School Counseling Annual Program Evaluation

Executive Summary

Program Evaluation Methods

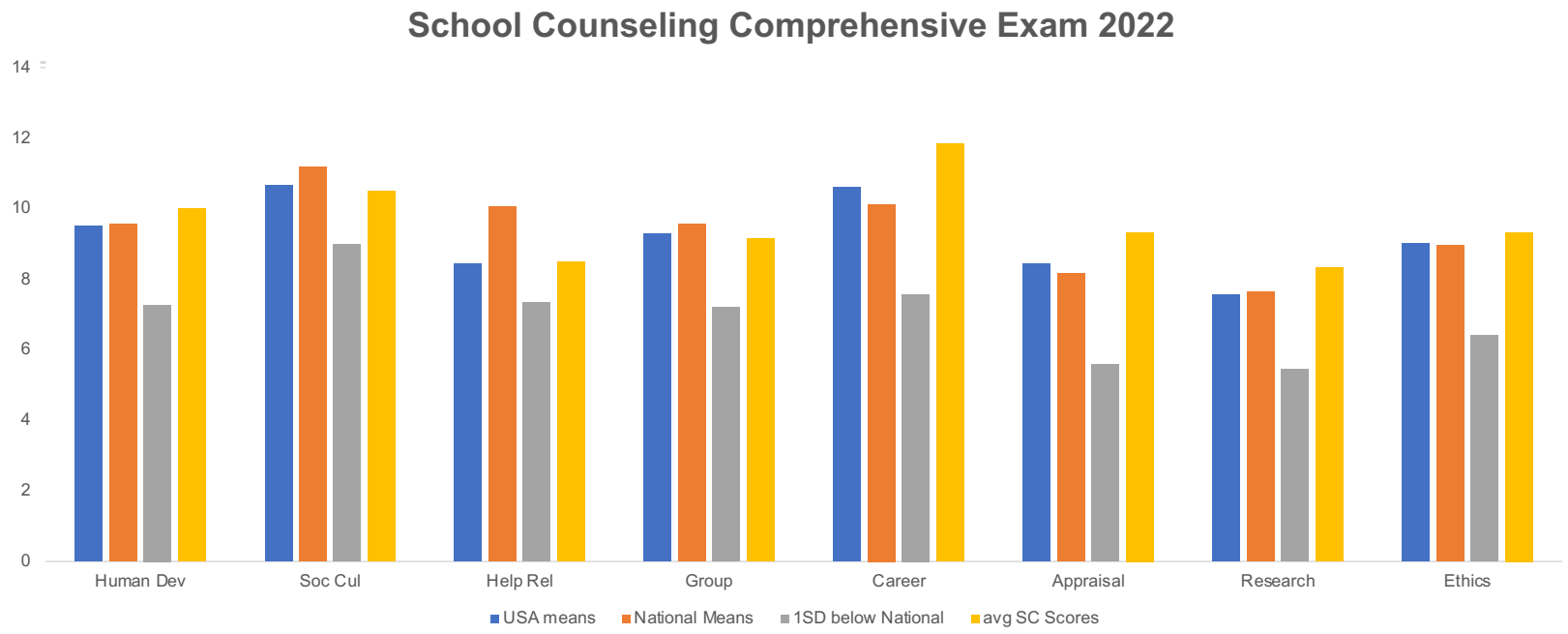
- Key Performance Indicators
  - Describe core knowledge and clinical competencies across the CMHC curriculum.
  - Artifacts embedded in each class
- Counselor Education Comprehensive Exam
  - Standardized multiple choice knowledge test with national norms
- Professional Dispositions
  - Student self-ratings
  - Student ratings of faculty
  - Faculty ratings of students
- Surveys
  - Current Counseling Student Survey (every summer)
  - Exit Survey (general survey & internship-specific survey)
  - Alumni Survey (every other year)

