 (N=11; 64.71%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=17<br>Mean Score = 5.73 (N=11; 64.71%) |
| **EDC 475 Counselor Trainee Evaluation Practicum Final** | Class Not Offered | **Competency 1: Assessment and Evaluation**<br>N=17<br>Mean Score = 7 (N=11; 64.71%)<br>**Competency 3: Treatment/Session Planning**<br>N=17<br>Mean Score = 7 (N=11; 64.71%)<br>**Competency 4: Rapport Building**<br>N=17<br>Mean Score = 7 (N=11; 64.71%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=17<br>Mean Score = 7 (N=11; 64.71%) |
| **EDC 480 Counselor Trainee Evaluation Field Study Midterm** | **Competency 1: Assessment and Evaluation**<br>N=5<br>Mean Score = 6 (N=5; 100%)<br>**Competency 3: Treatment/Session Planning**<br>N=5<br>Mean Score = 6 (N=5; 100%)<br>**Competency 4: Rapport Building**<br>N=5<br>Mean Score = 7 (N=5; 100%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=5<br>Mean Score = 5.8 (N=5; 100%) | **Competency 1: Assessment and Evaluation**<br>N=1<br>Mean Score = 6 (N=1; 100%)<br>**Competency 3: Treatment/Session Planning**<br>N=1<br>Mean Score = 5 (N=1; 100%)<br>**Competency 4: Rapport Building**<br>N=1<br>Mean Score = 6 (N=1; 100%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=1<br>Mean Score = 6 (N=1; 100%) |

| EDC 480 Counselor Trainee Evaluation Field Study Final | **Competency 1: Assessment and Evaluation** <br> N=5 <br> Mean Score = 6.4 (N=5; 100%) <br> **Competency 3: Treatment/Session Planning** <br> N=5 <br> Mean Score = 6.4 (N=5; 100%) <br> **Competency 4: Rapport Building** <br> N=5 <br> Mean Score = 7 (N=5; 100%) <br> **Competency 5: Treatment/Therapeutic Interventions** <br> N=5 <br> Mean Score = 6.2 (N=5; 100%) | **Competency 1: Assessment and Evaluation** <br> N=1 <br> Mean Score = 7 (N=1; 100%) <br> **Competency 3: Treatment/Session Planning** <br> N=1 <br> Mean Score = 6 (N=1; 100%) <br> **Competency 4: Rapport Building** <br> N=1 <br> Mean Score = 7 (N=1; 100%) <br> **Competency 5: Treatment/Therapeutic Interventions** <br> N=1 <br> Mean Score = 6 (N=1 ; 100%) |
|---|---|---|
| **Student Exit Survey** | **Competency: Individual Counseling** <br> N=3 <br> Mean Score = 6 (N=3; 100%) <br> **Competency: Group Counseling** <br> N = 3 <br> Mean Score = 6 (N=3; 100%) <br> **Competency: Career Counseling** <br> N=3 <br> Mean Score = 7 (N=3; 100%) | Data was inadvertently deleted. |
| **Counselor Preparation Comprehensive Examination (CPCE)** | **Competency 3: Helping Relationships** <br> N=4 <br> Mean Score = 10.75 (N=4; 100%) <br> National Mean = 11.94 (N=237) <br> **Competency 4: Group Work** <br> N=4 <br> Mean Score = 9.5 (N=4; 100%) <br> National Mean = 10.84 (N=237) <br> **Competency 5: Career Development** <br> N=4 <br> Mean Score = 11.25 (N=4; 100%) <br> National Mean = 9.38 (N=237) | **Competency 3: Helping Relationships** <br> N=2 <br> Mean Score = 11 (N=1; 50%) <br> National Mean = 11.48 (N=573) <br> **Competency 4: Group Work** <br> N=2 <br> Mean Score = 11 (N=1; 50%) <br> National Mean = 11.13 (N=573) <br> **Competency 5: Career Development** <br> N=2 <br> Mean Score = 12 (N=1; 50%) <br> National Mean = 9.31 (N=573) |

Data for Category 18: Overall Competencies in the Major/Discipline of graduate students from the Marriage, Couple, and Family specialization are presented in Table 2.

**Table 2: The Results for Overall Competencies in the Major/Discipline for Marriage, Couple, and Family Counseling Specialization Graduate Students**

| Assessment | Fall 2015 | Spring 2016 |
|---|---|---|
| **18 Counseling Skills Scale Midterm** | Class Not Offered | N=29 <br> Mean Score = 3.21 (N=9; 31%) |
| **18 Counseling Skills Scale Final** | Class Not Offered | N=29 <br> Mean Score = 4.22(N=9; 31%) |
| **EDC 475 Counselor Trainee Evaluation Practicum Midterm** | Class Not Offered | **Competency 1: Assessment and Evaluation** <br> N=20 <br> Mean Score = 6 (N=5; 25%) <br> **Competency 3: Treatment/Session Planning** |

|  |  | N=20<br>Mean Score = 5.8 (N=5; 25%)<br>**Competency 4: Rapport Building**<br>N=20<br>Mean Score = 6.2 (N=5; 25%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=20<br>Mean Score = 5.8 (N=5; 25%) |
|---|---|---|
| **EDC 475 Counselor Trainee Evaluation Practicum Final** | Class Not Offered | **Competency 1: Assessment and Evaluation**<br>N=20<br>Mean Score = 7 (N=5; 25%)<br>**Competency 3: Treatment/Session Planning**<br>N=20<br>Mean Score = 6.8 (N=5; 25%)<br>**Competency 4: Rapport Building**<br>N=20<br>Mean Score = 7 (N=5; 25%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=20<br>Mean Score = 7 (N=5; 25%) |
| **EDC 480 Counselor Trainee Evaluation Field Study Midterm** | **Competency 1: Assessment and Evaluation**<br>N=2<br>Mean Score = 6 (N=2; 100%)<br>**Competency 3: Treatment/Session Planning**<br>N=2<br>Mean Score = 6 (N=2; 100%)<br>**Competency 4: Rapport Building**<br>N=2<br>Mean Score = 7 (N=2; 100%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=2<br>Mean Score = 6 (N=2; 100%) | MCFC students have their midterm evaluation in the fall. |
| **EDC 480 Counselor Trainee Evaluation Field Study Final** | MCFC students have their final evaluation in the spring. | **Competency 1: Assessment and Evaluation**<br>N=2<br>Mean Score = 6 (N=2; 100%)<br>**Competency 3: Treatment/Session Planning**<br>N=2<br>Mean Score = 6 (N=2; 100%)<br>**Competency 4: Rapport Building**<br>N=2<br>Mean Score = 6 (N=2; 100%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=2<br>Mean Score = 6 (N=2; 100%) |
| **Student Exit Survey** | There were no MCFC students enrolled in EDC 290 in the fall. | Data was inadvertently deleted. |

| Counselor Preparation Comprehensive Examination (CPCE) | There were not MCFC students enrolled in EDC 290 in the fall. | **Competency 3: Helping Relationships**<br>N=2<br>Mean Score = 10.5 (N=2; 100%)<br>National Mean = 11.48 (N=573)<br>**Competency 4: Group Work**<br>N=2<br>Mean Score = 11.5 (N=2; 100%)<br>National Mean = 11.13 (N=573) |

Data for Category 18: Overall Competencies in the Major/Discipline of graduate students from the School Counseling specialization are presented in Table 3.

