

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

MS Counseling Vocational Rehabilitation

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The Vocational Rehabilitation Counseling MS program became a part of Counselor Education in Fall 2017. Curriculum and outcome measures (degree completion) have been modified. We are currently developing an assessment report which will be aligned with the PLOs of the Counselor Education MS degrees. This year's assessment activity has been centered on developing PLOs and assessment measures. In the fall, 14 students entered into the new program as the fourth specialization within the M.S. Counseling program. These students were assessed using measures already established by Counselor Education. However, there were an additional 18 students from the previous program that were completing coursework. These students were in transition between the previous and new program, and so they were partially assessed using measures already established by Counselor Education. There was no system in place for reporting on assessment measures established by Rehabilitation Counseling, and because the program was in transition last year, faculty chose to focus their efforts on developing an assessment plan for the new program. Therefore, this report will provide information about the data that is available, recognizing that there are gaps present. There is 1 student remaining from the previous program who will graduate in December 2018. At that point, all assessment activities for Rehabilitation Counseling will align with those of the other three specializations within Counselor Education. The data collected and analyzed for 2017-2018 includes midterm and final evaluations for the new students (captured during EDC 280: Practicum in Communication) and the Counselor Preparation Comprehensive Examination (CPCE) for the students from the previous program (captured during EDC 500: Master's Culminating Experience). Additional measures were used to assess the PLOs (coursework, completion of degree, etc.), but there was no assessment plan in place to capture this data.

The Rehabilitation Counseling program has identified 10 PLOs. For 2017-2018, the Graduate Learning Goal that was focused on was Intercultural Knowledge, Competency, and Perspectives. This graduate learning goal aligns with PLO 9: To prepare counselors to work effectively with, and demonstrate sensitivity toward, persons from diverse populations (i.e., ethnic, cultural, socioeconomic class, gender, sexual orientation, age, ability and spiritual/religious beliefs).

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", see <http://degreeprofile.org>) 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**)

Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **OR** type in **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):

Intercultural Knowledge, Competency, and Perspectives

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

The Rehabilitation Counseling program has identified 10 PLOs. For 2017-2018, the Graduate Learning Goal that was focused on was Intercultural Knowledge, Competency, and Perspectives. This graduate learning goal aligns with PLO 9: To prepare counselors to work effectively with, and demonstrate sensitivity toward, persons from diverse populations (i.e., ethnic, cultural, socioeconomic class, gender, sexual orientation, age, ability and spiritual/religious beliefs). This PLO was assessed directly through the 18 Counseling Skills Scale and Counselor Preparation Comprehensive Examination (CPCE). This PLO was indirectly assessed through faculty communication regarding progress and course assignments related to the skills but not shown directly. Evaluation parameters are that students will receive a score of "Meet Standard" on the related competencies on the 18 Counseling Skills Scale and a score equivalent to the national mean on the related domain for the CPCE. The program standard is that 80% of students will receive passing scores on these assessment measures.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

The identified PLO was formerly assessed at three points in the program. First, students' individual counseling skills are assessed at midterm and again at the final in EDC 280: Practicum in Communication during their first semester in the program. In this course, students practice their foundational counseling skills in triads and are evaluated using the 18 Counseling Skills Scale. 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).

The third point of assessment occurred during EDC 500: Master's Culminating Experience when students completed 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 score equivalent to the national mean (out of a possible 17) on each competency. This year, the competency assessed was Competency 2: Social & Cultural Diversity.

 18 Counseling Skills Scale.pdf
29.11 KB

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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?

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 first 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. 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. This year, the entire scale was assessed, as all 18 skills are directly related to Intercultural Knowledge, Competency, and Perspectives.

During EDC 500: 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 competency assessed was Competency 2: Social & Cultural Diversity. The exam is administered by the EDC 500 instructor and sent to the Center for Credentialing & Education to be scored. Score reports are sent to the EDC 500 instructor along with national mean data.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

The following key assignments were used to assess Intercultural Knowledge, Competency, and Perspectives:

1. 18 Counseling Skills Scale. When students are enrolled in EDC 280: Practicum in Communication, they work in triads to practice the 18 Counseling Skills. These skills are foundational to the field and all directly relate to Intercultural Knowledge, Competency, and Perspectives. The instructor for EDC 280 uses the 18 Counseling Skills Scale to evaluate students formally at midterm and final on their ability to perform each skill.
2. Counselor Preparation Comprehensive Examination. Students take the CPCE during their last semester in the program when they are enrolled in EDC 500: Master's Culminating Experience. One domain on the CPCE measures Intercultural Knowledge, Competency, and Perspectives: Competency 2: Social & Cultural Diversity.

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 No file attached
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.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

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 and EDC 500 are evaluated using the assessments. For fall 2017, those students in EDC 280 were part of the new Rehabilitation Counseling program. For fall 2017 and spring 2018, those students enrolled in EDC 500 were from the previous program. These students previously completed a thesis or project, but were in transition between the previous and new program, and all but one elected to take the CPCE. Their program of study was not designed for the CPCE, but these students had elected to take additional coursework to prepare them for the CPCE. The results from the CPCE are not entirely valid, however, as these students did not complete a program of study that the CPCE was designed to evaluate. All students in the new program are being prepared for the CPCE with their new curriculum, and so the measure will be more valid in the future.

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 and EDC 500 using the assessment measures. All but one student from the previous rehabilitation counseling program chose to enroll in EDC 500 and complete the CPCE. One student chose to complete a thesis. There is no data from this student as the previous program did not have an assesment plan in place. A total of 14 students were reviewed in EDC 280. A total of 9 students were reviewed in EDC 500 in the fall, and another 8 were reviewed in EDC 500 in the spring.

Unfortunately, not all faculty entered data from the evaluation measure used in EDC 280, and so the number of students reviewed at midterm does not match the number reviewed at the final.

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

EDC 280 - 14 (fall only)
EDC 500 - 9 (fall), 8 (spring)

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

EDC 280 - 14 (midterm), 6 (final)
EDC 500 - 9 (fall), 8 (spring)

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:

The Counselor Education program has developed a Student Exit Survey for students to complete in EDC 500: Masetr's Culminating Experience. This survey has not yet been adapted to include Rehabilitation Counseling as the fourth specialization, and so the data collected from 2017-2018 using this survey is not valid. The survey will be revised next year so that it can be accurately used to evaluate Rehabilitation Counseling when the first cohort of students in the new program are enrolled in EDC 500 (spring 2020).

