

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

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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 Counselor Education

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 Graduate Learning Goals report for the Office of Graduate Studies provides all of this information in detail. The reports for each specialization are attached.

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):

Overall Disciplinary Knowledge

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 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 specializations; and 15 program learning outcomes for the School Counseling specialization. This year, the Career Counseling Specialization assessed PLO 1: To provide counseling students with a theory base and knowledge of career counseling and development, PLO 2: To prepare students with individual and group competencies essential for engaging in career counseling, PLO 3: To train counselors in individual and group assessment skills related to career development, PLO 4: To develop an awareness and understanding among counselors of the latest information and resources of career counseling, PLO 5: To prepare counselors to be able to develop, plan, implement, and manage comprehensive career development programs in a variety of settings, and PLO 6: To develop counselor 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. The MCFC Specialization assessed PLO 1: To prepare counseling students to work effectively with individuals, families, and children, PLO 3: To provide counselors with understanding and skills necessary to serve as change agents for families, agencies, institutions, and communities, PLO 8: To prepare counselors with an awareness of conceptual and pragmatic aspects of being a marriage, family, and child counselor, PLO 9: To understand psychopathology, adaptive and maladaptive behavior, diagnosis, and treatment, PLO 10: To assess, diagnose, and develop treatment plans and implement appropriate interventions, and PLO 11: To develop competent practitioners in marriage, family, and child counseling. The School Counseling Specialization assessed PLO 1: To prepare counselors to work effectively with teachers, administrators, school staff, parents and community members, PLO 2: To prepare counselors to work in collaboration with community agencies that serve children, youth, and families, PLO 3: To provide counselors with skills to work within the political realities of the school system, PLO 5: To train counselors to act as consultants in schools, PLO 6: To provide counselors with understanding and skills related to the developmental counseling needs at the elementary, middle, and secondary school levels, PLO 9: To develop counselors' assessment skills, PLO 10: To foster an awareness of the responsibilities of professional school counselors and thereby assist school personnel in the development and maintenance of quality instruction, PLO 12: To prepare counselors to develop and implement comprehensive school counseling programs which incorporate the national standards for school counseling programs, PLO 13: To prepare counselors to be student advocates, and PLO 15: To distinguish between adaptive and maladaptive behavior, and make appropriate referrals. All of these PLOs align with the Graduate Learning Goal of Overall Disciplinary Knowledge. These PLOs are assessed directly through the 18 Counseling Skills Scale, Counselor Trainee Evaluation, Case Study Assignment, Counselor Preparation Comprehensive Examination (CPCE), and course assignments. These PLOs are indirectly assessed through the Student Exit Survey, Alumni Survey, 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 Counselor Trainee Evaluation, passing scores on class assignments, a passing score on the related competencies of the Case Study Assignment, and a score equivalent to the national mean on the related domains of 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 PLOs identified are formerly assessed at four points in the program. First, 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 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).

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. 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.

In EDC 480, students also complete a Case Study Assignment, which is used to evaluate their ability to conceptualize a client's case. Students are evaluated on this assignment using a rubric. For the Career Counseling Specialization, the overall disciplinary knowledge domains of Assessment/Diagnosis, Framework/Theory, Therapeutic Goals/Methods/Interventions, Consultation, and Outcomes are evaluated using the rubric. For the School Counseling Specialization, the overall disciplinary knowledge domains of Presenting Problem/Client Assessment, Ecological Assessment, Goals and Interventions, and Critique of School Site are evaluated using the rubric. The MCFC Specialization case study rubric is used to assess the overall disciplinary knowledge domains of Framework/Theory, Mental Status Examination (MSE), Safety Assessment, Developmental Assessment, Clinical Information, Case Conceptualization, DSM-V Diagnostic Summary, and Treatment Plan. The standard of performance is that students will receive a score of "meets standard" on all of the identified domains.

The fourth point of assessment occurs during EDC 500: 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 score equivalent to the national mean (out of a possible 17) on each competency. This year, the competencies assessed were Competency 3: Helping Relationships, Competency 4: Group Work, Competency 5: Career Development, and Competency 6: Assessment. It should be noted that all specializations complete coursework in career development, and all specializations will implement career counseling within their practice. Therefore, all specializations were assessed on Competency 5: Career Development, and not just the career counseling specialization students.

In EDC 500, students also complete a Student Exit Survey, which is used to evaluate the program. 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 for all specializations were Individual Counseling, Group Counseling, Psychopathology, Assessment, and Broad Theoretical Knowledge. Additionally, the MCFC specialization was assessed on Marriage Counseling and Family Therapy, and the Career Counseling specialization was assessed on Career Counseling. Although other specializations may take coursework in family or career counseling, they were not all assessed on these competencies for the Student Exit Survey since these competencies are only a focal point for their respective specializations. The standard of performance for these PLOs is that the mean score for how students evaluate these competencies will be a minimum of 5.

The program standard is that 80% of students will receive a score of "Meets Standard" on the 18 Counseling Skills Scale, Counselor Trainee Evaluation, and Case Study Assignment; a score equivalent to the national mean on the relevant domains for the CPCE, and rate the program domains on the Student Exit Survey as a 5 or higher.



FORM 6 Final Evaluation Career and School.pdf
242.25 KB



Form 6 Final Evaluation MCFC.pdf
180.48 KB

Q2.4. PLO	Q2.5. Stdrrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrrd) of performance, and the rubric that was used to measure the PLO:
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 overall disciplinary knowledge.

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. 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 (0-0.5), Needs Improvement (1-1.5), Meets Standard (2-2.5), and Exceeds Standard (3). 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 (a total of 4 times). 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, all three specializations focused on the following competencies for assessment: Competency 1: Assessment and Evaluation, Competency 2: Crisis Management, Competency 3: Treatment/Session Planning, Competency 4: Rapport Building, and Competency 5: Treatment/Therapeutic Interventions. For EDC 475, university supervisors completed the evaluations and entered all data online using the Class Climate Survey Tool in the fall. Beginning in the spring, the program began to use Qualtrics for all data collection and analysis. 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.

Students also complete a Case Study Assignment while enrolled in EDC 480. All three specializations assess students' overall disciplinary knowledge in their case study. Field Study seminar instructors evaluate student's case studies and enter the data from the rubric into Class Climate Survey Tool (fall) or Qualtrics (beginning with the spring semester). Students are rated as Below Standard, Approaches Standard, Meets Standard, and Exceeds Standard.

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 competencies assessed for all students were Competency 3: Helping Relationships, Competency 4: Group Work, Competency 5: Career Development, and Competency 6: Assessment. 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.

In EDC 500, students also complete a Student Exit Survey, which is used to evaluate the program. 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 Individual Counseling, Group Counseling, Psychopathology, Assessment, and Broad Theoretical Knowledge. Additionally, the MCFC specialization was assessed on Marriage Counseling and Family Therapy, and the Career Counseling specialization was assessed on Career Counseling. This fall, there was only one student who was enrolled in EDC 500 from the M.S. Counseling program, and the other students were from the M.S. Vocational Rehabilitation program. Therefore, the Student Exit Survey was not administered to this group of students since it was not developed for the majority of the

(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 Overall Disciplinary Knowledge:

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 overall disciplinary knowledge for the field of counseling. 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 Trainee Evaluation. When students are enrolled in EDC 475: Practicum in Counseling, they counsel clients under direct supervision from a university instructor. The university instructor formally evaluates students on their counseling skills using the CTE at midterm and final. Five domains on the CTE encompass Overall Disciplinary Knowledge. These domains are Competency 1: Assessment and Evaluation, Competency 2: Crisis Management, Competency 3: Treatment/Session Planning, Competency 4: Rapport Building, and Competency 5: Treatment/Therapeutic Interventions. Students must demonstrate that overall disciplinary knowledge in order to meet the standards for these domains. When students are enrolled in EDC 480: Field Study, they work at field placement sites to directly counsel clients. Their site supervisors use the CTE to formally evaluate them at midterm and final.
3. Case Study Paper. Students in all specializations complete a case study paper during each semester of EDC 480. The rubrics for all specialization case studies include domains relevant to Overall Disciplinary Knowledge. Students must demonstrate overall disciplinary knowledge in order to meet standard on the relevant domains. For the Career Counseling Specialization, the overall disciplinary knowledge domains of Assessment/Diagnosis, Framework/Theory, Therapeutic Goals/Methods /Interventions, Consultation, and Outcomes are evaluated using the rubric. For the School Counseling Specialization, the overall disciplinary knowledge domains of Presenting Problem/Client Assessment, Ecological Assessment, Goals and Interventions, and Critique of School Site are evaluated using the rubric. The MCFC Specialization case study rubric is used to assess the overall disciplinary knowledge domains of Framework/Theory, Mental Status Examination (MSE), Safety Assessment, Developmental Assessment, Clinical Information, Case Conceptualization, DSM-V Diagnostic Summary, and Treatment Plan
4. 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. Four domains on the CPCE measure Overall Disciplinary Knowledge: Competency 3: Helping Relationships, Competency 4: Group Work, Competency 5: Career Development, and Competency 6: Assessment.