**Table 3: The Results for Overall Competencies in the Major/Discipline for School Counseling Specialization Graduate Students**

| Assessment | Fall 2015 | Spring 2016 |
|---|---|---|
| **18 Counseling Skills Scale Midterm** | Class Not Offered | N=34<br>Mean Score = 2.87 (N=5; 14.71%) |
| **18 Counseling Skills Scale Final** | Class Not Offered | N=34<br>Mean Score = 4.19 (N=5; 14.71%) |
| **EDC 475 Counselor Trainee Evaluation Practicum Midterm** | Class Not Offered | **Competency 1: Assessment and Evaluation**<br>N=29<br>Mean Score = 5.57 (N=23; 79.31%)<br>**Competency 3: Treatment/Session Planning**<br>N=29<br>Mean Score = 5.45 (N=22; 75.86%)<br>**Competency 4: Rapport Building**<br>N=29<br>Mean Score = 6.17 (N=23; 79.31%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=29<br>Mean Score = 5.43 (N=23; 79.31%) |
| **EDC 475 Counselor Trainee Evaluation Practicum Final** | Class Not Offered | **Competency 1: Assessment and Evaluation**<br>N=29<br>Mean Score = 6.42 (N=19; 65.52%)<br>**Competency 3: Treatment/Session Planning**<br>N=29<br>Mean Score = 6.45 (N=20; 68.97%)<br>**Competency 4: Rapport Building**<br>N=29<br>Mean Score = 6.75 (N=20; 68.97%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=29<br>Mean Score = 6.45 (N=20; 68.97%) |
| **EDC 480 Counselor Trainee Evaluation Field Study Midterm** | **Competency 1: Assessment and Evaluation**<br>N=4<br>Mean Score = 5.5 (N=4; 100%)<br>**Competency 3: Treatment/Session Planning**<br>N=4 | There were no school counseling specialization students enrolled in EDC 480 in the spring. |

| | | |
|---|---|---|
| | Mean Score = 5.75 (N=4; 100%)<br>**Competency 4: Rapport Building**<br>N=4<br>Mean Score = 6 (N=4; 100%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=4<br>Mean Score = 5.75 (N=4; 100%) | |
| **EDC 480 Counselor Trainee Evaluation Field Study Final** | **Competency 1: Assessment and Evaluation**<br>N=4<br>Mean Score = 6.25 (N=4; 100%)<br>**Competency 3: Treatment/Session Planning**<br>N=4<br>Mean Score = 6 (N=4; 100%)<br>**Competency 4: Rapport Building**<br>N=4<br>Mean Score = 6.75 (N=4; 100%)<br>**Competency 5: Treatment/Therapeutic Interventions**<br>N=4<br>Mean Score = 6 (N=4; 100%) | There were no school counseling specialization students enrolled in EDC 480 in the spring. |
| **Student Exit Survey** | **Competency: Individual Counseling**<br>N=3<br>Mean Score = 6 (N=3; 100%)<br>**Competency: Group Counseling**<br>N = 3<br>Mean Score = 4.67 (N=3; 100%) | Data was inadvertently deleted. |
| **Counselor Preparation Comprehensive Examination (CPCE)** | **Competency 3: Helping Relationships**<br>N=3<br>Mean Score = 10.67 (N=3; 100%)<br>National Mean = 11.94 (N=237)<br>**Competency 4: Group Work**<br>N=3<br>Mean Score = 10.33 (N=3; 100%)<br>National Mean = 10.84 (N=237) | **Competency 3: Helping Relationships**<br>N=1<br>Mean Score = 14 (N=1; 100%)<br>National Mean = 11.48 (N=573)<br>**Competency 4: Group Work**<br>N=1<br>Mean Score = 7 (N=1; 100%)<br>National Mean = 11.13 (N=573) |

**Appendix A: 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.

## Curriculum Map: M.S. Counseling, Marriage, Couple, and Family Counseling Specialization

Each program shall create a curriculum map:

1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
3. *Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course.*

| Course Work | PLO 1: Counseling Skills | PLO 2: MFT Licensure | PLO 3: Change Agents | PLO 4: Self-Understanding | PLO 5: Communication Skills | PLO 6: Ethical and Legal Practice | PLO 7: Diverse Populations |
|---|---|---|---|---|---|---|---|
| EDC 210 (C) | X | X | X | X | X | X | X |
| EDC 212 (C) | X | X | X | X | X | X | X |
| EDC 214 (C) | X | X | | X | X | X | X |
| EDC 216 (C) | Theory Outline | X | | Theory Paper | X | X | X |
| EDC 218 (C) | | X | | | | X | X |
| EDC 219 (C) | X | X | | | X | X | X |
| EDC 231 (C) | | X | | | | X | X |
| EDC 233 (C) | | X | | | | X | X |
| EDC 234 (Specialization) | X | X | | X | X | X | |
| EDC 244 (Specialization) | X | X | X | X | X | X | X |
| EDC 250 (C) | | X | | | | X | X |
| EDC 252 (C) | | X | | X | | Final Exam | X |
| EDC 254 (Specialization) | | X | X | | | X | X |
| EDC 260 (C) | X | X | | | X | X | X |
| EDC 272 (Specialization) | X | X | Research Outline | Case Study | X | Final Exam | X |
| Elective (E) | X | X | | | | X | X |
| EDC 280 (C) | 18 Counseling Skills Scale | X | | | | | X |
| EDC 290 (Exam) | CPCE | | | | CPCE | CPCE | CPCE |
| EDC 475 (C) | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation |
| EDC 480 (C) | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation |

| Course Work | PLO 8: MCFC Counseling Skills | PLO 9: Diagnosis | PLO 10: Treatment Planning | PLO 11: Competent Practice | | | |
|---|---|---|---|---|---|---|---|
| EDC 210 (C) | | | | X | | | |
| EDC 212 (C) | | | | X | | | |
| EDC 214 (C) | | | | X | | | |
| EDC 216 (C) | | | X | X | | | |
| EDC 218 (C) | | X | X | X | | | |
| EDC 219 (C) | | | | X | | | |
| EDC 231 (C) | | Biopsychosocial Paper | X | X | | | |
| EDC 233 (C) | | | | X | | | |
| EDC 234 (Specialization) | X | | X | X | | | |
| EDC 244 (Specialization) | | | | X | | | |
| EDC 250 (C) | | | | X | | | |
| EDC 252 (C) | | | | X | | | |
| EDC 254 (Specialization) | | | | X | | | |
| EDC 260 (C) | | | | Grant Proposal | | | |
| EDC 272 (Specialization) | X | | X | X | | | |
| Elective (E) | X | | | X | | | |
| EDC 280 (C) | | | | X | | | |
| EDC 290 (Exam) | | | | CPCE | | | |
| EDC 475 (C) | Counselor Trainee Evaluation | Case Study | Counselor Trainee Evaluation | Counselor Trainee Evaluation | | | |
| EDC 480 (C) | Counselor Trainee Evaluation | Case Study | Counselor Trainee Evaluation | Counselor Trainee Evaluation | | | |