The Office of Institutional Research conducts alumni surveys. This data was not reviewed for Rehabilitation Counseling during 2017-2018.



Student Exit Survey.pdf
81.92 KB



No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

All students enrolled in EDC 500 complete the Student Exit Survey as a course requirement.

Q3.7.3.

If surveys were used, how did you **select** your sample:

In fall 2017, the Student Exit Survey was not administered because the majority of students enrolled in EDC 500 were in the previous Rehabilitation Counseling program and the survey was not designed to evaluate their program of study. In spring 2018, the majority of students enrolled in EDC 500 were in the other three specializations of Counselor Education (61 of 69), and so the survey was administered. Eight of the students who completed the survey were from the previous Rehabilitation Counseling program. The survey is anonymous, so it is not possible to determine what responses were received from these students. Due to the fact that these students completed a program not evaluated by the survey, the data is not valid from spring 2018 and not included in this assessment report.

Q3.7.4.

If surveys were used, please enter the response rate:

100%

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:

N/A

 No file attached

 No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

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

Assessment	Fall 2017	Spring 2018						
18 Counseling Skills Scale Midterm	N= 14 Mean Score= ranged (3.71- 4.57) Benchmark = 2 on all 18 skills 100% of students met benchmark	Class not offered						
18 Counseling Skills Scale Final	N= 6 Mean Score= ranged (3.5- 4.83) Benchmark = 3 on all 18 skills 100% of students met benchmark	Class not offered						
Counselor Preparation Comprehensive Examination (CPCE)	<table border="1"> <thead> <tr> <th data-bbox="621 1056 800 1119">FALL</th> <th data-bbox="800 1056 1032 1119"></th> </tr> </thead> <tbody> <tr> <td data-bbox="621 1119 800 1961"> Competency 2: Social and Cultural Diversity N= 8 (100%) Score Range = 9-12 Mean Score= 10.5 National Mean= N (289), (10.44) Benchmark = Score equivalent or higher than National Mean (10.44) 50% scored 10.44 or higher </td> <td data-bbox="800 1119 1032 1961"></td> </tr> </tbody> </table>	FALL		Competency 2: Social and Cultural Diversity N= 8 (100%) Score Range = 9-12 Mean Score= 10.5 National Mean= N (289), (10.44) Benchmark = Score equivalent or higher than National Mean (10.44) 50% scored 10.44 or higher		<table border="1"> <thead> <tr> <th data-bbox="1049 1056 1464 1119">SPRING</th> </tr> </thead> <tbody> <tr> <td data-bbox="1049 1119 1464 1961"> Competency 2: Social and Cultural Diversity N = 8 (100%) Score Range = 4-13 Mean Score = 8.875 National Mean = (N= 289) 10.44 Benchmark Score = score equivalent or higher than national mean (10.44) 25% scored 10.44 or higher Program Standard = 80% will score at or above national mean </td> </tr> </tbody> </table>	SPRING	Competency 2: Social and Cultural Diversity N = 8 (100%) Score Range = 4-13 Mean Score = 8.875 National Mean = (N= 289) 10.44 Benchmark Score = score equivalent or higher than national mean (10.44) 25% scored 10.44 or higher Program Standard = 80% will score at or above national mean
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 18 Counseling Skills Scale.pdf
29.11 KB

 100115 National Statistics Exit & Non-Exit Combined.pdf
35.65 KB

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?

In EDC 280, 100% of students met the program standard. In EDC 500, 50% of students met the benchmark standard in fall and 25% of students met the benchmark in spring. The program standard is that 80% of students will meet the benchmark standard. To improve student performance, students will be trained in content areas in which the scores were lower than the national average. The Rehabilitation Counseling program will use these scores to improve the overall knowledge base and competency of the counseling discipline, specific to rehabilitation.

 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.

The VRC program is in the process of transitioning to be integrated into the Counselor Education Program. Therefore, beginning 2018/2019 AY, all PLO's will directly be aligned with the standards embedded in the Coounselor Education Program.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

- 1. Yes, describe your plan:

Methods of Assessment

Rehabilitation Counseling will implement the assessment protocol that is implemented by the Counselor Education Program. Currently, the program is in transition.

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 2017 and Spring 2018: 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 500: 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 500. All students are invited to complete the Student Exit Survey during their last semester in the program, and it is a requirement for

- 2. No
- 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

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

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.

Q5.3. To what extent did you apply previous assessment feedback from the Office of Academic Program Assessment in the following areas?	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

The rehabilitation program provided data this year, as well as developed a program standard.

(Remember: **Save your progress**)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

 No file attached

 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**

20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8.

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

The current assessment activities for 2016-2017 facilitated the growth of the rehabilitation counseling program review and analysis. As noted earlier, the program is in transition to become fully embedded within Counselor Education. Therefore, CACREP standards will be reviewed as well as the PLO's for the program.

Q9. Please attach any additional files here:

 18 Counseling Skills Scale.pdf
29.11 KB

 No file attached

 No file attached

 No file attached

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

Counseling Skills Scale

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

MS Counseling Vocational Rehabilitation

Q11.

Report Author(s):

Michele Mahr

Q11.1.

Department Chair/Program Director:

Elisabeth Liles-Lourick

Q11.2.

Assessment Coordinator:

Michele Mahr

Q12.

Department/Division/Program of Academic Unit (select):

Education - Graduate

Q13.

College:

College of Education

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.

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:

32

Q16. Number of **undergraduate degree programs** the academic unit has?

Don't know

Q16.1. List all the names:

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

Don't know

Q17. Number of **master's degree programs** the academic unit has?

Don't know

Q17.1. List all the names:

Q17.2. How many concentrations appear on the diploma for this master's program?

Don't know

Q18. Number of **credential programs** the academic unit has?

Don't know

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

Don't know

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Q20.1. Last updated?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				

Q20.2. (Required)

Please **obtain** and **attach** your latest **assessment plan**:

No file attached

Q21.

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

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

Q21.1.

Please **obtain** and **attach** your latest **curriculum map**:

No file attached

Q22.

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

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

Q23.

Does your program have a capstone class?

- 1. Yes, specify:

- 2. No

3. Don't know

Q23.1.