Career Case Study Evaluation Rubric.docx
26.86 KB



School Case Study Rubric.doc
80 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.

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

2 full-time faculty, 2 FERP faculty

Q3.5.1.

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

15

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 500 are evaluated using the key assessments. All students enrolled in EDC 500 completed the CPCE, including those from the M.S. Vocational Rehabilitation Counseling program. This program did not prepare students specifically for the CPCE, and so the reported mean from the CPCE for spring 2018 may also be somewhat skewed. This will be resolved in the future, as the M.S. VRC program ends with its last student (N =1) in fall 2018, and all other students admitted into the program are now part of the M.S. Counseling, and Rehabilitation Counseling is a fourth specialization within the degree program. These students are now all being prepared for the CPCE.

Q3.6.1.

How did you **decide** how many samples of student work to review?

In order to gain a full perspective, we evaluate all students. However, some faculty fail to enter data into the online assessment tool used to analyze data. Therefore, some student work is not included in the analysis. Some students have more than one placement for EDC 480. They are evaluated using the CTE at all sites. Therefore, there are more student samples than students enrolled in some cases. Also, MCFC students are only evaluated using the EDC 480 CTE for midterm in fall and for final in spring.

Q3.6.2.

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

EDC 280 - 81 (fall only)
 EDC 475 - 5 (fall); 69 (spring)
 EDC 480 - 63 (fall); 65 (spring)
 EDC 500 - 10 (fall); 69 (spring)

Q3.6.3.

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

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:

We collected data from alumni, site supervisors, and other community partners. However, the only data that was evaluated was collected from the Student Exit Survey. Students complete the Student Exit Survey when they are enrolled in EDC 500: Master's Culminating Experience during their last semester in the program. The survey asks students to evaluate their training in the program, which includes training in overall disciplinary knowledge.



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 are required to complete the Student Exit Survey in order to earn credit for the course.

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 (EDC 500). The Student Exit Survey was not administered to students in EDC 500 for fall 2017 because there was only one student from the program enrolled in the course, and it was decided that this student should not have an extra requirement than other students enrolled in the course (from a different program). The Student Exit Survey was again administered in spring 2018. There were 7 students from another program (M.S. Vocational Rehabilitation Counseling) enrolled in EDC 500 in spring 2018. Since responses are anonymous, we are unable to distinguish these responses from those from students within the program, so the results from the Student Exit Survey may be somewhat skewed since it is designed only for those students who completed the M.S. Counseling program. This will be resolved in the future, as the M.S. VRC program ends with its last student (N =1) in fall 2018, and all other students admitted into the program are now part of the M.S. Counseling, and Rehabilitation Counseling is a fourth specialization within the degree program. These students now receive the program assessed by the Student Exit Survey.

Q3.7.4.

If surveys were used, please enter the response rate:

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](#)):

Benchmark (1) = Counseling Skills Scale

Milestone (2) = EDC 475 Counselor Trainees Evaluation

Milestone (3) = EDC 480 Counselor Trainees Evaluation

Milestone (4) = EDC 480 Case Study

Capstone (5) = CPCE



Capstone (6) = Exit Survey

In Fall 2017, career counseling students appear to be doing well in their coursework and field experiences. Students struggle with the capstone project on average.



6 Criteria (Areas)	Capstone = (6)	Capstone = (5)	Milestone = (4)	Milestone = (3)	Milestone = (2)	Benchmark = (1)	Total (N=37)
PLO 1	Missing Data	44% (N=4/9)	100% (N=4/4)				62% (N=8/13)
PLO 2	Missing Data					100% (N=11/11)	100% (N=11/11)
PLO 3	Missing Data		100% (N=4/4)				100% (N=4/4)
PLO 4	Missing Data		100% (N=4/4)				100% (N=4/4)
PLO 5	Missing Data			Missing Data	100% (N=3/3)		100% (N=3/3)
PLO 6	Missing Data	44% (N=4/9)					44% (N=4/9)

In Fall 2017, marriage, couple, and family counseling students appear to be doing well in their coursework and field experiences. Students struggle with the capstone project on average.

6 Criteria (Areas)	Capstone = (6)	Capstone = (5)	Milestone = (4)	Milestone = (3)	Milestone = (2)	Benchmark = (1)	Total (N=69)
PLO 1	Missing Data		100% (N=24/24)			100% (N=12/12)	100% (N=36)
PLO 3	Missing Data			100% (N=24/24)	100% (N=24/24)	100% (N=12/12)	100% (N=60)
PLO 8	Missing Data		100% (N=24/24)				100% (N=24)
PLO 9	Missing Data	44%	100% (N=24/24)	100% (N=24/24)	100% (N=24/24)		91% (N=57)

 No file attached 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?

 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 M.S. Vocational Rehabilitation Counseling is no longer a distinct degree. It is now a fourth specialization within the M.S. Counseling program. The program will revise the Student Exit Survey to include content specific to this specialization. Additionally, a rubric will need to be created for the Case Study Assignment, and a specialization-specific version of the Counselor Trainee Evaluation will need to be developed for Rehabilitation Counseling. The coursework for the specialization has already been changed to align with the other specializations, and so the students will be prepared for the CPCE.

Q5.1.2.

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

☒ 1. Yes, describe your plan:

☐ 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>					

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. It is also being used in applying for national accreditation through CACREP this year. We review the data at program meetings to determine if modification to the program and/or curriculum is necessary. All alumni and community partners were sent links to the assessment reports. Data demonstrating our students' high performance and need to maintain national accreditation were used to justify the need for additional faculty hires. Training in the assessment tools was provided to faculty, including part-time faculty who teach these courses.

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a bit	Some	Not at All	N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>					

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:

We received very positive feedback from OAPA, and did not need to modify any of the above items based on that feedback.

(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:

N/A

 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?

Q9. Please attach any additional files here:

Graduate Learning Goals Report 2017 - Career Counseling.docx
19.64 KB



Graduate Learning Goals Report 2017 - MCFC.docx
19.66 KB



Graduate Learning Goals Report 2017 - School Counseling.docx
19.9 KB



18 Counseling Skills Scale.pdf
29.11 KB

Q9.1.

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

Counselor Trainee Evaluation - Career & School, MCFC

Case Study Rubric - Career, School

Student Exit Survey

18 Counseling Skills Scale

Graduate Learning Goals Report & Assessment Plan - Career, MCFC, School

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]

Q11.

Report Author(s):

Q11.1.

Department Chair/Program Director:

Q11.2.

Assessment Coordinator:

Q12.

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

Q13.

College:

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:

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

Q16.1. List all the names:

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

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

Q17.1. List all the names:

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

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

Q18.1. List all the names:

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

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

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



Assessment Plan - All Specializations.pdf
305.78 KB

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:

EDC 500: Master's Culminating Experience

- ☐ 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

California State University, Sacramento: Counselor Education Program
EDC 480 Counselor Trainee FINAL EVALUATION: Career and School Specializations
Completed by On-Site Supervisor

FORM 6

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. <input type="checkbox"/> Direct Observation | B. <input type="checkbox"/> Video |
| C. <input type="checkbox"/> Audio | D. <input type="checkbox"/> Supervisory Discussion |
| E. <input type="checkbox"/> Review of Written Reports | F. <input type="checkbox"/> Feedback from others |
| G. <input type="checkbox"/> Other (specify): | |

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

<input type="checkbox"/> Needs much guidance in identifying presenting problems and effective treatment interventions. <input type="checkbox"/> Often misses identifying client/student strengths. <input type="checkbox"/> Rarely reflects feelings and content accurately or with appropriate frequency. <input type="checkbox"/> Is unable to accurately identify themes and enlarge the meaning for the client/student. <input type="checkbox"/> Needs much guidance in identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. <input type="checkbox"/> Needs much guidance in assessing the client/students' needs in terms of resources. <input type="checkbox"/> Does not consult with significant people in the client/students' life.	<input type="checkbox"/> Can identify presenting problems, patterns of behavior, and effective treatment interventions with guidance. <input type="checkbox"/> Sometimes misses client/student strengths and needs to be reminded to identify such strengths. <input type="checkbox"/> Does not always reflect feelings and content accurately or with appropriate frequency. <input type="checkbox"/> Needs help identifying themes and enlarging the meaning for the client/student. <input type="checkbox"/> Needs help identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. <input type="checkbox"/> Needs help assessing the client/students' needs in terms of resources. <input type="checkbox"/> Often needs help to consult with significant people in the client/students' life.	<input type="checkbox"/> Generally good at identifying presenting problems, patterns of behavior, and effective treatment interventions. <input type="checkbox"/> Routinely assesses client/student strengths and coping skills. <input type="checkbox"/> Generally reflects client/student's feelings and content accurately and with appropriate frequency. <input type="checkbox"/> Can identify themes and enlarge the meaning for the client/student. <input type="checkbox"/> Generally good at identifying signs and symptoms of problematic feelings, thoughts, and/or behaviors. <input type="checkbox"/> Generally good at assessing the client/students' needs in terms of resources. <input type="checkbox"/> Generally good at consulting with significant people in the client/students' life.	<input type="checkbox"/> Consistently excels at identifying presenting problems, patterns of behavior, and effective treatment interventions. <input type="checkbox"/> Routinely assesses client/student strengths and coping skills. <input type="checkbox"/> Reflects client/student's feelings and content accurately and with appropriate frequency. <input type="checkbox"/> Consistently identifies themes and enlarges the meaning for the client/student. <input type="checkbox"/> Thoroughly identifies signs and symptoms of problematic feelings, thoughts, and/or behaviors. <input type="checkbox"/> Consistently assesses the client/students' needs in terms of resources. <input type="checkbox"/> Effectively consults with significant people in the client/students' life.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard

Comments:

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

COMPETENCY 4: Rapport Building

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

COMPETENCY 5: Treatment/Therapeutic Interventions

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

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

COMPETENCY 8: Ethics

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

COMPETENCY 9: Personal Qualities

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

COMPETENCY 10: Work Performance

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

COMPETENCY 11: Professionalism

<input type="checkbox"/> Does not demonstrate professionalism in the work setting.	<input type="checkbox"/> Needs improvement in punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Needs improvement with respect to appearance in counseling settings. <input type="checkbox"/> Has limited involvement much with the field site or its needs. <input type="checkbox"/> Is not very aware of the need for self-care.	<input type="checkbox"/> Acceptable demonstration of punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Appearance is appropriate to counseling setting. <input type="checkbox"/> Acceptable involvement with the field site. <input type="checkbox"/> Is developing the understanding of the importance of self-care.	<input type="checkbox"/> Consistently demonstrates punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Consistently demonstrates proper appearance appropriate to counseling setting. <input type="checkbox"/> Understands and is appropriately involved with the field site and the field site's needs. <input type="checkbox"/> Has the ability to understand the need for self-care as it relates to effective clinical practice.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard

Comments:**COMPETENCY 12: Supervision**

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

Comments:**Overall Assessment**

0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
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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: _____

California State University, Sacramento: Counselor Education Program
EDC 480 Counselor Trainee FINAL EVALUATION: MCFC Specialization
Completed by On-Site Supervisor

FORM 6

Instructions:

1. Thoughtfully complete this evaluation. Please be sure to circle the appropriate score for each competency.
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 their 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	
Title/Position	
License/Credential and Number	
Phone/Email	

<p>How Competency was Assessed. Check all that apply.</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">A. <input type="checkbox"/> Direct Observation</td> <td style="width: 50%;">B. <input type="checkbox"/> Video</td> </tr> <tr> <td>C. <input type="checkbox"/> Audio</td> <td>D. <input type="checkbox"/> Supervisory Discussion</td> </tr> <tr> <td>E. <input type="checkbox"/> Review of Written Reports</td> <td>F. <input type="checkbox"/> Feedback from others</td> </tr> <tr> <td colspan="2">G. <input type="checkbox"/> Other (specify):</td> </tr> </table> <p>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</p> <p>Instruction: Check all boxes that apply within each Competency area and rank student where majority of boxes are checked.</p>	A. <input type="checkbox"/> Direct Observation	B. <input type="checkbox"/> Video	C. <input type="checkbox"/> Audio	D. <input type="checkbox"/> Supervisory Discussion	E. <input type="checkbox"/> Review of Written Reports	F. <input type="checkbox"/> Feedback from others	G. <input type="checkbox"/> Other (specify):		<p>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.</p> <p>Note: If student “Fails Standard” or “Needs Improvement”, please explain in the “Comments” box for that Competency.</p>
A. <input type="checkbox"/> Direct Observation	B. <input type="checkbox"/> Video								
C. <input type="checkbox"/> Audio	D. <input type="checkbox"/> Supervisory Discussion								
E. <input type="checkbox"/> Review of Written Reports	F. <input type="checkbox"/> Feedback from others								
G. <input type="checkbox"/> Other (specify):									

COMPETENCY 1: Clinical Evaluation			
Needs much guidance in <input type="checkbox"/> identifying presenting problems, <input type="checkbox"/> identifying client strengths, and <input type="checkbox"/> identifying possible substance abuse, and <input type="checkbox"/> in connecting presenting problem to DSM diagnoses.	<input type="checkbox"/> Can identify treatment unit, presenting problems, and patterns of behavior with guidance. <input type="checkbox"/> Does not always identify risks and self-destructive behaviors. <input type="checkbox"/> Sometimes misses client strengths and needs to be reminded to identify such strengths. <input type="checkbox"/> Does not always assess for substance abuse. <input type="checkbox"/> Needs help connecting DSM criteria to presenting problems. <input type="checkbox"/> Has little understanding of prognostic indicators.	<input type="checkbox"/> Generally good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Generally sufficient in using the DSM but sometimes needs help in identifying appropriate diagnoses. <input type="checkbox"/> Beginning to understand prognostic indicators.	<input type="checkbox"/> Consistently good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Connects presenting problem with DSM diagnosis and identifies possible comorbid disorders. <input type="checkbox"/> Can identify elements relevant to making prognostic predictions.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 2: Crisis Management			
<input type="checkbox"/> Is inadequate in identifying indicators of abuse, danger to self, or danger to others. <input type="checkbox"/> Sometimes disputes supervisor's identifications of such indicators. <input type="checkbox"/> Inadequate in issues dealing with trauma. <input type="checkbox"/> Completely relies upon supervisor to develop and implement a plan to reduce the potential for danger and to report these incidents.	<input type="checkbox"/> Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. <input type="checkbox"/> Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. <input type="checkbox"/> Is uncertain in identifying and treating trauma. <input type="checkbox"/> Feels less confident in reporting such crises and defers to supervisor to complete reporting requirements.	<input type="checkbox"/> Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. <input type="checkbox"/> Helps in the development and implementation of a plan to reduce the potential for danger. <input type="checkbox"/> Generally good at identifying and treating trauma with assistance from supervisor. <input type="checkbox"/> Manages reporting requirements with assistance from supervisor.	<input type="checkbox"/> Consistently observes and assesses for indications of abuse, danger to self, or danger to others. <input type="checkbox"/> Develops/implements a plan to reduce the potential for danger with appropriate input from supervisor. <input type="checkbox"/> Excellent at identifying and treating trauma. <input type="checkbox"/> Manages reporting requirements appropriately.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 3: Treatment Planning			
<input type="checkbox"/> Inadequate knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Difficulty in identifying stages of treatment and imposes treatment goals. <input type="checkbox"/> Does not understand the differences between short- and long-term treatment goals. <input type="checkbox"/> Does not recognize the need for referral and is not aware of appropriate referrals.	<input type="checkbox"/> Often needs help demonstrating knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Needs help in identifying stages of treatment and developing mutually agreed upon, appropriate short- and long-term goals. <input type="checkbox"/> Often needs help recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Generally good demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Acceptable identification of stages of treatment and mutually agreed upon, appropriate short- and long-term treatment goals. <input type="checkbox"/> Recognizes the need for referral—sometimes needing guidance—for appropriate services and resources.	<input type="checkbox"/> Consistent demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Identifies stages of treatment and sets mutually agreed upon, appropriate short- and long-term goals for treatment. <input type="checkbox"/> Recognizes the need for referral and identifies appropriate services and resources.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 4: Rapport Building			
<input type="checkbox"/> Inadequate in developing empathy and sometimes is not aware of empathy's importance. <input type="checkbox"/> Does not create a safe environment. <input type="checkbox"/> Is unaware of how one's own biases affect treatment outcomes.	<input type="checkbox"/> Often does not develop empathy. <input type="checkbox"/> Needs help in creating a safe environment and understanding the problem from the client's perspective. <input type="checkbox"/> Does not always develop trust with clients and often imposes one's own biases. <input type="checkbox"/> Is not always aware of one's emotions and imposes treatment without much regard to therapeutic working alliance.	<input type="checkbox"/> Generally good at developing empathy. <input type="checkbox"/> Is adequate in creating a safe environment and attempts to understand the problem from the client's perspective. <input type="checkbox"/> Is adequate in developing trust with clients but sometimes needs to keep biases in check. <input type="checkbox"/> Is developing the ability to control one's emotions. <input type="checkbox"/> Sometimes proceeds to treatment before trust is fully developed.	<input type="checkbox"/> Consistent demonstration of empathy. <input type="checkbox"/> Creates a safe environment by understanding the problem from the client's perspective. <input type="checkbox"/> Consistently in control of one's emotions and assesses for trust.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 5: Treatment			
<input type="checkbox"/> Unable to apply any therapeutic principles.	<input type="checkbox"/> Poor knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Needs help in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Needs guidance in modifying the treatment process based upon therapeutic progress. <input type="checkbox"/> Poor at case management-related issues. <input type="checkbox"/> Needs help in identifying appropriate termination and transition from treatment.	<input type="checkbox"/> Generally good knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Is adequate at explaining treatments to clients. <input type="checkbox"/> Good in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Good in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Adequate at case management-related issues. <input type="checkbox"/> Good in developing a plan for termination with client to provide a transition from treatment.	<input type="checkbox"/> Demonstrates consistent knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Very good skills in explaining treatments in ways clients can understand. <input type="checkbox"/> Consistent in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Consistent in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Good at case management-related issues. <input type="checkbox"/> Consistent in developing a plan for termination with client to provide a transition from treatment.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 6: Human Diversity			
<input type="checkbox"/> Unable to understand the importance of issues of diversity.	<input type="checkbox"/> Needs help in identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Sometimes is unable to disentangle one's own values from client's values, which sometimes interferes with treatment strategies.	<input type="checkbox"/> Generally good at identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Is able to provide an unbiased therapeutic environment when client's values or beliefs are different from one's own views. <input type="checkbox"/> Can apply treatment strategies consistent with client's values, beliefs, and/or worldviews.	<input type="checkbox"/> Consistent at identifying issues of diversity which impact the therapeutic environment, including issues of gender, sexual orientation, culture, ethnicity, age, disability, and religious/faith beliefs on the therapeutic process. <input type="checkbox"/> Consistent at providing an unbiased therapeutic environment when client's values, beliefs, and/or worldviews are different from one's own views.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 7: Law			
<input type="checkbox"/> Poor understanding of legal issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing legal issues, managing mandated reporting requirements, and obtaining client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Does not always understand the reasoning behind the need for legal requirements. <input type="checkbox"/> Needs to be reminded of issues surrounding security of therapy records. <input type="checkbox"/> Is not very knowledgeable of laws relevant to practice.	<input type="checkbox"/> Adequately knowledgeable of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. <input type="checkbox"/> Obtains client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of clinical records. <input type="checkbox"/> Is developing knowledge of and follows law in clinical practice.	<input type="checkbox"/> Consistent knowledge of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and understands and appropriately manages mandated reporting requirements. <input type="checkbox"/> Obtains and understands the need for client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of client therapy records. <input type="checkbox"/> Aware of and follows law in clinical practice.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 8: Ethics			
<input type="checkbox"/> Poor understanding of ethical issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing ethical issues arising in this clinical setting. <input type="checkbox"/> Needs reminders to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Is not aware of one's scope of practice and attempts to treat all problems. <input type="checkbox"/> Needs reminders of appropriate therapeutic boundaries. <input type="checkbox"/> Has difficulty in identifying personal reactions/countertransference issues that could interfere with the therapeutic process and sometimes denies or disputes these issues when pointed out by supervisor.	<input type="checkbox"/> Generally good knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Is able to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Is not always aware of one's scope of practice. <input type="checkbox"/> Sometimes needs help in identifying personal reactions/countertransference issues that could interfere with the therapeutic process, but can easily correct oversights in this area. <input type="checkbox"/> Together with supervisor, identifies personal limitations that require outside consultation.	<input type="checkbox"/> Demonstrates excellent knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Consistently informs clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Consistent at staying within scope of practice. <input type="checkbox"/> Consistent ability to identify personal reactions/countertransference issues that could interfere with the therapeutic process, and identifies personal limitations that require outside consultation.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 9: Personal Qualities			
<input type="checkbox"/> Has demonstrated lapses in integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Has demonstrated lapses in oral and written communication skills.	<input type="checkbox"/> Needs improvement in demonstrating integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Needs improvement in oral and written communication skills.	<input type="checkbox"/> Generally acceptable demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Generally acceptable oral and written communication skills.	<input type="checkbox"/> Consistent demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Consistently demonstrated good oral and written communication skills.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 10: Work Performance			
<input type="checkbox"/> Does not demonstrate professional work performance.	<input type="checkbox"/> Is inconsistent in punctuality, responsibility, appearance appropriate to clinical setting, and relationship with professional colleagues. <input type="checkbox"/> Does not always maintain orderly paperwork and sometimes skirts agency policies.	<input type="checkbox"/> Maintains timely and orderly paperwork and adheres to agency policies.	<input type="checkbox"/> Consistent maintenance of timely and orderly paperwork, and adherence to agency policies.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments:			