# Curriculum Map: M.S. Counseling, School Counseling Specialization

Each program shall create a curriculum map:

1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
3. *Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course.*

| Course Work | PLO 1: Collaborate with School Staff and Parents | PLO 2: Collaborate with Community Agencies | PLO 3: Work within the Political Realities of the School System | PLO 4: PPS Credential | PLO 5: Consult | PLO 6: Developmental Needs | PLO 7: Self-Understanding | PLO 8: Communication Skills |
|---|---|---|---|---|---|---|---|---|
| EDC 210 (C) | | | | X | | X | Reflection Paper | X |
| EDC 212 (C) | | | | X | | | Reflection Paper | |
| EDC 214 (C) | | | | X | | X | Reflection Paper | X |
| EDC 216 (C) | | | | X | | | Theory Paper | Theory Paper |
| EDC 218 (C) | | | | X | | | | |
| EDC 219 (C) | | | | X | | | | X |
| EDC 231 (C) | | | | X | | | | |
| EDC 233 (C) | | | | X | | | | |
| EDC 234 (C) | | | | X | | | | |
| EDC 242 (Specialization) | | | | X | | Micropracticum Paper | | Micropracticum Paper |
| EDC 250 (C) | | | | X | | | | |
| EDC 252 (C) | | | | X | | | | |
| EDC 260 (C) | | | | X | | | | |
| EDC 270 (Specialization) | | Resource Binder | X | X | | | | |
| EDC 272 (Specialization) | X | Resource Binder | X | X | | Research Outline | Case Study | |
| EDC 274 (Specialization) | Staff Training Outline | Resource Binder | X | X | X | Guidance Unit | | |
| EDC 280 (C) | | | | X | | | | 18 Counseling Skills Scale |
| EDC 290 (Exam) | | | | CPCE | | CPCE | | CPCE |

| Course Work | PLO 1: Collaborate with School Staff and Parents | PLO 2: Collaborate with Community Agencies | PLO 3: Work within the Political Realities of the School System | PLO 4: PPS Credential | PLO 5: Consult | PLO 6: Developmental Needs | PLO 7: Self-Understanding | PLO 8: Communication Skills |
|---|---|---|---|---|---|---|---|---|
| EDC 475 (C) | Counselor Trainee Evaluation | Case Study | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation |
| EDC 480 (C) | Counselor Trainee Evaluation | Case Study | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation |

| Course Work | PLO 9: Assessment | PLO 10: Assist in Development and Maintenance of Quality Instruction | PLO 11: Ethical and Legal Practice | PLO 12: Comprehensive School Counseling Programs | PLO 13: Advocacy | PLO 14: Diverse Populations | PLO 15: Appropriate Referrals | |
|---|---|---|---|---|---|---|---|---|
| EDC 210 (C) | | | X | | X | X | X | |
| EDC 212 (C) | | | X | | X | X | X | |
| EDC 214 (C) | | | X | | X | X | | |
| EDC 216 (C) | | | X | | Theory Paper | X | | |
| EDC 218 (C) | Assessment Paper | | X | | | X | | |
| EDC 219 (C) | | | X | | | X | | |
| EDC 231 (C) | Biopsychosocial Paper | | X | | | X | | |
| EDC 233 (C) | | | X | | | X | | |
| EDC 234 (C) | | | X | | | X | | |
| EDC 242 (Specialization) | | | X | | | X | | |
| EDC 250 (C) | | | X | | | X | | |
| EDC 252 (C) | | | Final Exam | | X | X | | |
| EDC 260 (C) | | | X | | | X | | |
| EDC 270 (Specialization) | | X | X | Counseling Program Outline | Counseling Program Outline | X | Resource Binder | |
| EDC 272 (Specialization) | | Research Outline | Final Exam | Research Outline | Research Outline | X | Resource Binder | |
| EDC 274 (Specialization) | | Guidance Unit | X | Guidance Unit | Philosophy Paper | X | Resource Binder | |
| EDC 280 (C) | | | X | | | X | | |

| Course Work | PLO 9: Assessment | PLO 10: Assist in Development and Maintenance of Quality Instruction | PLO 11: Ethical and Legal Practice | PLO 12: Comprehensive School Counseling Programs | PLO 13: Advocacy | PLO 14: Diverse Populations | PLO 15: Appropriate Referrals | |
|---|---|---|---|---|---|---|---|---|
| EDC 290 (Exam) | CPCE | | CPCE | | CPCE | CPCE | | |
| EDC 475 (C) | Counselor Trainee Evaluation | Case Study | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | |
| EDC 480 (C) | Counselor Trainee Evaluation | Case Study | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | |

# ASSESSMENT PLAN: M.S. in Counseling

## Methods of Assessment

**Specialization-Specific Coursework**

In order to complete a course, students must meet explicit standards indicated on the course syllabus, which are based on CACREP Standards. These standards are listed as course objectives and assessed using discussions, quizzes and exams, papers/essays, projects, presentations, and direct observation of counseling skills.

**Advancement to Candidacy**

Every student in each specialization must submit a form entitled Advancement to Candidacy after completion of 30 units in the master's degree program. The program advisor meets individually with students to review their program of study and ensure that they are on track to graduate. The Advancement to Candidacy is completed with the advisor, reviewed by the program coordinator, then reviewed by the branch chair, and then reviewed by the Office of Graduate Studies. Once the form is approved by the Office of Graduate Studies, the student advances towards completion of the degree. This form allows program faculty to track student progress and ensure that the curriculum outlined by the program is being met by every student.

**Specialization Case Study**

Each specialization is assigned a case study beginning in EDC 475: Practicum. They write two additional case study papers during both semesters of EDC 480: Field Study. There is a template and rubric based on each specialization's requirements. In order to pass the final case study in the final semester of EDC 480, students must receive a score of Meet or Exceeds Standard on all items assessed by the rubric.

**Counselor Trainee Evaluation**

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 Counselor Training Evaluation includes a specific rubric that provides supervisors with a guide for evaluating students' performance.

**Counselor Preparation Comprehensive Examination (CPCE)**

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 CPCE is a national exam with extensive reliability and validity testing.