Does your program have a capstone project(s)?

1. Yes

2. No

3. Don't know

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

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 all skills for the midterm, and a minimum score of 3 on all skills for the final.

Rating Scale:

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

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

□

Class Climate	Student Exit Survey	

Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
 Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

1. Demographics

- 1.1 Degree earned at California State University, Sacramento Master of Science in Counseling None
- 1.2 Please check the specialization you earned along with your degree
 Career Counseling Marriage, Couple, and Family Counseling School Counseling
 Rehabilitation Counseling
- 1.3 Credential earned at California State University, Sacramento Pupil Personnel Services Credential in School Counseling None
- 1.4 Year earned degree or credential
 2017 2018 2019
 2020 2021 2022
 2023
- 1.5 Graduate degree earned at another institution (and Year earned)

2. Current Employment

- 2.1 Status Full time Part time Unemployed
 Retired
- 2.2 If part time, please specify the # of hours worked each week
 10th
 1th
x0 x1 x2 x3 x4 x5 x6 x7 x8 x9
- 2.3 Please list your job title and describe your position

- 2.4 Select which one of the following best describes your current primary place of employment
- | | | |
|--|---|---|
| <input type="checkbox"/> Community Counseling Agency | <input type="checkbox"/> Elementary or Secondary School | <input type="checkbox"/> College/University Counseling Center |
| <input type="checkbox"/> College/University Faculty | <input type="checkbox"/> Community/Junior College | <input type="checkbox"/> Veteran's Hospital |
| <input type="checkbox"/> HMO | <input type="checkbox"/> General Hospital | <input type="checkbox"/> Psychiatric Hospital |
| <input type="checkbox"/> Other Inpatient Facility | <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Outpatient Clinic |
| <input type="checkbox"/> Independent Practice | <input type="checkbox"/> Other | |

- 2.5 If you selected "Other," please specify

2. Current Employment [Continue]

2.6 If you have obtained employment in a job related to your degree, please indicate how you heard about this position

Personal contact

Professional journal advertisement

Professional contact through practicum or field study

Announcement forwarded by department

Edjoin

Chronicle of Higher Education

Other

2.7 If you selected "Other," please specify

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

2.9 Please estimate the number of hours per week you spend working in each of the following activities:
Individual Counseling

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.10 Group Counseling

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.11 Supervision

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.12 Couple/Family Counseling

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.13 Consultation

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.14 Diagnosis/Assessment

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.15 Research/Scholarly writing

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.16 Teaching

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.17 Administration

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.18 Report writing

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2.19 School-based meetings

10th	<input type="checkbox"/>									
1th	<input type="checkbox"/>									
	x0	x1	x2	x3	x4	x5	x6	x7	x8	x9

2. Current Employment [Continue]

2.20 Other (please specify)

[Empty text box for specifying other employment]

3. Membership in Professional Organizations

3.1 Please list all memberships in professional organizations (e.g., ACA, AAMFT, ASCA, CACD, CCDA, CAMFT, CALPCC, etc.)

[Empty text box for listing professional memberships]

4. Licenses, Credentials, and Certifications

4.1 Please list all licenses, credentials, and certifications earned, as well as the year earned (e.g., NCC, LMFT, LPCC, PPS, etc.)

[Empty text box for listing licenses and certifications]

5. Achievements, Leadership, Honors, and Service

5.1 Please list any leadership positions, honors, and recognitions you may have received related to the degree you earned (e.g., Chi Sigma Iota membership, scholarships, awards, etc.)

[Empty text box for listing achievements and honors]

6. Scholarly Work (The list below contains items related to your research, publications, and other scholarly work. Please check the box that represents the number of your accomplishments for each item)

- 6.1 National conference presentations 0 10 or more
- 6.2 Other conference presentations 0 10 or more
- 6.3 Referred publications 0 10 or more
- 6.4 Non-refereed publications 0 10 or more
- 6.5 Other publications, presentations, or research activities 0 10 or more
- 6.6 If you selected "Other," please describe

[Empty text box for describing other scholarly work]

7. Financial Support

7. Financial Support [Continue]

- 7.1 Did you receive financial support during your degree/credential program at California State University, Sacramento? Yes No

- 7.2 If "Yes," what were your sources of support?

- 7.3 Please select the words that best describe the extent to which you felt financially supported by the Department of Counselor Education
- Very strongly supported
 Strongly supported
 Somewhat supported
 Somewhat unsupported
 Completely unsupported

8. Training: Listed below are major areas of training in the curricula. Using the scale below, please check the number that best represents your judgment of the preparation you received in the Counseling Program at California State University, including courses, practicum/field study, and other school experiences.

- | | | | |
|------------------------------------|------------------------------|---|------------------------|
| 8.1 Individual counseling | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.2 Group counseling | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.3 Marriage counseling | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.4 Family therapy | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.5 Career counseling | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.6 Psychopathology | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.7 Statistics and research design | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.8 Counseling diverse populations | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.9 Ethical/legal issues | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.10 Assessment | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.11 Broad theoretical knowledge | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |

8. Training: Listed below are major areas of training in the curricula. Using the scale below, please check the number that best represents your judgment of the preparation you received in the Counseling Program at California State University, including courses, practicum/field study, and other school experiences. [Continue]

- | | | | |
|---|------------------------------|---|------------------------|
| 8.12 Integration of theory, research, and practice | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.13 Professional identity | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.14 Professional research and writing | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.15 Program evaluation | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.16 Consultation skills | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.17 Human development | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.18 Knowledge of current healthcare market | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.19 Participation in service to the profession | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.20 Community outreach and education | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.21 Supervision | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.22 Learning to teach | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.23 Overall evaluation of the training you received at CSUS | 1 (very inadequate training) | <input type="checkbox"/> | 7 (excellent training) |
| 8.24 Please list any additional areas of training and your rating from 1 (very inadequate training) to 7 (excellent training) if they were not included above | | | |

- 8.25 Of the first 18 items above (i.e., individual counseling through knowledge of current healthcare market), please identify the three training areas that were the most valuable to you

8. Training: Listed below are major areas of training in the curricula. Using the scale below, please check the number that best represents your judgment of the preparation you received in the Counseling Program at California State University, including courses, practicum/field study, and other school experiences. [Continue]

8.26 Of the first 18 items above (i.e., individual counseling through knowledge of current healthcare market), please identify up to three areas in which you wish that you had received more training.