COMPETENCY 11: Professionalism			
<input type="checkbox"/> Does not demonstrate professionalism in the work setting.	<input type="checkbox"/> Needs improvement in punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Needs improvement with respect to appearance in counseling setting. <input type="checkbox"/> Is not involved much with the agency or its needs. <input type="checkbox"/> Is not very aware of the need for self-care.	<input type="checkbox"/> Acceptable demonstration of punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Appearance appropriate to counseling setting. <input type="checkbox"/> Acceptable involvement with the agency. <input type="checkbox"/> Is developing the understanding of the importance of self-care.	<input type="checkbox"/> Consistently demonstrates punctuality, responsibility, and relationship with professional colleagues. <input type="checkbox"/> Consistently demonstrates proper appearance appropriate to counseling setting. <input type="checkbox"/> Understands and is appropriately involved with the agency and the agency's needs. <input type="checkbox"/> Has the ability to understand the need for self-care as it relates to effective clinical practice.
0 0.5 Fails Standard	1 1.5 Needs Improvement	2 2.5 Meets Standard	3 Exceeds Standard
Comments: 			

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

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

Areas of Strength:

Areas in Need of Further Development:

Plans for Development or Remediation:

Consultation with school requested by clinical supervisor: **No** ☐ **Yes** ☐ Best day/time: _____

Student's Comments *(optional)*:

University Supervisor's Comments *(optional)*:

Hours of Supervised Experience During This Evaluation Period

Dates covered by this evaluation and reflected in the BBS logs: ____/____/____ to ____/____/____

Total hours of clinical services provided during this academic term:

Individual Therapy: _____ Hours

Couple, Family & Child Therapy: _____ Hours*

Group Therapy/Counseling: _____ Hours

Telemedicine: _____ Hours

Client Centered Advocacy: _____ Hours

**Do not double count conjoint couples and family therapy hours.*

Percentage of direct client contact hours completed _____%

Total hours of supervision and training received during this academic term:

Individual Supervision: _____ Hours

Group Supervision: _____ Hours

Workshops, seminars, or trainings: _____ Hours

The clinical supervisor met, reviewed and discussed this evaluation with the student.

Yes ☐

No ☐

If No, please explain:

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: _____

California State University, Sacramento
Counselor Education Program
Career Counseling Specialization Case Study Rubric



Student Name: _____ EDC 480 Instructor: _____

Date Submitted: _____ Pseudonym/Age of Client: _____

Criteria					
	Below Standard (NC)	Approaches Standard (NC)	Meets Standard (CR)	Exceeds Standard (CR)	CR/NC
Setting	Vaguely describes the setting in which the client was seen. Does not include any demographic information about the population served or the type of setting.	Identifies the setting in which the client was seen, including socioeconomic status and ethnic breakdown of population served. Does not include any other relevant factors.	Clearly describes the setting in which the client was seen. Includes socioeconomic status and ethnic breakdown of population served, as well as other relevant factors (i.e., school, college, career center, penal institution, mental hospital, open or locked facility, etc.).	Clearly describes the setting in which the client was seen. Includes socioeconomic status, ethnicity, and other demographic information of the population served, as well as other relevant factors. Clearly states why this information is relevant and important to consider in this case.	_____
Assessment/ Diagnosis	Does not use a pseudonym for the client or does not clearly indicate it. Does not include relevant demographic information. Does not summarize the problem from the perspective of the client. May summarize observations of client, but the observations are not objective or inclusive. Does not describe relevant history, medical, physical, or cultural considerations. Does not address legal or ethical considerations. Does not identify client strengths. Does not include at least 2 different resources to literature, or the references are not directly relevant to the client's case. The references may be outdated.	Uses a pseudonym, but may not clearly indicate it. Includes most of the following: client's age, gender, ethnicity, socioeconomic status, and physical appearance. May not include other relevant demographic information. Summarizes observations of client, but may not be objective. May forget to summarize the problem from the perspective of the client. Begins to describe relevant history, medical, physical, and cultural considerations. Includes legal or ethical considerations, but not both. Or, legal and ethical considerations are not directly relevant to the client's case. Identifies only 1 or 2 client strengths. Includes at least 2 different resources to literature, but they may not be recent.	Clearly indicates client's pseudonym. Includes client's age, gender, ethnicity, socioeconomic status, physical appearance, and other relevant demographic information. Objectively summarizes observations of client. Clearly summarizes the presenting problem as described by the client. Describes any relevant history. Identifies medical, physical, and cultural considerations. Discusses legal and ethical issues. Identifies a variety of the client's strengths. Includes at least 2 different references to recent literature, used to assess and summarize the major problems from a counselor perspective.	Clearly indicates client's pseudonym. Includes client's age, gender, ethnicity, socioeconomic status, physical appearance, and other relevant demographic information. Clearly states how this information is relevant and important to consider in this case. Objectively summarizes observations of client. Clearly summarizes the presenting problem from the perspective of the client. If multiple problems exist, is able to make connections among the problems and discuss how they interrelate to one another. Describes any relevant history. Identifies medical, physical, and cultural considerations. Discusses legal and ethical considerations specific to this client. Identifies a variety of client strengths and discusses how these can serve as a resource for change. Includes at least 2 different, current resources directly relevant to client's case.	_____
	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard	CR/NC