**Student Exit Survey**

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. All students are invited to complete the Student Exit Survey during their last semester in the program, and it is a requirement for completion of EDC 290. Therefore, the response rate is 100%.

# ASSESSMENT PLAN: M.S. in Counseling

**Alumni Survey**
The Office of Institutional Research conducts alumni surveys on a periodic basis. The most recent survey of M.S. in Counseling alumni was distributed and data collected and analyzed in spring 2015. A total of 69 alumni responded to the survey from graduation years 2010-2014. The survey includes questions about current employment and perception of job preparedness based on one's master's degree. The survey also asks respondents about their perceptions of their graduate program. The results of this survey were distributed to faculty in September and discussed at program faculty meeting.

**Site Supervisor Survey**
The Site Supervisor Survey is distributed to all EDC 475: Practicum and EDC 480: Field Study supervisors annually. The survey is qualitative and includes four questions: (1) What strengths have you identified in our practicum/field study students? (2) What knowledge and/or skills would you like for our students to have prior to beginning practicum? (3) What knowledge and/or skills would you like for our students to have prior to beginning field study? and (4) What information, training, or other resources would help you in performing your duties as a supervisor? Supervisors may also add additional comments. The survey data is collected and shared at program meetings with faculty. Data is then used to determine what modifications need to occur in the curriculum in order to better prepare trainees for practicum and field study.

**Alumni Employer Survey**
The Alumni Employer Survey was developed in fall 2015 and has been distributed to employers from all three specializations. Alumni are requested to provide their employer information for this anonymous survey, and so surveys are only sent to those employers whose alumni responded. At this time, we have distributed 14 surveys to career counseling alumni employers, 24 surveys to MCFC alumni employers, and 48 surveys to school counseling alumni employers. Data will be analyzed and discussed at a program meeting with faculty during the spring 2016 semester.

**Community Advisory Committee**
The Community Advisory Committee is composed of full-time and part-time faculty, administrators, site supervisors, alumni, and other community partners. The purpose of the committee is to allow community partners to meet with faculty and administrators and share their perceptions about our program and how it prepares students for the counseling profession. The committee meets at least once a year. Feedback from partners is shared with the entire faculty at a program meeting, and curriculum modifications are made based on this feedback. The committee receives a report on what changes are being made based on their feedback.

## 2013-2014

**Overview:**
The Counselor Education graduate program has developed 12 program learning outcomes for the Career Counseling specialization, 11 program learning outcomes for the Marriage, Child, and Family Counseling specialization, and 15 program learning outcomes for the School Counseling specialization. This year, for the Career Counseling specialization, we 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).

# ASSESSMENT PLAN: M.S. in Counseling

For the Marriage, Child, and Family Counseling specialization this year, we 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, Child, and Family Counseling (MCFC) 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 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).

**CACREP Standards Assessed:**

Career Counseling Program Learning Outcomes 7 and 8 are directly correlated to the following CACREP Program Standards:

II.G.1.i – Advocacy processes needed to address institutional and social barriers that i impede access, equity, and success for clients

II.G.2.a – Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally

II.G.2.b – Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

II.G.2.c – Theories of multicultural counseling, identity development, and social justice

II.G.2.d – Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies

II.G.2.e – Counselors' roles in developing cultural self-awareness, promoting cultural Social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body

II.G.2.f – Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

II.G.7.f – Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations

CACREP Career Counseling Specialization Standards:

E.1 – Understands the role of multicultural issues in career counseling

E.2 – Understands the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client

E.3 – Understands sociopolitical and socioeconomic forces that affect career opportunities of ethnic and cultural minorities, such as immigration racism, and stereotyping

E.4 – Understands the changing role and responsibilities of women and men, and the implications of these changes for employment, education, family, and leisure

E.5 – Understands the impact of globalization on life role(s), careers, and the workplace

F.1 – Demonstrates the ability to make accommodations for career needs unique to multicultural and diverse populations, such as the following:
  a. Identifying alternative approaches to meet clients' career planning needs
  b. Designing and delivering career development programs and materials to hard-to-reach populations
  c. Demonstrating the ability to advocate for clients' career development and employment

F.2 – Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues

Marriage, Child, and Family Counseling Program Learning Outcomes 3 and 7 are directly correlated to the following CACREP Program Standards:

II.G.1.i – Advocacy processes needed to address institutional and social barriers that i impede access, equity, and success for clients

II.G.2.a – Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally

II.G.2.b – Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

II.G.2.c – Theories of multicultural counseling, identity development, and social justice

II.G.2.d – Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies

II.G.2.e – Counselors' roles in developing cultural self-awareness, promoting cultural Social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body

II.G.2.f – Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

II.G.7.f – Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations

CACREP Marriage, Child, and Family Counseling Specialization Standards:

A.6 – Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns

E.1 – Understands how living in a multicultural society affects couples and families

E.2 – Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couple)

E.3 – Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems

E.4 – Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s)

E.5 – Understands the effect of local, state, and national policies, programs, and services on diverse family systems

F.1 – Demonstrates the ability to provide effective services to clients in a multicultural

       society

F.3 – Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families

F.4 – Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families

G.1 – Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society

School Counseling Program Learning Outcomes 13 and 14 are directly correlated to the following CACREP Program Standards:

II.G.1.i – Advocacy processes needed to address institutional and social barriers that i impede access, equity, and success for clients

II.G.2.a – Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally

II.G.2.b – Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

II.G.2.c – Theories of multicultural counseling, identity development, and social justice

II.G.2.d – Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies

II.G.2.e – Counselors' roles in developing cultural self-awareness, promoting cultural Social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body

II.G.2.f – Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

II.G.7.f – Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations

CACREP School Counseling Specialization Standards:

A.6 – Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development

D.1 – Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms

D.3 – Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development

E.1 – Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning

E.2 – Identifies community, environmental, and institutional opportunities that enhance— as well as barriers that impede—the academic, career, and personal/social development of students

E.3 – Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families

E.4 – Understands multicultural counseling issues, as well as the impact of ability levels,

stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement

F.1 – Demonstrates multicultural competencies in relation to diversity, equity, and opportunities in student learning and development

F.2 – Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students

F.3 – Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations

F.4 – Engages parents, guardian, and families to promote the academic, career, and personal/social development of students

H.5 – Assess barriers that impede students' academic, career, and personal/social development

N.1 – Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school

N.3 – Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development

O.4 – Understands the important role of the school counselor as a system change agent

**Assessment Results:**
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**

| Assessment | Fall 2013 | Spring 2014 |
|---|---|---|
| **Counselor Trainee Evaluation** | No data available | N = 21<br>Mean Score = 4.9/7 (N = 21; 100%) |
| **Counselor Trainee Evaluation** | N = 1<br>Mean Score = 6/7 (N = 1; 100%) | N = 21<br>Mean Score = 6.89/7 (N = 19; 90%) |
| **Counselor Trainee Evaluation** | No data available | No data available |
| **Counselor Trainee Evaluation** | No data available | No data available |
| **Student Exit Survey** | N = 1<br>Mean Rating = 6/7 (N = 1; 100%) | N = 12<br>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, Child, and Family Counseling Graduate Students**