9. Student-Faculty Relations: Listed below are a variety of items describing relations between students and faculty. Please check the box that represents your experience with the faculty during your training at CSUS

- | | | | | | | | | | | |
|-----|--|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------|
| 9.1 | Advising | 1 (very poor) | <input type="checkbox"/> | 7 (excellent) |
| 9.2 | Respect for diversity | 1 (very poor) | <input type="checkbox"/> | 7 (excellent) |
| 9.3 | Modeling the value of diversity as an important professional goal | 1 (very poor) | <input type="checkbox"/> | 7 (excellent) |
| 9.4 | Encouraging the integration of multicultural perspectives and skills into professional roles | 1 (very poor) | <input type="checkbox"/> | 7 (excellent) |
| 9.5 | Respect for personal/professional boundaries | 1 (very poor) | <input type="checkbox"/> | 7 (excellent) |
| 9.6 | Assistance in practicum/job placement | 1 (very poor) | <input type="checkbox"/> | 7 (excellent) |
| 9.7 | Availability to students | 1 (very poor) | <input type="checkbox"/> | 7 (excellent) |
| 9.8 | Invested in my academic/personal success | 1 (very poor) | <input type="checkbox"/> | 7 (excellent) |
| 9.9 | If there are additional items not listed above, please indicate them here, as well as the score you would assign them (1 = very poor; 7 = excellent) | | | | | | | | | |

10. Suggestions

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

10. Suggestions [Continue]

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

**Counselor Preparation Comprehensive Examination (CPCE)
National Descriptive Statistics
100115
Exit & Non Exit Exam Combined**

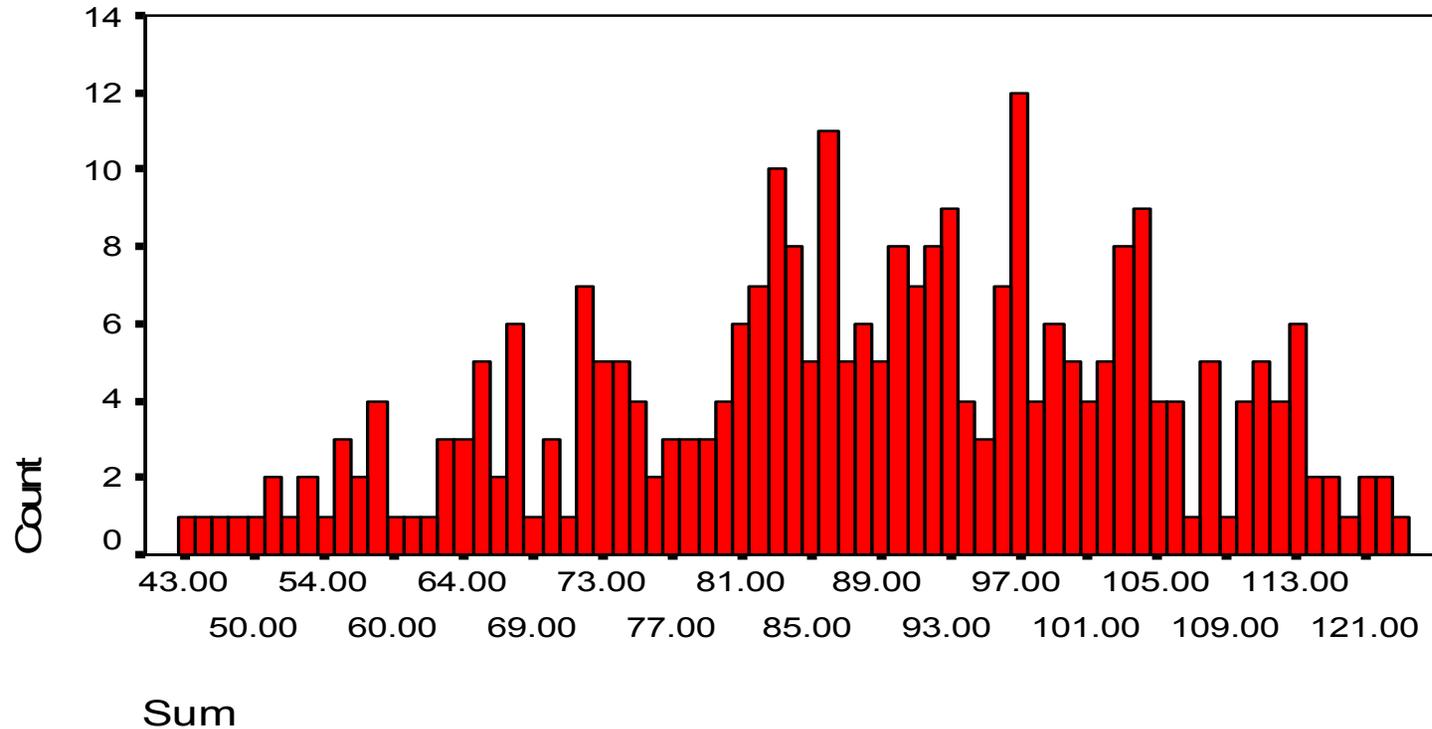
National Descriptive Statistics

<u>Content Area</u>	<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Dev.</u>
Human Growth and Development	289	2	16	11.65	2.79
Social & Cultural Diversity	289	5	16	10.44	2.65
Helping Relationships	289	4	17	12.23	2.77
Group Work	289	3	17	10.97	2.84
Career Development	289	2	16	9.35	2.56
Assessment	289	3	16	10.65	2.23
Research & Program Evaluation	289	1	17	11.16	3.17
Professional Orientation & Ethical Practice	289	2	17	11.42	2.51
Average	289	2.75	16.5	10.98	2.69