	(NC)	(NC)	(CR)	(CR)	
Framework/ Theory	Does not understand the connection between theory and intervention. May identify a theoretical framework, but does not describe interventions as being used from that framework. The clinical rationale is unrelated to theory. The resource may not be relevant or is outdated.	Identifies one's theoretical framework but may not clearly connect theory to either goals or interventions. The clinical rationale is not clearly articulated. The resource may not be directly relevant or is outdated.	Clearly connects theory to goals and interventions. The clinical rationale is clearly articulated. Includes at least one resource that is directly relevant to the client's case.	Clearly understands one's theoretical framework and makes direct connections of this framework to the goals and interventions of this case. The clinical rationale is clearly articulated. Includes at least one resource that is directly relevant to the client's case.	_____
Cultural Responsiveness	Does not demonstrate cultural responsiveness to this client. Is unable to identify areas of difference, or does not describe how differences were addressed. Is unable to consider the client's perception of these differences	Describe one's cultural responsiveness to this client. Identifies areas of difference that were addressed, but does not describe all elements of difference that existed between the therapist and the client.	Clearly describes how one was culturally responsive to this client. Describes all areas of difference that existed between the therapist and client, as well as how they were addressed.	Clearly demonstrates one's cultural responsiveness with the client through specific examples and references. Describes all areas of difference that existed between the therapist and client, as well as how they were addressed.	_____
Therapeutic Goals, Methods, and Interventions	Does not identify client and/or counselor goals. Does not understand the difference between short-term and long-term goals. Does not reference at least 1 empirical study, or the study referenced is not relevant to the interventions used. Is unable to identify changes that have occurred or any unmet and/or revised goals. Does not state number and type of sessions.	Identifies goals, but does not distinguish between short-term and long-term. Does not distinguish client goals from counselor goals. Identifies interventions, but does not thoroughly summarize them. References at least 1 empirical study related to the interventions used. Identifies changes that have occurred and goals that have been achieved, but does not identify any unmet and/or revised goals. States the number of sessions, but does not describe type of sessions.	Identifies client goals and counselor goals. Understands the difference between short-term and long-term goals. Thoroughly summarizes interventions used. References at least 1 empirical study directly related to the interventions you used. Describes changes that have occurred and the goals that have been achieved. Identifies any unmet and/or revised goals. States number and type of sessions.	Shows collaboration with the client in developing goals. Understands the difference between short-term and long-term goals and clearly identifies each. Thoroughly summarizes all interventions used. References at least 1 empirical study directly related to the interventions used, and describes how this study influenced one's work with the client. Describes all changes that have occurred so far and the specific goals that have been achieved. Relates this achievement directly back to theory and interventions. Identifies any unmet and/or revised goals, as well as potential referrals. States number and type of sessions.	_____
Consultation and/or Referrals	Does not describe consultations. Does not recognize the need for referral and is not aware of appropriate services and resources.	Vaguely describes consultations. May have recognized the need for referral but was unaware of appropriate services and resources.	Clearly describes consultations. Recognizes the need for referral and identifies appropriate services and resources.	Thoroughly describes consultations and how this directly related to treatment goals. Recognizes the need for referral and identifies appropriate services and resources.	_____
	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard	CR/NC

	(NC)	(NC)	(CR)	(CR)	
Summary of Outcomes	Vaguely summarizes overall work with client, and is unable to identify any concrete changes one would have made. Identifies very few feelings, or the feelings do not directly relate to work with this client. Does not identify what learned either personally or professionally, or these things do not directly relate to work with this client.	Summarizes overall work with client. Is unable to identify any changes one would make. Identifies some feelings experienced during the counseling process. Feelings may not be directly related to the work with this client. Is able to identify either personal or professional things learned from working with this client.	Thoughtfully summarizes overall work with client, including any concrete changes one would make. Identifies a variety of feelings experienced during the process of counseling this client. Describe both personal and professional things you learned about yourself as a result of working with this client.	Thoughtfully summarizes overall work with client, and identifies any changes one would implement in the future. Identifies a variety of feelings experienced during the process of counseling this client, and explains how these feelings were addressed. Describes both personal and professional things you learned about yourself as a result of working with this client, and discusses how this knowledge will assist you in your future.	_____
APA Format	There are many errors in APA format, including the Reference Page and citations.	There are errors in APA format that distract from the paper. There are some errors in citations and on the Reference Page.	There are rare errors in APA format, and they do not distract from the paper. All references and citations are correctly written.	There are no errors in APA format, including the Reference Page and citations.	_____
Grammar & Writing Style	There are many errors in spelling, punctuation, verb agreement, point of view changes, and grammar. There is little sentence variation throughout the paper. *Note – if the paper is awkward, unclear, has many grammatical errors, or is not written in a scholarly style, the student may receive NC on the assignment.	There are some errors, but they do not interfere with the purpose of the paper. There is an effort to vary the sentence patterns. Scholarly tone is not evident throughout the paper.	There are few errors. The sentences vary their structure, creating interesting reading. The author maintains a scholarly tone throughout the paper.	There are no errors. The sentences are varied and interesting to the reader. The author displays a command for scholarly writing.	_____
	Overall Grade (CR/NC):				_____

California State University, Sacramento
Counselor Education Program
School Counseling Specialization Case Study Rubric



Student Name: _____ EDC 480 Instructor: _____

Date Submitted: _____ Pseudonym/Age of Client: _____

Criteria					
	Below Standard (NC)	Approaches Standard (NC)	Meets Standard (CR)	Exceeds Standard (CR)	CR/NC
Background Information	Does not use a pseudonym for the client or does not clearly indicate it. Does not include relevant demographic information.	Uses a pseudonym, but may not clearly indicate it. Includes most of the following: client's age, gender, grade in school, ethnicity, family configuration, socioeconomic status. May not include other relevant demographic information.	Clearly indicates client's pseudonym. Includes client's age, gender, grade in school, ethnicity, family configuration, socioeconomic status, and other relevant demographic information.	Clearly indicates client's pseudonym. Includes client's age, gender, grade in school, ethnicity, family configuration, socioeconomic status, and other relevant demographic information. Clearly states why this information is relevant and important to consider in this case.	_____
Presenting Problem or Issue	Does not summarize the problem from both the perspective of the client and others. Does not address how the situation manifests in the client's life or how it affects others. Does not include at least 2 different resources to literature, or the references are not directly relevant to the client's case. The references may be outdated. Does not address legal or ethical considerations.	May forget to summarize the client problem from both the perspective of the client and others. Explains how the situation manifests in the client's life, but may not discuss how it affects others. Includes at least 2 different references to literature, but they may not be recent. Includes legal or ethical considerations, but not both. Or, legal and ethical considerations are not directly relevant to the client's case.	Clearly summarizes the presenting problem as described by school personnel and/or guardian(s), as well as the client. Explains how the situation manifests in the client's life and affects others. Includes at least 2 different references to recent literature. Includes legal and ethical considerations.	Clearly summarizes the presenting problem from the perspective of school personnel, guardian(s), and client. If multiple problems exist, is able to make connections among the problems and discuss how they interrelate to one another. Describes how the situation manifests in the client's life and its effect on others. Includes at least 2 different, current resources directly relevant to client's case. Discusses legal and ethical considerations specific to this client.	_____
Client Assessment	Does not include information available in the client's cumulative file or through consultation. May summarize observations of client, but the observations are not objective or inclusive. Does not identify client strengths or needs.	Summarizes information available in the client's cumulative file, but does not take steps to learn more through consultation. Summarizes observations of client, but may not be objective. Identifies only 1 or 2 client strengths. Identifies some of the client's needs, but does not include all areas asked about.	Summarizes information available in the client's cumulative file and takes steps to learn more through consultation. Objectively summarizes observations of client. Identifies a variety of client strengths. Identifies and describes the client's needs in terms of ability, performance, social skills, community resources, cultural values, family values, and neighborhood/community factors.	Summarizes information available in the client's cumulative file, takes steps to learn more through consultation, and discusses how this information directly relates to the client's presenting problem. Objectively summarizes observations of client. Identifies a variety of client strengths and discusses how these can serve as a resource for change. Identifies and describes the client's needs in terms of ability, performance, social skills, community resources, cultural values, family values, and neighborhood/community factors.	_____