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

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

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

# ASSESSMENT PLAN: M.S. in Counseling

## 2014-2015

**Overview:**

This year, for the Career Counseling specialization, we 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:

3. Demonstrate individual and group competencies essential for engaging in career counseling. **(PLO 2)**
4. Demonstrate individual and group assessment skills related to career counseling. **(PLO 3)**
5. Be able to develop, plan, implement, and manage comprehensive career development programs in a variety of settings. **(PLO 5)**
6. 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. **(PLO 6)**
7. Students will acquire an information base and knowledge of the ethical and legal practices of career counseling. **(PLO 10)**

For the Marriage, Child, and Family Counseling specialization this year, we 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, Child, and Family Counseling 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 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)**

**CACREP Standards Assessed:**

Career Counseling Program Learning Outcomes 2, 3, 5, 6 and 10 are directly correlated to the following CACREP Program Standards:

II.G.1.b – Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications

II.G.1.j – Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

II.G.4.a – Career development theories and decision-making models

II.G.4.b – Career, avocational, educational, occupational, and labor market information resources, and career information systems

# ASSESSMENT PLAN: M.S. in Counseling

II.G.4.c – Career development program planning, organization, implementation, administration, and evaluation

II.G.4.f – Assessment instruments and techniques relevant to career planning and decision-making

II.G.4.e – Career and educational planning, placement, follow-up, and evaluation

II.G.4.g – Career and counseling processes, techniques, and resources, including those applicable to specific populations in a global economy

II.G.5.a – An orientation to wellness and prevention as desired counseling goals

II.G.5.b – Counselor characteristics and behaviors that influence helping processes

II.G.5.c – Essential interviewing and counseling skills

II.G.5.d – Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling

II.G.5.e – A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

II.G.5.f – A general framework for understanding and practicing consultation

II.G.5.g – Crisis intervention and suicide prevention models, including the use of psychological first aid strategies

II.G.6.a – Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work

II.G.6.b – Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles

II.G.6.c – Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature

II.G.6.d – Group counseling methods, including group counselor orientations and behaviors appropriate selection criteria and methods, and methods of evaluation and effectiveness

II.G.6.e – Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 cock hours over the course of one academic term

II.G.7.a – Historical perspectives concerning the nature and meaning of assessment

II.G.7.b – Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations

II.G.7.c – Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

II.G.7.d – Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)

II.G.7.e – Validity (i.e., evidence of validity, types of validity, and the relationship, between reliability and validity)

II.G.7.g – Ethical strategies for selecting, administering, and interpreting assessment and

evaluation instruments and techniques in counseling

CACREP Career Counseling Specialization Standards:

A.2 – Understands ethical and legal considerations specifically related to the practice of career counseling

A.3 – Knows the roles, functions, and settings of career counselors, including private and public sector agencies and institutions

A.5 – Understands a variety of models and theories of career counseling and career Development

A.6 – Understands the policies, laws, and regulations relevant to career counseling and career development programs (e.g., Americans with Disabilities Act [ADA]).

B.1 – Demonstrates the ability to apply and adhere to ethical and legal standards in career Counseling

C.1 – Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery

C.2 – Understands theories, strategies, and models of consultation relevant to career counseling

C.3 – Understands the impact of crises, emergencies, and disasters on a person's career planning and development

D.1. – Demonstrates the ability to identify and understand clients' personal, family, and cultural characteristics related to their career development

D.3 – Demonstrates the ability to support and challenge clients in preparing for and initiating life-work role transitions, including the following:

  a. locating, obtaining, and interpreting sources of relevant career information and experience

  b. acquiring skills needed to make life-work role transitions

  c. examining life-work roles, including the balance of work, leisure, family, and community in their careers

D.4 – Demonstrates the ability to help the client acquire a set of employability and job search skills

D.5 – Demonstrates the ability to establish and maintain a consulting relationship with persons who can influence a client's career

D.6 – Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate

G.1 – Understands assessment strategies for career development and career counseling programs

G.2 – Understands how to choose appropriate career assessment tools and techniques

G.3. – Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client)

H.1 – Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients

H.2 – Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues

H.3 – Demonstrates an ability to assess conditions of the work environment (e.g., tasks expectations, norms, qualities of the physical and social aspects of work

environments)

K.1 – Understands organizational theories, behavior, planning, communication, and management useful in implementing and administering career development programs

K.2 – Understands the resources applicable in job forecasting, planning, policy analysis, and resource allocation

K.3 – Understands leadership theories and approaches for evaluation and feedback, organizational change, decision-making, and conflict resolution

L.1 – Participates in the planning and organization of a comprehensive career resource Center

L.2 – Demonstrates the ability to implement career development programs in collaboration with others

Marriage, Child, and Family Counseling Program Learning Outcomes 1, 3, 6, 10, and 11 are directly correlated to the following CACREP Program Standards:

II.G.1.b – Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications

II.G.1.j – Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

II.G.4.d – Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development

II.G.5.a – An orientation to wellness and prevention as desired counseling goals

II.G.5.b – Counselor characteristics and behaviors that influence helping processes

II.G.5.c – Essential interviewing and counseling skills

II.G.5.d – Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling

II.G.5.e – A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

II.G.5.f – A general framework for understanding and practicing consultation

II.G.5.g – Crisis intervention and suicide prevention models, including the use of psychological first aid strategies

II.G.6.a – Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work

II.G.6.b – Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles

II.G.6.c – Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature

II.G.6.d – Group counseling methods, including group counselor orientations and behaviors appropriate selection criteria and methods, and methods of evaluation and effectiveness

II.G.6.e – Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 cock hours over the course of one academic term

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II.G.7.a – Historical perspectives concerning the nature and meaning of assessment

II.G.7.b – Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations

II.G.7.c – Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

II.G.7.d – Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)

II.G.7.e – Validity (i.e., evidence of validity, types of validity, and the relationship, between reliability and validity)

II.G.7.g – Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling

CACREP Marriage, Child, and Family Counseling Specialization Standards:

A.2 – Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling

A.3 – Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals

A.5 – Understands a variety of models and theories of marriage, couple, and family counseling

A.6 – Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, aging and family issues, family violence, and related family concerns

A.7 – Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households

B.1 – Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling

B.2 – Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems

C.1 – Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structure; and family of origin and intergenerational influences in a multicultural society

C.2 – Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning

C.3 – Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning

D.1 – Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement

D.2 – Uses systems theory to conceptualize issues in marriage, couple, and family counseling

D.3 – Uses systems theories to implement treatment, planning, and intervention strategies

D.4 – Demonstrates the ability to use procedures for assessing and managing suicide risk

D.5 – Adheres to confidentiality responsibilities, the legal responsibilities and liabilities

of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice

D.6 – Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate

G.1 – Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.