Total	289	43	123	87.87	16.65

CPCE Exit and Non Exit Combined 100115

Frequency Bar Chart



N = 289 Mean = 87.87 Standard Deviation = 16.65 Minimum = 43 Maximum = 123

National Frequency Report CPCE Exit & Non Exit Exam Combined 100115

Score	Frequency	Percent	Cumulative Percent
43	1	.3	.3
45	1	.3	.7
48	1	.3	1.0
49	1	.3	1.4
50	1	.3	1.7
51	2	.7	2.4
52	1	.3	2.8
53	2	.7	3.5
54	1	.3	3.8
55	3	1.0	4.8
56	2	.7	5.5
59	4	1.4	6.9
60	1	.3	7.3
61	1	.3	7.6
62	1	.3	8.0
63	3	1.0	9.0
64	3	1.0	10.0
66	5	1.7	11.8
67	2	.7	12.5
68	6	2.1	14.5
69	1	.3	14.9
70	3	1.0	15.9
71	1	.3	16.3
72	7	2.4	18.7
73	5	1.7	20.4
74	5	1.7	22.1
75	4	1.4	23.5
76	2	.7	24.2
77	3	1.0	25.3
78	3	1.0	26.3
79	3	1.0	27.3
80	4	1.4	28.7
81	6	2.1	30.8
82	7	2.4	33.2
83	10	3.5	36.7
84	8	2.8	39.4
85	5	1.7	41.2

National Frequency Report CPCE Exit & Non Exit Exam Combined 100115

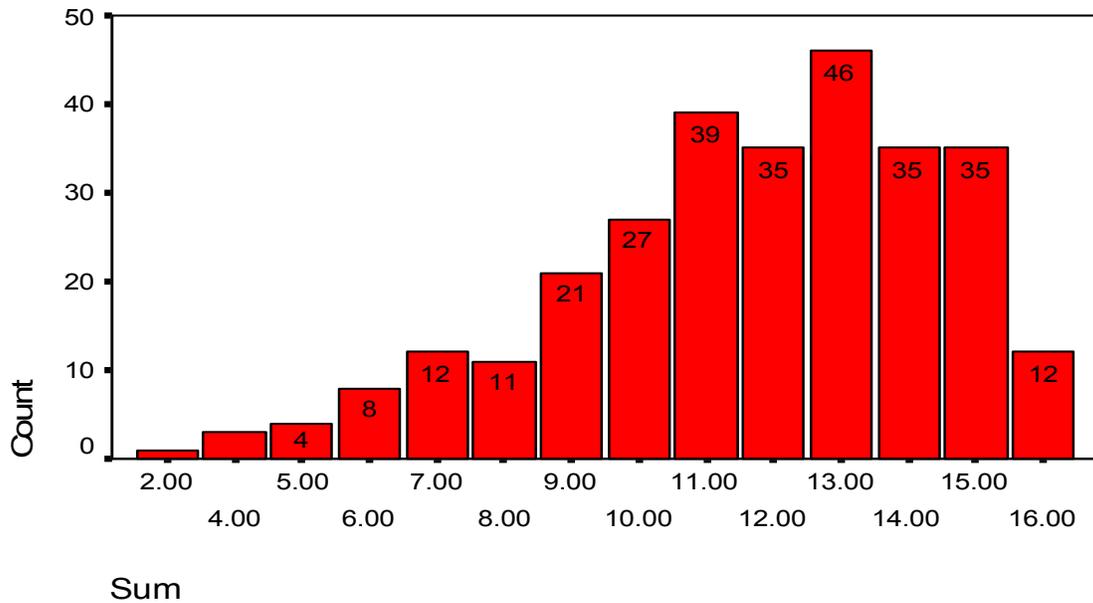
Score	Frequency	Percent	Cumulative Percent
86	11	3.8	45.0
87	5	1.7	46.7
88	6	2.1	48.8
89	5	1.7	50.5
90	8	2.8	53.3
91	7	2.4	55.7
92	8	2.8	58.5
93	9	3.1	61.6
94	4	1.4	63.0
95	3	1.0	64.0
96	7	2.4	66.4
97	12	4.2	70.6
98	4	1.4	72.0
99	6	2.1	74.0
100	5	1.7	75.8
101	4	1.4	77.2
102	5	1.7	78.9
103	8	2.8	81.7
104	9	3.1	84.8
105	4	1.4	86.2
106	4	1.4	87.5
107	1	.3	87.9
108	5	1.4	89.6
109	1	1.7	90.0
110	4	1.4	91.3
111	5	2.1	93.1
112	4	1.4	94.5
113	6	2.1	96.5
114	2	.7	97.2
115	2	.7	97.9
116	1	.3	98.3
121	2	.7	99.0
122	2	.7	99.7
123	1	.3	100.0
Total	289	100.0	

CACREP Content Area Frequency Tables
Human Growth and Development Exit & Non Exit Exam Combined 100115

Score	Frequency	Percent	Cumulative Percent
2	1	.3	.3
4	3	1.0	1.4
5	4	1.4	2.8
6	8	2.8	5.5
7	12	4.2	9.7
8	11	3.8	13.5
9	21	7.3	20.8
10	27	9.3	30.1
11	39	13.5	43.6
12	35	12.1	55.7
13	46	15.9	71.6
14	35	12.1	83.7
15	35	12.1	95.8
16	12	4.2	100.0
Total	289	100.0	

Human Growth and Development

Exit & Non Exit Exam Combined 100115



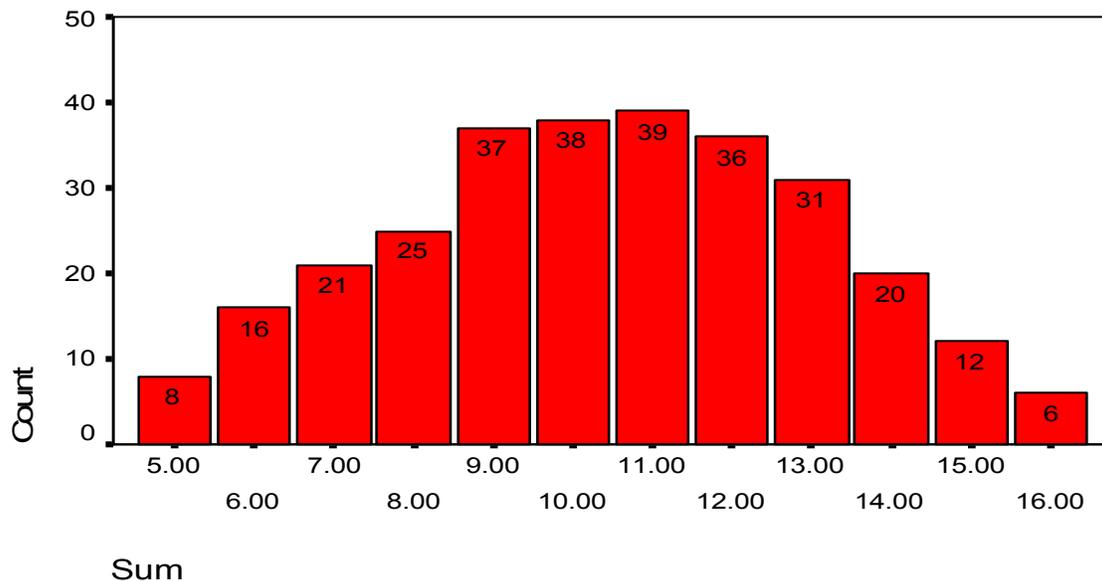
N = 289 Mean = 11.65 Standard Deviation = 2.79 Minimum = 2 Maximum = 16