	Below Standard (NC)	Approaches Standard (NC)	Meets Standard (CR)	Exceeds Standard (CR)	CR/NC
Ecological Assessment	Does not identify factors in both the home and the school that both contribute to well-being or impede progress. Does not describe the degree to which the client understands his/her place in the environment, or is inaccurate in this assessment. Does not address elements of Power & Privilege in the client's life.	May not identify factors in both the client's home and school that both contribute to well-being or impede progress. Describes the degree to which the client understands his/her place in the environment, but does not have evidence to support this assessment. Struggles to identify elements of Power & Privilege in the client's life.	Identifies factors in the client's home and school that may contribute to the client's well-being or impede progress. Describes the degree to which the client understands his/her place in the environment, and supports this with evidence. Discusses elements of Power & Privilege in the client's life.	Identifies factors in the client's home and school that may contribute to the client's well-being or impede progress. Using direct evidence, describes the degree to which the client understands his/her place in the environment and how this affects the client and others. Discusses elements of Power & Privilege in the client's life. Discusses the client's identity development.	_____
Goals and Interventions	Does not understand the connection between theory and intervention. May identify a theoretical framework, but does not describe interventions as being used from that framework. May not cite a relevant resource related to theory or this case, or it may be outdated. Does not understand the difference between short-term and long-term goals. Does not reference at least 1 empirical study, or the study referenced is not relevant to the interventions used. Is unable to identify changes that have occurred or any unmet and/or revised goals.	Identifies one's theoretical framework but may not clearly connect theory to either goals or interventions. May cite a resource relating to theory, but it is vague in its relation to the case or it may be outdated. Identifies goals, but does not distinguish between short-term and long-term. Identifies interventions, but does not thoroughly summarize them. References at least 1 empirical study related to the interventions used. Identifies changes that have occurred and goals that have been achieved, but does not identify any unmet and/or revised goals.	Clearly connects theory to goals and interventions. Includes at least 1 resource discussing theory in relation to this case. Understands the difference between short-term and long-term goals. Thoroughly summarizes interventions used. References at least 1 empirical study directly related to the interventions you used. Describes changes that have occurred and the goals that have been achieved. Identifies any unmet and/or revised goals.	Clearly understands one's theoretical framework and makes direct connections of this framework to the goals and interventions of this case. Includes at least 1 resource discussing theory in relation to this case. Shows collaboration with the client in developing goals. Understands the difference between short-term and long-term goals and clearly identifies each. Thoroughly summarizes all interventions used. References at least 1 empirical study directly related to the interventions used, and describes how this study influenced one's work with the client. Describes all changes that have occurred so far and the specific goals that have been achieved. Relates this achievement directly back to theory and interventions. Identifies any unmet and/or revised goals, as well as potential referrals.	_____
Cultural Responsiveness	Does not demonstrate cultural responsiveness to this client. Is unable to identify areas of difference, or does not describe how differences were addressed. Is unable to consider the client's perception of these differences. Is unable to identify elements of anti-dialogical action at the site. Is unable to provide recommendations for enacting dialogical strategies.	Describe one's cultural responsiveness to this client. Identifies areas of difference that were addressed, but does not describe all elements of difference that existed between the therapist and the client. Describes general elements of anti-dialogical action observed at the site. Provides recommendations for enacting only some dialogical strategies.	Clearly describes how one was culturally responsive to this client. Describes all areas of difference that existed between the therapist and client, as well as how they were addressed. Describes specific elements of anti-dialogical action observed at the site. Provides recommendations for dialogical strategies.	Clearly demonstrates one's cultural responsiveness with the client through specific examples and references. Describes all areas of difference that existed between the therapist and client, as well as how they were addressed. Provides specific examples of anti-dialogical action occurring at the site that directly related to client and client's problem. Provides specific recommendations for enacting dialogical strategies.	_____
Critique of School Site	Is unable to critique all four domains of the school and discuss how the school's efforts benefit the client. Is unable to critically analyze the areas of systems utilization. Is unable to identify the site's school counseling program' strengths and/or areas of improvement. Does not provide any recommendations for areas of improvement.	Provides a critique of the school's domains, but may not describe all four. May not directly describe how the client benefits from the school's efforts in these domains. Provides an analysis of systems utilization, but may not address all areas. May identify either strengths or areas of improvement for the site's school counseling program, but not both. Does not provide recommendations for areas of improvement.	Provides a critique of all four domains and describes how the school's efforts benefit the client. Provides a critical analysis of all areas of systems utilization. Identifies both strengths and areas of improvement for the site's school counseling program. Identifies recommendations for how to address areas of improvement.	Provides a thorough and thoughtful critique of all four domains, including specific examples and possibly references. Clearly describes how the school's efforts in these domains directly benefit the client. Provides a critical analysis of all areas of systems utilization, including specific examples. Identifies strengths for the site's school counseling program. Identifies areas of improvement for the site's school counseling program, along with specific recommendations for addressing these areas.	_____

	Below Standard (NC)	Approaches Standard (NC)	Meets Standard (CR)	Exceeds Standard (CR)	CR/NC
Self-Reflection	Vaguely summarizes overall work with client, and is unable to identify any concrete changes one would have made. Identifies very few feelings, or the feelings do not directly relate to work with this client. Does not identify what learned either personally or professionally, or these things do not directly relate to work with this client.	Summarizes overall work with client. Is unable to identify any changes one would make. Identifies some feelings experienced during the counseling process. Feelings may not be directly related to the work with this client. Is able to identify either personal or professional things learned from working with this client.	Thoughtfully summarizes overall work with client, including any concrete changes one would make. Identifies a variety of feelings experienced during the process of counseling this client. Describe both personal and professional things you learned about yourself as a result of working with this client.	Thoughtfully summarizes overall work with client, and identifies any changes one would implement in the future. Identifies a variety of feelings experienced during the process of counseling this client, and explains how these feelings were addressed. Describes both personal and professional things you learned about yourself as a result of working with this client, and discusses how this knowledge will assist you in your future.	_____
APA Format	There are many errors in APA format, including the Reference Page and citations.	There are errors in APA format that distract from the paper. There are some errors in citations and on the Reference Page.	There are rare errors in APA format, and they do not distract from the paper. All references and citations are correctly written.	There are no errors in APA format, including the Reference Page and citations.	_____
Grammar & Writing Style	There are many errors in spelling, punctuation, verb agreement, point of view changes, and grammar. There is little sentence variation throughout the paper. *Note – if the paper is awkward, unclear, has many grammatical errors, or is not written in a scholarly style, the student may receive NC on the assignment.	There are some errors, but they do not interfere with the purpose of the paper. There is an effort to vary the sentence patterns. Scholarly tone is not evident throughout the paper.	There are few errors. The sentences vary their structure, creating interesting reading. The author maintains a scholarly tone throughout the paper.	There are no errors. The sentences are varied and interesting to the reader. The author displays a command for scholarly writing.	_____
			Overall Grade (CR/NC):		

DRAFT

Class Climate

Student Exit Survey

SCANTRON



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

DRAFT

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

2.10 Group Counseling

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

2.11 Supervision

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

2.12 Couple/Family Counseling

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

2.13 Consultation

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

2.14 Diagnosis/Assessment

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

2.15 Research/Scholarly writing

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

2.16 Teaching

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

2.17 Administration

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

2.18 Report writing

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

2.19 School-based meetings

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

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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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.2 Group counseling	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.3 Marriage counseling	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.4 Family therapy	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.5 Career counseling	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.6 Psychopathology	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.7 Statistics and research design	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.8 Counseling diverse populations	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.9 Ethical/legal issues	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.10 Assessment	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 (excellent training)
8.11 Broad theoretical knowledge	1 (very inadequate training)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.13 Professional identity | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.14 Professional research and writing | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.15 Program evaluation | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.16 Consultation skills | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.17 Human development | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.18 Knowledge of current healthcare market | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.19 Participation in service to the profession | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.20 Community outreach and education | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.21 Supervision | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.22 Learning to teach | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent
training) |
| 8.23 Overall evaluation of the training you received at CSUS | 1 (very
inadequate
training) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent) |
| 9.2 Respect for diversity | 1 (very poor) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent) |
| 9.3 Modeling the value of diversity as an important professional goal | 1 (very poor) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent) |
| 9.4 Encouraging the integration of multicultural perspectives and skills into professional roles | 1 (very poor) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent) |
| 9.5 Respect for personal/professional boundaries | 1 (very poor) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent) |
| 9.6 Assistance in practicum/job placement | 1 (very poor) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent) |
| 9.7 Availability to students | 1 (very poor) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 (excellent) |
| 9.8 Invested in my academic/personal success | 1 (very poor) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <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?