G.2 – Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society

G.3 – Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning

H.1 – Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective

H.2 – Uses systems assessment models and procedures to evaluate family functioning

H.3 – Determines which members of a family system should be involved in treatment

I.3 – Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling

J.2 – Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments

School Counseling Program Learning Outcomes 1, 2, 5, 11, 12, and 15 are directly correlated to the following CACREP Program Standards:

II.G.1.b – Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications

II.G.1.c – Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regaional, or national crisis, disaster, or other trauma-causing event

II.G.1.j – Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

II.G.5.b – Counselor characteristics and behaviors that influence helping processes

II.G.5.c – Essential interviewing and counseling skills

II.G.5.d – Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling

II.G.5.e – A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

II.G.5.f – A general framework for understanding and practicing consultation

II.G.5.g – Crisis intervention and suicide prevention models, including the use of psychological first aid strategies

II.G.7.a – Historical perspectives concerning the nature and meaning of assessment

II.G.7.b – Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual

      and group test and inventory methods, psychological testing, and behavioral observations

II.G.7.c – Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

II.G.7.d – Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)

II.G.7.e – Validity (i.e., evidence of validity, types of validity, and the relationship, between reliability and validity)

II.G.7.g – Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling

II.G.8.e – The use of research to inform evidence-based practice

CACREP School Counseling Specialization Standards:

A.2 – Understands ethical and legal considerations specifically related to the practice of school counseling

A.3 – Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school

A.5 – Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program

A.7 – Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events

B.1 – Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling

C.4 – Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling

D.2 – Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students

D.3 – Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural Issues, and (f) factors of resiliency on student learning and development

D.4 – Demonstrates the ability to use procedures for assessing and managing suicide risk

D.5 – Demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate

G.1 – Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

G.2 – Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

G.3 – Identifies various forms of needs assessments for academic, career, and personal/social development.

H.1 – Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H.4 – Makes appropriate referrals to school and/or community resources.

H.5 – Assess barriers that impede students' academic, career, and personal/social development

L.1 – Conducts programs designed to enhance student academic development

L.2 – Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities

M.1 – Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration

M.2 – Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community

M.3 – Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students

M.4 – Understands systems theories, models, and processes of consultation in school system settings

M.5 – Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children

M.7 – Knows school and community collaboration models for crisis/disaster preparedness and Response

N.2 – Locates resources in the community that can be used in the school to improve student achievement and success

N.5 – Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families

O.3 – Knows how to design, implement, manage, and evaluate a comprehensive school counseling program

P.1 – Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program

P.2 – Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)

**Assessment Results:**

The M.S. in Counseling, with Specializations in Career Counseling; Marriage, Child, and Family Counseling; 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. 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. The standard of performance established for this PLO on the Counselor Preparation Comprehensive Examination (CPCE) is that the mean score for our students will be a minimum of 11 out of a possible 17 in Content Area 8: Professional Orientation and Ethical Practice. 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.

In fall 2014, 175 total students were enrolled in practicum and field study and 7 were enrolled in the culminating experience in which they complete the CPCE. In spring 2015, 168 total students were enrolled in practicum and field study and 82 were enrolled in the culminating experience. All students in the practicum and field study courses were evaluated using the Counselor Trainee Evaluation, but not all instructors submitted their data. All students enrolled in the culminating experience took the CPCE and completed the Student Exit Survey.

# ASSESSMENT PLAN: M.S. in Counseling

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<br>Mean Score = 6/7 (N=1; 100%) | N = 1<br>Mean Score = 6/7 (N=1; 100%) |
| **Counselor Trainee Evaluation Practicum Final** | N = 1<br>Mean Score = 7/7 (N=1; 100%) | N = 1<br>Mean Score = 6/7 (N=1; 100%) |
| **Counselor Trainee Evaluation Field Study Midterm** | N = 17<br>Mean Score = 6.56/7 (N=16; 94%) | N = 11<br>Mean Score = 6.82/7 (N =11; 100%) |
| **Counselor Trainee Evaluation Field Study Final** | N = 17<br>Mean Score = 6.73/7 (N=15; 88%) | N = 11<br>Mean Score = 6.92/7 (N = 11; 100%) |
| **Student Exit Survey** | N = 2<br>Mean Rating = 6.5/7 (N = 2; 100%) | N = 20<br>Mean Score = 5.9/7 (N = 20; 100%) |

Data for the Ethical Reasoning competency of our graduate students from the Marriage, Child, and Family Counseling 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<br>No data available | N = 2<br>Mean Score = 6/7 (N=2; 100%) |
| **Counselor Trainee Evaluation Practicum Final** | N = 0<br>No data available | N = 2<br>Mean Score = 6.5/7 (N=2; 100%) |
| **Counselor Trainee Evaluation Field Study Midterm** | N = 19<br>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<br>Mean Score = 6.75/7 (N = 12; 63%) |
| **Student Exit Survey** | N = 2<br>Mean Rating = 6.5/7 (N = 2; 100%) | N = 36<br>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<br>Mean Score = 5.5/7 (N=6; 100%) | N = 0<br>No data available |
| **Counselor Trainee Evaluation Practicum Final** | N = 6<br>Mean Score = 6.5/7 (N=6; 100%) | N = 0<br>No data available |
| **Counselor Trainee Evaluation Field Study Midterm** | N = 51<br>Mean Score = 6.26/7 (N=46; 90%) | N = 42<br>Mean Score = 6.31/7 (N =36; 86%) |
| **Counselor Trainee Evaluation Field Study Final** | N = 51<br>Mean Score = 6.82/7 (N=49; 96%) | N = 42<br>Mean Score = 6.79/7 (N = 42; 100%) |
| **Student Exit Survey** | N = 3<br>Mean Rating = 5.5/7 (N = 3; 100%) | N = 27<br>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<br>Mean Score = 12.29/17 (N=7; 100%)<br>National Mean = 12.32/17 (N = 709) | N = 82<br>Mean Score = 11.96/17 (N=82; 100%)<br>National Mean = 11.58/17 (N = 657) |

The results from this assessment showed that 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.