CACREP Content Area Frequency Tables
Social and Cultural Diversity Exit & Non Exit Exam Combined 100115

Score	Frequency	Percent	Cumulative Percent
5	8	2.8	2.8
6	16	5.5	8.3
7	21	7.3	15.6
8	25	8.7	24.2
9	37	12.8	37.0
10	38	13.1	50.2
11	39	13.5	63.7
12	36	12.5	76.1
13	31	10.7	86.9
14	20	6.9	93.8
15	12	4.2	97.9
16	6	2.1	100.0
Total	289	100.0	

Social and Cultural Diversity

Exit & Non Exit Exam Combined 100115



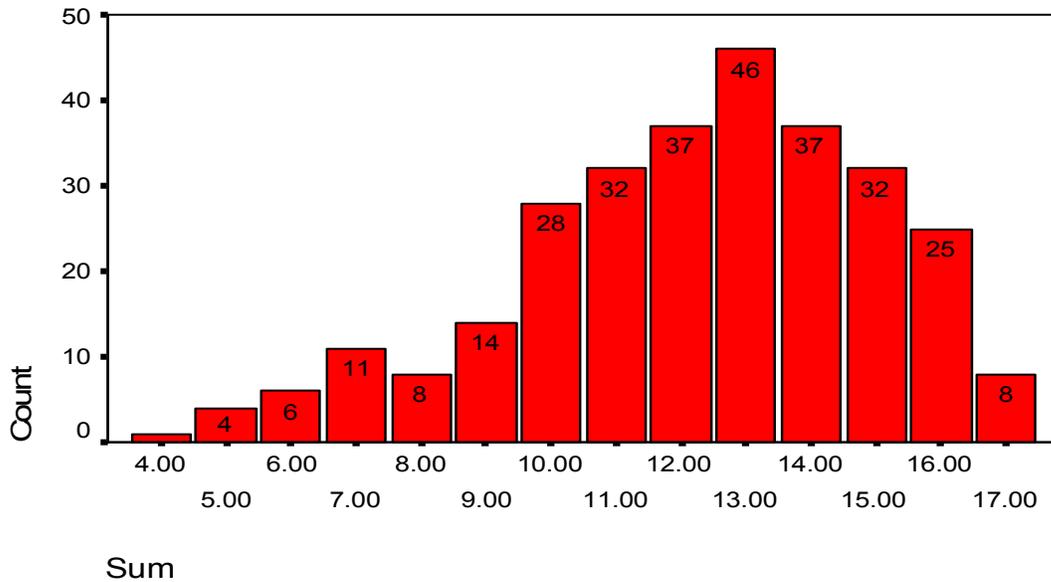
N = 289 Mean = 10.44 Standard Deviation = 2.65 Minimum = 5 Maximum = 16

CACREP Content Area Frequency Tables
Helping Relationships Exit & Non Exit Exam Combined 100115

Score	Frequency	Percent	Cumulative Percent
4	1	.3	.3
5	4	1.4	1.7
6	6	2.1	3.8
7	11	3.8	7.6
8	8	2.8	10.4
9	14	4.8	15.2
10	28	9.7	24.9
11	32	11.1	36.0
12	37	12.8	48.8
13	46	15.9	64.7
14	37	12.8	77.5
15	32	11.1	88.6
16	25	8.7	97.2
17	8	2.8	100.0
Total	289	100.0	

Helping Relationships

Exit & Non Exit Exam Combined 100115



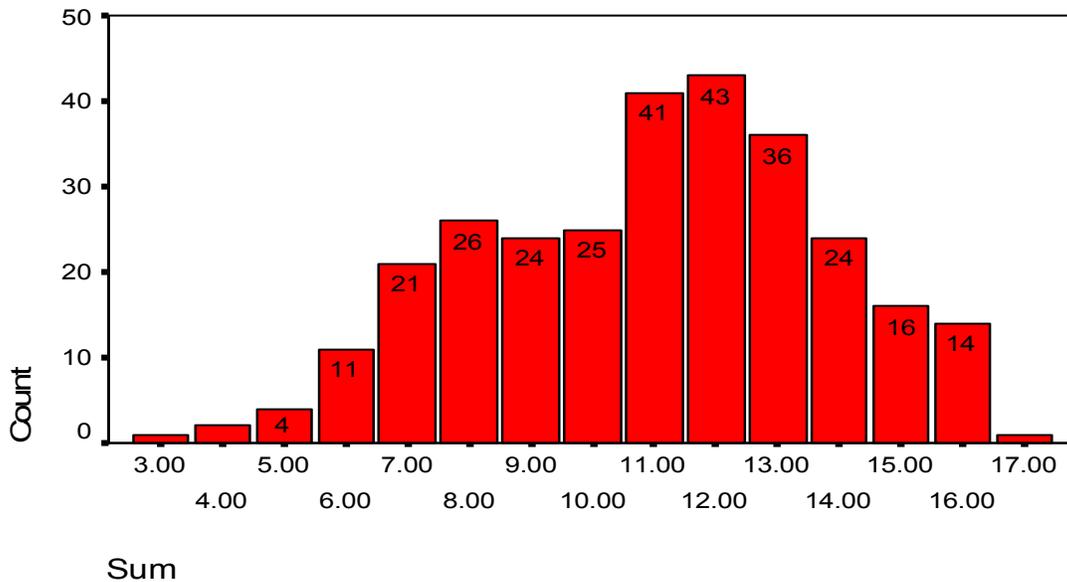
N = 289 Mean = 12.23 Standard Deviation = 2.77 Minimum = 4 Maximum = 17