Graduate Learning Goals Report

Curriculum Map								
Coursework	PLO 1: Career Theory	PLO 2: Career Counseling	PLO 3: Assessment Skills	PLO 4: Information and Resources	PLO 5: Comprehensive Program	PLO 6: Coaching and Consultation	PLO 7: Skills with Diverse Populations	PLO 8: Diversity Sensitivity
EDC 210 (C)				X	X		Skill Develop. Portfolio	Broker Interview
EDC 214 (C)	X			X			X	X
EDC 216 (C)	Theory Outline			X			X	X
EDC 218 (C)		X	Assessment Paper	SDS Report & Process Paper	X	X	X	X
EDC 219 (C)		X			X		X	X
EDC 231 (C)			Character Diagnosis First Interview			X	X	X
EDC 233 (C)			X			X	X	X
EDC 244 (C)			X			X	X	X
EDC 250 (C)	X			Research Paper				
EDC 252 (C)								
EDC 260 (C)	Final Exam	X	X	X	X	X	X	X
EDC 280 (C)		18 Skills Scale					X	X
EDC 475 (C)	Counselor Trainee Evaluation (CTE) Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study
EDC 480 (C)	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study
EDC 500 (E)	CPCE	CPCE	CPCE	CPCE			CPCE	CPCE
EDC 254 (S)			X			X	X	X
EDC 262 (S)	Theory Paper	Syllabus Assignment	Book Summary	Book Summary	Syllabus Assignment	Small Group Presentation		
EDC 264 (S)	X	X	Needs Assessment	Grant Proposal	Grant Proposal	X	X	X
EDC 266 (S)	X	X	X	X	Career Program Paper	X	X	X
EDC 268 (S)	X	X	X	X	X	X	X	X

C = Core; E = Exam; S = Specialization

Graduate Learning Goals Report

Curriculum Map				
Coursework	PLO 9: Self-Assessment	PLO 10: Legal and Ethical Practice	PLO 11: Research	PLO 12: Technology
EDC 210 (C)	Skill Develop. Portfolio		X	
EDC 214 (C)			X	
EDC 216 (C)	Theory Paper	Theory Paper	Theory Outline	X
EDC 218 (C)	SDS Paper	X	Field Interview	X
EDC 219 (C)				
EDC 231 (C)		X		
EDC 233 (C)	Self-Help Paper	X		
EDC 244 (C)		X		
EDC 250 (C)			Research Paper	
EDC 252 (C)		Final Exam		
EDC 260 (C)	X	X	X	X
EDC 280 (C)	X	X		
EDC 475 (C)	CTE Case Study	CTE Case Study	Case Study	Case Study
EDC 480 (C)	CTE Case Study	CTE Case Study	Case Study	Case Study
EDC 500 (E)		CPCE	CPCE	
EDC 254 (S)	X	X		
EDC 262 (S)	Book Summary	X	Book Summary Group Presentation	X
EDC 264 (S)	X	X	Grant Proposal	X
EDC 266 (S)	X	X	Career Program Paper	Career Program Paper
EDC 268 (S)	X	X	X	X

C = Core; E = Exam; S = Specialization

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan Lines of Evidence			Action Plan
		Direct	Indirect	Evaluation Parameters	

Graduate Learning Goals Report

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan Lines of Evidence			Action Plan
Disciplinary Knowledge	PLO 1: Career Theory PLO 2: Career Counseling Competencies	CTE; Case Study; Class Assignments; CPCE	Exit Survey, Alumni Survey; Faculty communication regarding progress	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores; monitor graduate hiring rate
Communication	PLO 6: Coaching and Consultation	CTE; Case Study; CPCE; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress; Class Assignments related to skills but now shown directly	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Critical Thinking/Analysis	PLO 5: Develop and Implement Comprehensive Programs PLO 10: Ethical and Legal Practice	Case Study Paper; CTE; Class Assignments; CPCE (Law & Ethics Section)	Exit Survey, Alumni Survey; Faculty communication regarding progress	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Information Literacy	PLO 3: Assessment Skills PLO 4: Information and Resources PLO 11: Conducting Research in Career Counseling PLO 12: Using Technology in Career Planning	CTE; Case Study; CPCE; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress; creation of referral binders in classes	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Professionalism	PLO 9: Self-Assessment and Seeking Assistance when Needed	CTE; Case Study; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; Monitor graduate hiring rate
Intercultural/Global	PLO 7: Skills for Diverse	CTE; Case Study; Class	Exit Survey, Alumni	Receive a score of “Meets	Re-apply for CACREP

Graduate Learning Goals Report

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan Lines of Evidence			Action Plan
Perspectives	Populations PLO 8: Sensitivity to Diverse Populations	Assignments; CPCE	Survey; Faculty communication regarding progress; Class Assignments related to skills but now shown directly	Standard” on all competencies of the CTE and Case Study; Passing score on class assignments; Passing score on CPCE	Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores

Program Name: M.S. Counseling, Marriage, Couple, and Family Counseling Specialization**Year:** 2016-2017**Graduate Learning Goals Report**

Curriculum Map								
Coursework	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	PLO 8: MCFC Counseling Skills
EDC 210 (C)	Skills Develop. Portfolio	X	Broker Interview	Broker Interview	X	X	Group Presentation	X
EDC 214 (C)	X	X	<i>DMW</i> Paper	Heinz Dilemma Paper	X	Heinz Dilemma Paper	X	Final Exam
EDC 216 (C)	Theory Outline	X		Theory Paper	X	Theory Paper	X	Theory Paper
EDC 218 (C)	X	X				X	X	X
EDC 219 (C)	X	X		X	X	X	X	Co-Facilitation Assignment
EDC 231 (C)	X	X		X	X	X	Character Diagnosis	Character Diagnosis First Interview
EDC 233 (C)		X	X	Abstinence Paper	X	X	Self-Help Meeting Paper	X
EDC 244 (C)	X	X	X	X	X	X	X	X
EDC 250 (C)		X			X	X		
EDC 252 (C)		X		X	X	X	X	
EDC 260 (C)	X	X		X	X	X	X	
EDC 280 (C)	18 Skills Scale	X		RESPECT Paper	18 Skills Scale	X	X	18 Skills Scale
EDC 475 (C)	Counselor Trainee Evaluation (CTE)	CTE	Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study
EDC 480 (C)	CTE	CTE	Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study
EDC 500 (E)	CPCE	X			CPCE	CPCE	CPCE	
EDC 212 (S)	X	X	X	X	X	X	X	X
EDC 234 (S)	X	X		X	X	X	X	X
EDC 254 (S)		X	X			X	X	
EDC 272 (S)	Research Outline Case Study	X	Case Study	Case Study	Case Study	Research Outline	Research Outline Case Study	Research Outline
EDC 476 (S)	X	X		X	X	X	X	X
Elective (S)	X				X		X	X

C = Core; E = Exam; S = Specialization;

Graduate Learning Goals Report

Curriculum Map			
Coursework	PLO 9: Diagnosis	PLO 10: Treatment Planning	PLO 11: Competent Practice
EDC 210 (C)	X	X	X
EDC 214 (C)	X	X	X
EDC 216 (C)		X	X
EDC 218 (C)	Assessment Paper	Assessment Paper	X
EDC 219 (C)		Co-Facilitation Assignment	Co-Facilitation Assignment
EDC 231 (C)	Character Diagnosis First Interview	Character Diagnosis	First Interview
EDC 233 (C)	Chapter Quizzes		
EDC 244 (C)	X	X	X
EDC 250 (C)			
EDC 252 (C)			X
EDC 260 (C)			
EDC 280 (C)	X		18 Skills Scale
EDC 475 (C)	CTE Case Study	CTE Case Study	CTE Case Study
EDC 480 (C)	CTE Case Study	CTE Case Study	CTE Case Study
EDC 500 (E)	CPCE		
EDC 212 (S)	X	X	X
EDC 234 (S)		X	X
EDC 254 (S)	X	X	
EDC 272 (S)		Research Outline Case Study	X
EDC 476 (S)		X	X
Elective (S)			X

C = Core; E = Exam; S = Specialization

Graduate Learning Goals Report

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan Lines of Evidence			Action Plan
		Direct	Indirect	Evaluation Parameters	
Disciplinary Knowledge	PLO 2: MFT Licensure PLO 8: MFT Counseling Skills PLO 10: Treatment Planning	California MFT Licensure Exam; CTE; Case Study; Class Assignments; CPCE	Exit Survey, Alumni Survey; Faculty communication regarding progress	Passing the California MFT Licensure Exam; Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores; monitor graduate hiring rate; monitor licensing exam pass rate for graduates
Communication	PLO 1: Counseling Skills PLO 5: Communication Skills	CTE; Case Study; CPCE; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress; Class Assignments related to skills but now shown directly	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Critical Thinking/Analysis	PLO 4: Self-Understanding PLO 6: Legal and Ethical Practice	Case Study Paper; CTE; Class Assignments; CPCE (Law & Ethics Section)	Exit Survey, Alumni Survey; Faculty communication regarding progress	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Information Literacy	PLO 9: Diagnosis	CTE; Case Study; CPCE; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Professionalism	PLO 11: Professional Competency	California MFT Licensure Exam; CTE; Case Study; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress	Passing score on California MFT Licensure Exam; Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; Monitor graduate hiring rate; monitor licensure exam pass rate for graduates
Intercultural/Global	PLO 3: Change Agents	CTE; Case Study; Class	Exit Survey, Alumni	Receive a score of “Meets	Re-apply for CACREP