### Changes Made as a Result of Assessment Findings
### 2013-2015

- Determination of explicit standards of performance for EDC 475: Practicum in Counseling and EDC 480: Field Study in Counseling. The passing score on the Counselor Trainee Evaluation used in EDC 475 and EDC 480 is a 5, "Meets Standard," (out of a possible 7). This change was made in order to create a specific benchmark that all 475 and 480 instructors and/or supervisors could use in order to evaluate trainees' knowledge and skills in all CACREP Common Core and Specialization-Specific Standards. Creating an explicit standard allows for universal evaluation regardless of instructor/supervisor, thus attempting to eliminate evaluator error. This change was implemented in *fall 2014*.
- Implementation of a new evaluation tool to assess candidates' performance in EDC 280: Practicum in Communication, the 18 Counseling Skills Scale. This evaluation tool replaces the previously used Basic Counseling Skills Evaluation. The program faculty determined explicit standards of performance for the 18 Counseling Skills Scale, with a score of 2 on all skills at midterm and a score of 3 on all skills at the final evaluation required in order to pass the class and move on to practicum. The 18 Counseling Skills Scale is a highly researched tool created by Dr. Marlow Smaby at the University of Nevada, Reno, and it is published nationally. The adoption and implementation of this tool was instituted in order to more accurately evaluate whether candidates meet CACREP Standards II.G.a-g. This change was implemented in *spring 2015*.
- Integration of Positive Behavior Intervention Support (PBIS) training into EDC 475: Practicum in School Counseling in order to enhance school counseling candidates' development of skills addressed in CACREP School Counseling Standards C and D. This change was implemented in *fall 2014*.
- Additional training in Solution-Focused Brief Therapy was added to EDC 216: Counseling Theory, EDC 272: Counseling Children and Youth, and EDC 480: Field Study in School Counseling. This change was implemented based on feedback from our program's Community Advisory Committee, which includes field supervisors. The purpose of this change was to enhance candidates' development

of skills addressed in CACREP School Counseling Standards A.2-3; C.1, 3; and D.2. This change was implemented in *fall 2014*.

- Inclusion of more skills-based instruction in EDC 480: Field Study in Counseling for all specializations in order to enhance students' competency in the domains in which they tend to be assessed as Meeting but not Exceeding Standard (i.e., crisis management, law, and treatment planning). Based on feedback from the Community Advisory Committee, this curriculum is also being included in courses throughout the program, which will hopefully result in changes in data for future completers. The program hopes that these changes will show improvement in candidates' skills in the areas of CACREP Standards II.G.1.j; II.G.5.f-g, CAREER Counseling Standards A.2, 6; B.1; C.3; D.4-5; G.2; H.1.-3; MCFC Standards A.2, 7; B.1; C.2; D.3-4, 5; G.1-3; H.1-3; and School Counseling Standards A.2, 7; B.1; C.2, 4, 6; D.3-4; G.1-3; H.1-5. This change was implemented in *fall 2014*.

- Additional changes have been made in the 2015-2016 academic year based on program evaluation that occurred during the 2014-2015 academic year. These changes include:
  - Ensuring that the curriculum addressed in EDUC 155, EDUC 156, and EDUC 157 is included throughout the M.S. in Counseling program to facilitate removal of these three prerequisite courses.
  - Submitting university required paperwork in order to implement the removal of EDC 212: Gender Roles & Sexuality in Counseling as a required course for all specializations and adding EDC 244: Crisis and Trauma Counseling as a core requirement.
  - Two tenure-track position have been approved for the Counselor Education Program, and the search process is underway.

## 2015-2016

**Overview:**
This year, for the Career Counseling specialization, we are assessing program learning outcomes 4, 11, and 12 (**PLOs 4, 11,** and **12**): information literacy, quantitative literacy, and inquiry and analysis. Career Counseling specialization graduate students will:

1. Develop an awareness and understanding of the latest information and resources of career counseling **(PLO 4)**
2. Possess the knowledge and skills in understanding and conducting research and evaluation in career counseling and development **(PLO 11)**
3. Demonstrate knowledge and skills in using technology to assist individuals with career planning **(PLO 12)**

For the Marriage, Child, and Family Counseling specialization this year, we are assessing program learning outcome 4 (**PLO 4**): integrative and applied learning. Marriage, Child, and Family Counseling specialization graduate students will:

1. Possess a high degree of self-understanding **(PLO 4)**

This year, for the School Counseling specialization, we are assessing program learning outcome 6 (**PLO 6**): competency in the major/discipline. School Counseling specialization graduate students will:

1. Possess understanding and skills related to the developmental counseling needs at the elementary middle, and secondary school levels **(PLO 6)**

**CACREP Standards Assessed:**
Career Counseling Program Learning Outcomes 4, 11, and 12 are directly correlated to the following CACREP Program Standards:

   II.G.1.a – History and philosophy of the counseling profession
   II.G.4.b – Career, avocational, educational, occupational, and labor market information resources,

and career information systems

II.G.4.e – Career and educational planning, placement, follow-up, and evaluation

II.G.8.a – The importance of research in advancing the counseling profession

II.G.8.b – Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research

II.G.8.c – Statistical methods used in conducting research and program evaluation

II.G.8.d – Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications

II.G.8.e. – The use of research to inform evidence-based practice

II.G.8.f – Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

CACREP Career Counseling Specialization Standards:

A.1 – Understands the history, philosophy, and trends in career counseling

I.1 – Understands how to critically evaluate research relevant to the practice of career counseling and career development

I.2 – Knows models of program evaluation for career counseling and development programs

I.3 – Knows basic strategies for evaluating counseling outcomes in career counseling

J.1 – Applies relevant research findings to inform the practice of career counseling

J.2 – Develops measurable outcomes for career counseling programs, activities, and experiences

J.3 – Analyzes and uses data to increase the effectiveness of career counseling programs and interventions.

J.4 – Demonstrates the use of various types of research designs appropriate to career counseling and development research

L.3 – Demonstrates the ability to train others in the appropriate use of technology for career information and planning

M.1 – Understands education, training, and employment trends, as well as labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations

M.2 – Understands the resources and skills clients use in life-work planning and management

M.3 – Knows the community/professional resources available to assist clients in career planning, including job search

N.1 – Demonstrates the ability to manage career, educational, and personal-social information resources

N.2 – Demonstrates the ability to evaluate and disseminate career and educational Information

Marriage, Child, and Family Counseling Program Learning Outcome 4 is directly correlated to the following CACREP Program Standards:

II.G.1.d – Self-care strategies appropriate to the counselor role

II.G.1.h – The role and process of the professional counselor advocating on behalf of the profession

School Counseling Program Learning Outcome 6 is directly correlated to the following CACREP Program Standards:

II.G.3.a – Theories of individual and family development and transitions across the life

span
II.G.3.b – Theories of learning and personality development, including current
      understandings about neurobiological behavior
II.G.3.c – Effects of crises, disasters, and other trauma-causing events on persons of all
      ages
II.G.3.e – A general framework for understanding exceptional abilities and strategies for
      differentiated interventions
II.G.3f – Human behavior, including an understanding of developmental crises,
      disability, psychopathology, and situational and environmental factors that
      affect both normal and abnormal behavior
II.G.3.h – Theories for facilitating optimal development and wellness over the life span
CACREP School Counseling Specialization Standards:
      A.6 – Understands the effects of (a) atypical growth and development, (b) health and wellness, (c)
      language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student
      learning and development
      C.2. – Knows how to design, implement, manage, and evaluate programs to enhance the
      academic, career, and personal/social development of students
      C.3 – Knows strategies for helping students identify strengths and cope with
      environmental and developmental problems
      L.3 – Implements differentiated instructional strategies that draw on subject matter and
      pedagogical content knowledge and skills to promote student achievement
      M.6 – Understands the various peer programming interventions (e.g., peer mediation,
      peer mentoring, peer tutoring) and how to coordinate them
      N.4 – Uses peer helping strategies in the school counseling program