**CACREP Content Area Frequency Tables
Group Work Exit & Non Exit Exam Combined 100115**

Score	Frequency	Percent	Cumulative Percent
3	1	.3	.3
4	2	.7	1.0
5	4	1.4	2.4
6	11	3.8	6.2
7	21	7.3	13.5
8	26	9.0	22.5
9	24	8.3	30.8
10	25	8.7	39.4
11	41	14.2	53.6
12	43	14.9	68.5
13	36	12.5	81.0
14	24	8.3	89.3
15	16	5.5	94.8
16	14	4.8	99.7
17	1	.3	100.0
Total	100	100.0	

Group Work

Exit & Non Exit Exam Combined 100115



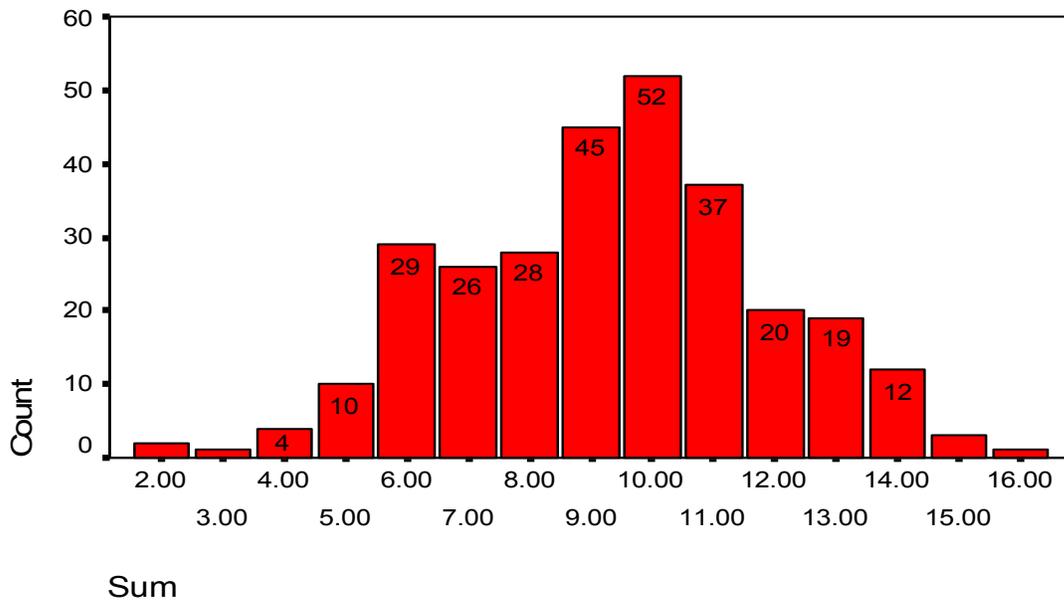
$\bar{N} = 289$ Mean = 10.97 Standard Deviation = 2.84 Minimum = 3 Maximum = 17

CACREP Content Area Frequency Tables
Career Development Exit & Non Exit Exam Combined 100115

Score	Frequency	Percent	Cumulative Percent
2	2	.7	.7
3	1	.3	1.0
4	4	1.4	2.4
5	10	3.5	5.9
6	29	10.0	15.9
7	26	9.0	24.9
8	28	9.7	34.6
9	45	15.6	50.2
10	52	18.0	68.2
11	37	12.8	81.0
12	20	6.9	87.9
13	19	6.6	94.5
14	12	4.2	98.6
15	3	1.0	99.7
16	1	.3	100.0
Total	289	100.0	

Career Development

Exit & Non Exit Exam Combined 100115



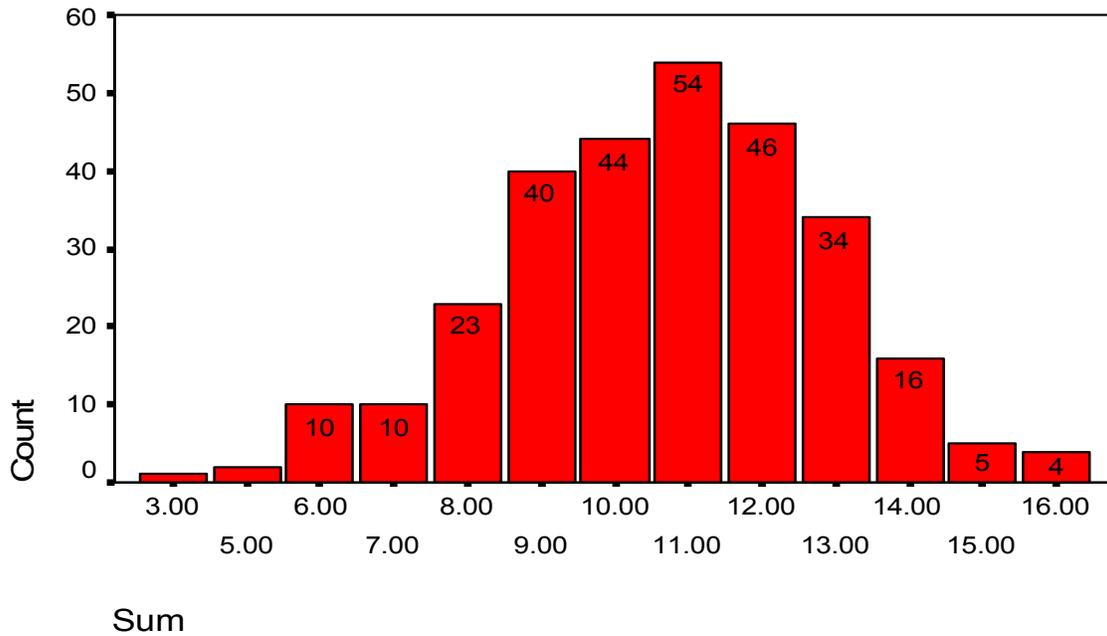
N = 289 Mean = 9.35 Standard Deviation = 2.56 Minimum = 2 Maximum = 16