Graduate Learning Goals Report

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan Lines of Evidence			Action Plan
Perspectives	PLO 7: Diverse Populations	Assignments; CPCE	Survey; Faculty communication regarding progress; Class Assignments related to skills but now shown directly	Standard” on all competencies of the CTE and Case Study; Passing score on class assignments; Passing score on CPCE	Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores

Program Name: M.S. Counseling, School Counseling Specialization**Year:** 2016-2017**Graduate Learning Goals Report**

Curriculum Map								
Coursework	PLO 1: Collaborate with Staff & Parents	PLO 2: Collaborate with Community	PLO 3: Work within Political Realities of School System	PLO 4: Obtain PPS Credential	PLO 5: Consultation	PLO 6: Developmental Needs	PLO 7: Self- Understanding	PLO 8: Communication Skills
EDC 210 (C)		X		X	X	X	Reflection Paper	X
EDC 214 (C)				X		Book Analysis	Book Analysis	X
EDC 216 (C)				X	X	Theory Paper	Theory Paper	Theory Paper Theory Presentation
EDC 218 (C)				X	X	Assessment Paper		
EDC 219 (C)				X			X	Co-Facilitation Assignment
EDC 231 (C)				X	X			
EDC 233 (C)				X	X		Self-Help Meetings Paper	
EDC 244 (C)	X	X		X	X			
EDC 250 (C)				X				
EDC 252 (C)				X	X		X	
EDC 260 (C)				X		X	SDS Paper	
EDC 280 (C)				X			X	18 Counseling Skills Scale
EDC 475 (C)	Counselor Trainee Evaluation (CTE)	Case Study	CTE	CTE	CTE Case Study	CTE	CTE Case Study	CTE Case Study
EDC 480 (C)	Counselor Trainee Evaluation (CTE)	Case Study	CTE	CTE	CTE Case Study	CTE	CTE Case Study	CTE Case Study
EDC 500 (E)				CPCE		CPCE		CPCE
EDC 234 (S)				X	X			
EDC 242 (S)				X	X	Micropracticum & Paper		Micropracticum & Paper
EDC 270 (S)		Resource Binder	X	X	X			
EDC 272 (S)	X	Resource Binder	X	X	X	Research Outline	Case Study Paper	Research Presentation
EDC 274 (S)	Staff Training Outline	Resource Binder	X	X	X	Guidance Unit	Philosophy Paper	Guidance Unit

C = Core; E = Exam; S = Specialization

Graduate Learning Goals Report

Curriculum Map							
Coursework	PLO 9: Assessment Skills	PLO 10: Quality Instruction	PLO 11: Ethical and Legal Practice	PLO 12: Comprehensive Programs	PLO 13: Advocacy	PLO 14: Diverse Populations	PLO 15: Appropriate Referrals
EDC 210 (C)			X		X	Skill Portfolio Broker Interview	Skill Portfolio
EDC 214 (C)			X		DMW Paper	X	X
EDC 216 (C)			X		Theory Paper	Theory Paper	
EDC 218 (C)	Assessment Paper		X			X	
EDC 219 (C)			X			X	
EDC 231 (C)	Character Diagnosis First Interview Paper		X			Character Diagnosis	X
EDC 233 (C)			X			Self-Help Paper	X
EDC 244 (C)			X			X	X
EDC 250 (C)			X			X	
EDC 252 (C)			Final Exam		X	X	
EDC 260 (C)			X			X	
EDC 280 (C)			X			18 Skills Scale	
EDC 475 (C)	CTE Case Study	Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study
EDC 480 (C)	CTE Case Study	Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study	CTE Case Study
EDC 500 (E)	CPCE		CPCE			CPCE	
EDC 234 (S)			X			X	
EDC 242 (S)			X			X	X
EDC 270 (S)		X	X	School Site Assessment	School Site Assessment	X	Resource Binder
EDC 272 (S)		Research Outline Case Study Paper	Research Out. Case Study Final Exam HC #5	Research Outline	Research Outline	Research Outline	Resource Binder
EDC 274 (S)		Guidance Unit	X	Guidance Unit Philosophy Paper	Philosophy Paper	X	Resource Binder Community Paper

C = Core; E = Exam; S = Specialization

Graduate Learning Goals Report

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan Lines of Evidence			Action Plan
		Direct	Indirect	Evaluation Parameters	
Disciplinary Knowledge	PLO 4: Qualify for PPS Credential PLO 6: Developmental Needs PLO 12: Comprehensive Programs	CBEST; CTE; Case Study; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress	Pass the CBEST; Receive a score of “Meets Standard” on all competencies of the CTE; Passing Score on CPCE; Passing score on class assignments	Provide Study Sessions for CBEST; Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores; monitor graduate hiring rate
Communication	PLO 1: Work Effectively with School Staff & Parents PLO 2: Collaborate with Community Agencies PLO 5: Consultation PLO 8: Effective Communication Skills PLO 10: Assist in Quality Instruction	CTE; Case Study; CPCE; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress; Class Assignments related to skills but now shown directly	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Critical Thinking/Analysis	PLO 7: Self-Understanding PLO 11: Ethical and Legal Practice PLO 15: Make Appropriate Referrals	Case Study Paper; CTE; Class Assignments; CPCE (Law & Ethics Section)	Exit Survey, Alumni Survey; Faculty communication regarding progress; creation of referral binders in classes	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Information Literacy	PLO 9: Assessment Skills	CTE; Case Study; CPCE; Class Assignments	Exit Survey, Alumni Survey; Faculty communication regarding progress; creation of referral binders in classes	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing Score on CPCE; Passing score on class assignments	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores
Professionalism	PLO 3: Work within	CTE; Case Study; Class	Exit Survey, Alumni	Receive a score of “Meets	Re-apply for CACREP

Graduate Learning Goals Report

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan Lines of Evidence			Action Plan
	Political Realities of School System	Assignments	Survey; Faculty communication regarding progress	Standard” on all competencies of the CTE and Case Study; Passing score on class assignments	Accreditation; Faculty will verify all disciplinary competencies are met
Intercultural/Global Perspectives	PLO 13: Advocacy PLO 14: Diverse Populations	CTE; Case Study; Class Assignments; CPCE	Exit Survey, Alumni Survey; Faculty communication regarding progress; Class Assignments related to skills but now shown directly	Receive a score of “Meets Standard” on all competencies of the CTE and Case Study; Passing score on class assignments; Passing score on CPCE	Re-apply for CACREP Accreditation; Faculty will verify all disciplinary competencies are met; monitor CPCE scores

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
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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



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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%.

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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).

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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

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- 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 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

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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,

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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 Mean Score = 4.9/7 (N = 21; 100%)
Counselor Trainee Evaluation	N = 1 Mean Score = 6/7 (N = 1; 100%)	N = 21 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 Mean Rating = 6/7 (N = 1; 100%)	N = 12 Mean Rating = 6.22/7 (N = 9; 75%)

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

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

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

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

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

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

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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 Mean Score = 12.62/17 (N = 13; 100%) National Mean = 10.84/17 (N = 494)	N = 94 Mean Score = 10.99/17 (N = 94; 100%) National Mean = 10.43/17 (N = 392)

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

The Student Exit Survey is administered to students in all three specializations during their last semester in the program. The Student Exit Survey is conducted using Class Climate, and students' responses are anonymous. Data collected in the survey includes students' perceptions about their training in a variety of skills/areas, as well as student-faculty relations. 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

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- 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 clock 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

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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)

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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 clock 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

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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, regional, 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

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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

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- 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.

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

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

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

Data for the Ethical Reasoning competency of our graduate students from the Marriage, 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 No data available	N = 2 Mean Score = 6/7 (N=2; 100%)
Counselor Trainee Evaluation Practicum Final	N = 0 No data available	N = 2 Mean Score = 6.5/7 (N=2; 100%)
Counselor Trainee Evaluation Field Study Midterm	N = 19 Mean Score = 6.47/7 (N=19; 100%)	MFT students receive midterm evaluations in fall and final evaluations in spring.
Counselor Trainee Evaluation Field Study Final	MFT students receive midterm evaluations in fall and final evaluations in spring.	N = 19 Mean Score = 6.75/7 (N = 12; 63%)
Student Exit Survey	N = 2 Mean Rating = 6.5/7 (N = 2; 100%)	N = 36 Mean Score = 6/7 (N = 36; 100%)

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

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

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

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

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

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

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

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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,

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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

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- 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

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- 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

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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