## 2016-2017

The following CACREP standards will be assessed during the 2016-2017 academic year:
      II.G.1.e – Counseling supervision models, practices, and processes
      II.G.1.f – Professional organizations, including membership benefits, activities, services
      to members, and current issues
      II.G.1.g – Professional credentialing, including certification, licensure, and accreditation
      practices and standards, and the effects of public policy on these issues
      II.G.3.d – Theories and models of individual, cultural, couple, family, and community
      resilience
      II.G.3.g – Theories and etiology of addictions and addictive behaviors, including
      strategies for prevention, intervention, and treatment
      CAREER A.4 – Knows the professional organizations, competencies, preparation standards, and
      credentials relevant to the practice of career counseling and career development
      programs
      CAREER B.2 – Demonstrates an ability to explain career development as an integral subset of
      human development
      CAREER D.2 – Demonstrate the ability to identify and understand clients' attitudes toward work
      and workers, and their career decision-making processes
      CAREER F.3 – Demonstrates the ability to explain, articulate, and advocate for the importance of
      career planning, career development, life-work planning, and  workforce
      planning to legislators, other policymakers, and/or the general public
      CAREER L.4 – Demonstrates the ability to provide effective supervision to career development
      facilitators

CAREER L.5 – Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services.

MCFC A.1 – Knows the history, philosophy, and trends in marriage, couple, and family counseling

MCFC A.4 – Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling

MCFC C.4 – Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice

MCFC F.2 – Maintains information regarding community resources to make appropriate referrals

MCFC I.1 – Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling

MCFC I.2 – Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling

MCFC J.1 – Applies relevant research findings to inform the practice of marriage, couple, and family counseling

MCFC J.3 – Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs

SCHOOL A.1 – Knows history, philosophy, and trends in school counseling and educational systems

SCHOOL A.4 – Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling

SCHOOL B.2 – Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program

SCHOOL C.1 – Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students

SCHOOL C.5 – Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning

SCHOOL C.6 – Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention

SCHOOL H.2 – Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

SCHOOL H.3 – Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs

SCHOOL I.1 – Understands how to critically evaluate research relevant to the practice of school counseling

SCHOOL I.2 – Knows models of program evaluation for school counseling programs

SCHOOL I.3 – Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation)

SCHOOL I.4 – Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card)

SCHOOL I.5 – Understands the outcome research data and best practices identified in the school counseling research literature

SCHOOL J.1. – Applies relevant research findings to inform the practice of school counseling.

SCHOOL J.2 - Develops measurable outcomes for school counseling programs, activities, interventions, and experiences

SCHOOL J.3 – Analyzes and uses data to enhance school counseling programs

SCHOOL K.1 – Understands the relationship of the school counseling program to the academic

mission of the school

SCHOOL K.2 – Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school

SCHOOL K.3 – Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling-and guidance-related material

SCHOOL O.1 – Knows the qualities, principles, skills, and styles of effective leadership

SCHOOL O.2 – Knows strategies of leadership designed to enhance the learning environment of schools

SCHOOL O.3 – Knows how to design, implement, manage, and evaluate a comprehensive school counseling program

SCHOOL O.4 – Understands the important role of the school counselor as a system change agent

SCHOOL O.5 – Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings

# Curriculum Map: M.S. Counseling, Career Counseling Specialization

Each program shall create a curriculum map:

1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
3. *Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course.*

| Course Work | PLO 1: Career Theory | PLO 2: Career Counseling | PLO 3: Assessment | PLO 4: Information and Resources | PLO 5: Comprehensive Career Program | PLO 6: Consultation | PLO 7: Diverse Populations |
|---|---|---|---|---|---|---|---|
| EDC 210 (C) | | | | | | | X |
| EDC 212 (C) | | | | | | | X |
| EDC 214 (C) | | | | | | | X |
| EDC 216 (C) | Theory Outline | | | | | | X |
| EDC 218 (C) | | | X | | | | X |
| EDC 219 (C) | | | | | | | X |
| EDC 231 (C) | | | Biopsychosocial Paper | | | | X |
| EDC 233 (C) | | | | | | | X |
| EDC 244 (Specialization) | | | | | | | X |
| EDC 250 (C) | | | | Research Paper | | | X |
| EDC 252 (C) | | | | | | | X |
| EDC 260 (C) | X | X | X | X | X | X | X |
| EDC 262 (Specialization) | X | X | | X | X | X | X |
| EDC 264 (Specialization) | X | X | | X | X | X | X |
| EDC 266 (Specialization) | X | X | | X | Career Program Paper | X | X |
| EDC 268 (Specialization) | X | X | | X | X | X | X |
| EDC 280 (C) | | | | | | | X |
| EDC 290 (Exam) | CPCE | CPCE | CPCE | CPCE | | | CPCE |
| EDC 475 (C) | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation |
| EDC 480 (C) | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation | Counselor Trainee Evaluation |

| Course Work | PLO 8: Diversity Sensitivity | PLO 9: Self-Assessment | PLO 10: Legal and Ethical Practice | PLO 11: Research | PLO 12: Technology | | |
|---|---|---|---|---|---|---|---|
| EDC 210 (C) | X | X | X | | | | |
| EDC 212 (C) | X | | X | | | | |
| EDC 214 (C) | X | | X | | | | |
| EDC 216 (C) | X | | X | Theory Paper | | | |
| EDC 218 (C) | X | | X | | | | |
| EDC 219 (C) | X | | X | | | | |
| EDC 231 (C) | X | | X | | | | |
| EDC 233 (C) | X | | X | | | | |
| EDC 244 (Specialization) | X | | X | | | | |
| EDC 250 (C) | X | | X | Research Paper | | | |
| EDC 252 (C) | X | | Final Exam | | | | |
| EDC 260 (C) | X | | X | | X | | |
| EDC 262 (Specialization) | X | | X | X | X | | |
| EDC 264 (Specialization) | X | | X | Grant Proposal | X | | |
| EDC 266 (Specialization) | X | | X | X | X | | |
| EDC 268 (Specialization) | X | | X | X | X | | |
| EDC 280 (C) | X | | X | X | | | |
| EDC 290 (Exam) | CPCE | | CPCE | CPCE | | | |
| EDC 475 (C) | Counselor Trainee Evaluation | Case Study | Counselor Trainee Evaluation | Counselor Trainee Evaluation | | | |
| EDC 480 (C) | Counselor Trainee Evaluation | Case Study | Counselor Trainee Evaluation | Counselor Trainee Evaluation | | | |