**CACREP Content Area Frequency Tables
Assessment Exit & Non Exit Exam Combined 100115**

Score	Frequency	Percent	Cumulative Percent
3	1	.3	.3
5	2	.7	1.0
6	10	3.5	4.5
7	10	3.5	8.0
8	23	8.0	15.9
9	40	13.8	29.8
10	44	15.2	45.0
11	54	18.7	63.7
12	46	15.9	79.6
13	34	11.8	91.3
14	16	5.5	96.9
15	5	1.7	98.6
16	4	1.4	100.0
Total	289	100.0	

Assessment

Exit & Non Exit Exam Combined 100115



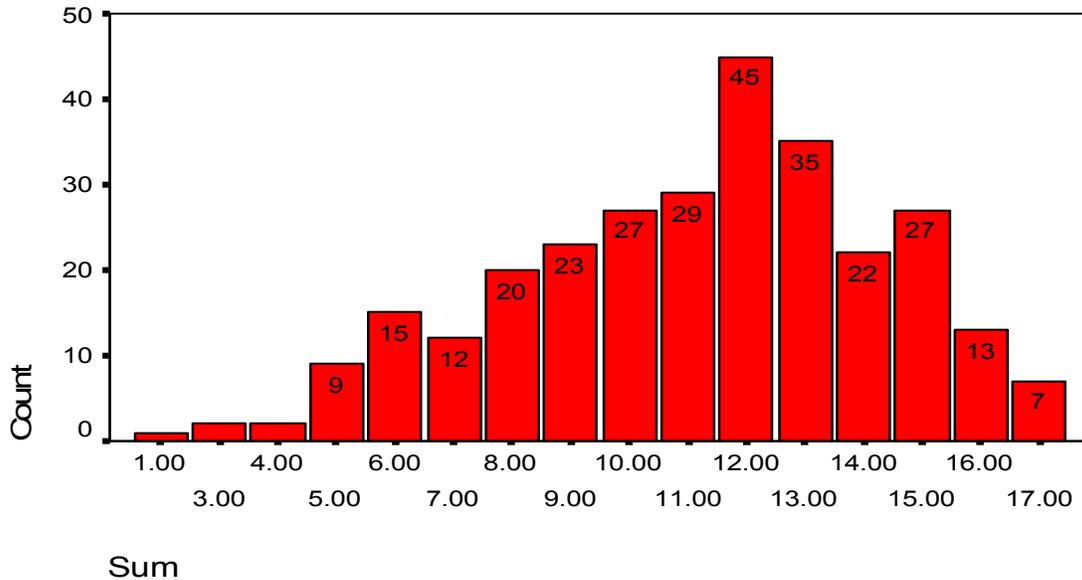
N = 289 Mean = 10.65 Standard Deviation = 2.23 Minimum = 3 Maximum = 16

CACREP Content Area Frequency Tables
Research & Program Evaluation Exit & Non Exit Exam Combined 100115

Score	Frequency	Percent	Cumulative Percent
1	1	.3	.3
3	2	.7	1.0
4	2	.7	1.7
5	9	3.1	4.8
6	15	5.2	10.0
7	12	4.2	14.2
8	20	6.9	21.1
9	23	8.0	29.1
10	27	9.3	38.4
11	29	10.0	48.4
12	45	15.6	64.0
13	35	12.1	76.1
14	22	7.6	83.7
15	27	9.3	93.1
16	13	4.5	97.6
17	7	2.4	100.0
Total	289	100.0	

Research & Program Evaluation

Exit & Non Exit Exam Combined 100115

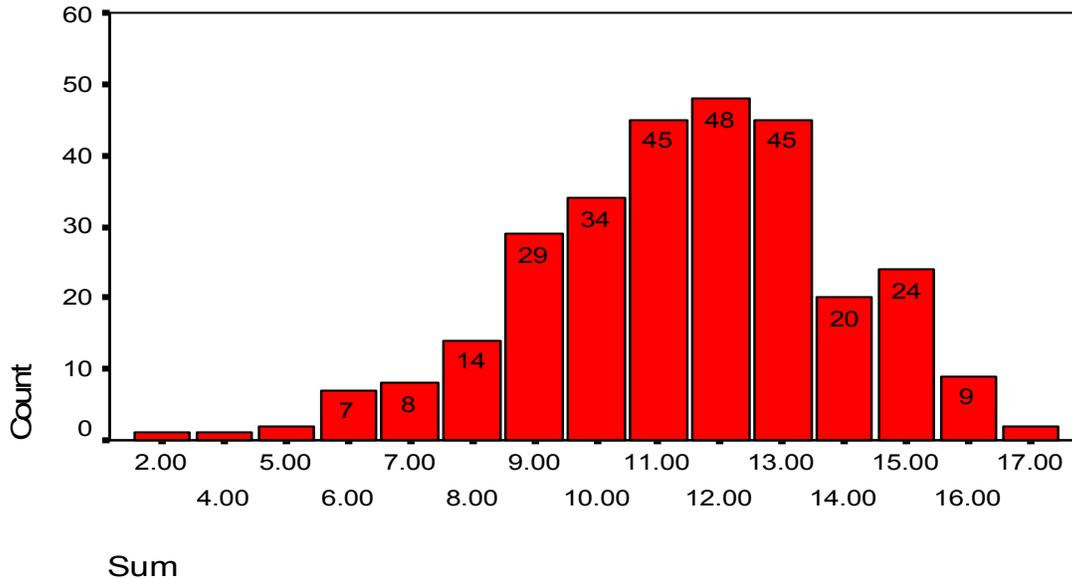


N = 289 Mean = 11.16 Standard Deviation = 3.17 Minimum = 1 Maximum = 17

**CACREP Content Area Frequency Tables
Professional Orientation & Ethical Practice
Exit & Non Exit Exam Combined 100115**

Score	Frequency	Percent	Cumulative Percent
2	1	.3	.3
4	1	.3	.7
5	2	.7	1.4
6	7	2.4	3.8
7	8	2.8	6.6
8	14	4.8	11.4
9	29	10.0	21.5
10	34	11.8	33.2
11	45	15.6	48.8
12	48	16.6	64.4
13	45	15.6	81.0
14	20	6.9	87.9
15	24	8.3	96.2
16	9	3.1	99.3
17	2	.7	100.0
Total	289	100.0	

**Professional Orientation & Ethical Practice
Exit & Non Exit Exam Combined 100115**



N = 289 Mean = 11.42 Standard Deviation = 2.51 Minimum = 2 Maximum = 17