Student Demographics

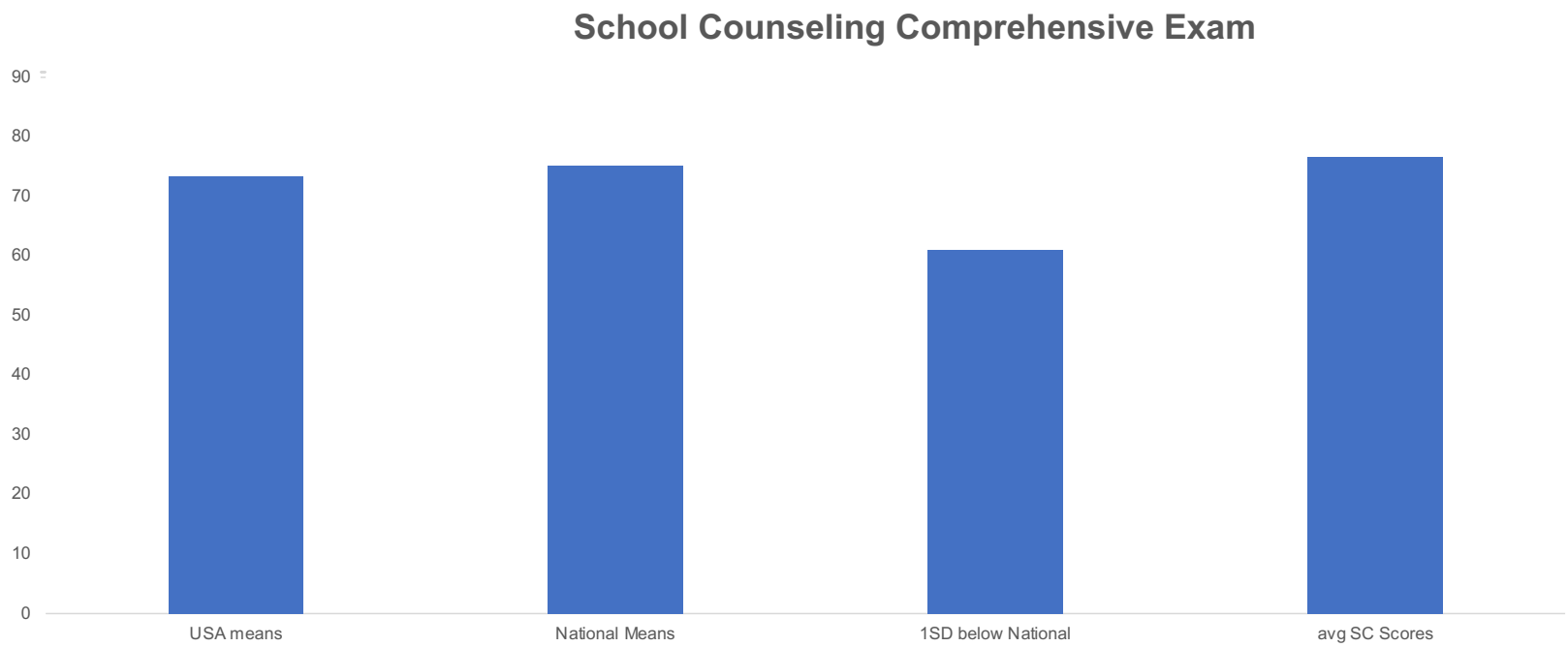
- Diverse
  - In race, ethnicity, sexual orientation, disability, religion,
    - 37.5% of students were from diverse backgrounds (Graduated in 2022)
    - 10% of the 2021 entering Cohort were from diverse backgrounds (Graduating in 2023)
    - 40% of the 2022 entering Cohort are from Diverse Backgrounds (Graduating in 2024)
    - 24% of the current students are from diverse backgrounds

*4 School Counseling Students from the 2020 and 2021 cohorts are taking the program slower
- these students are included in the total number of current students

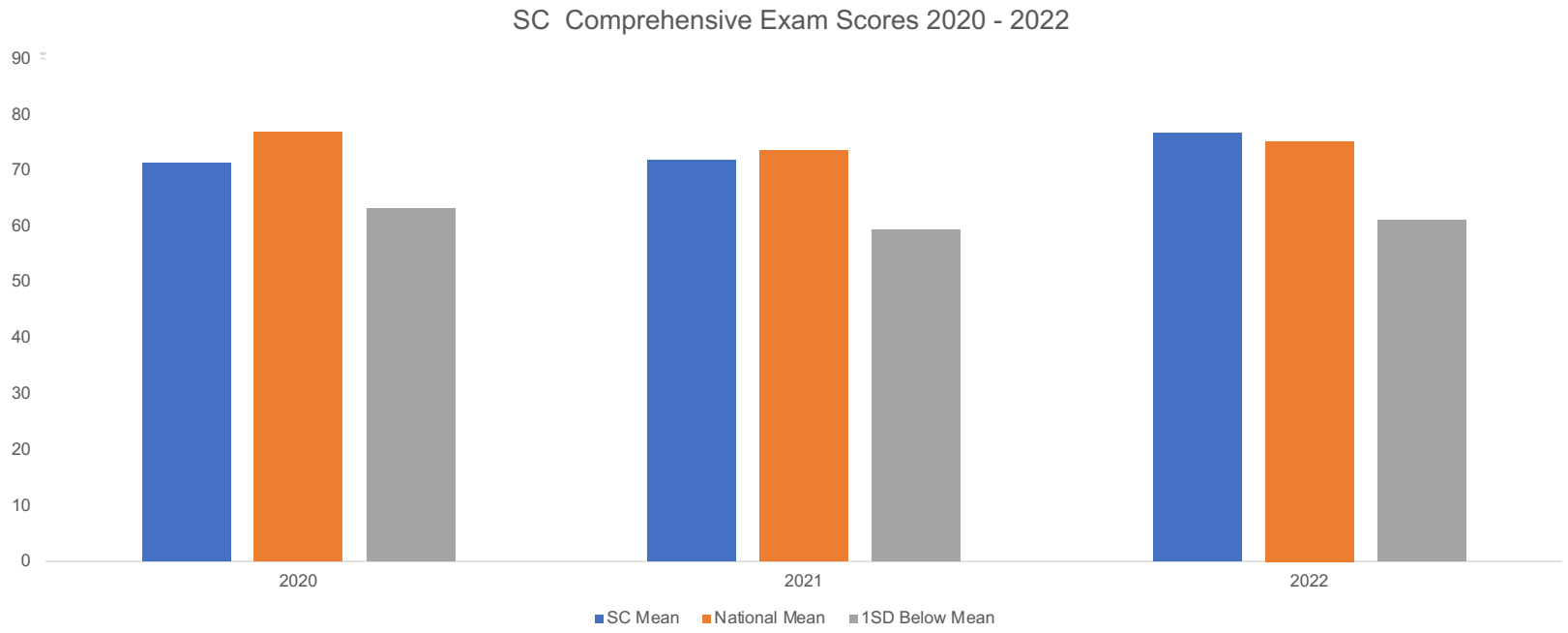
2022 School Counseling Comprehensive Exam



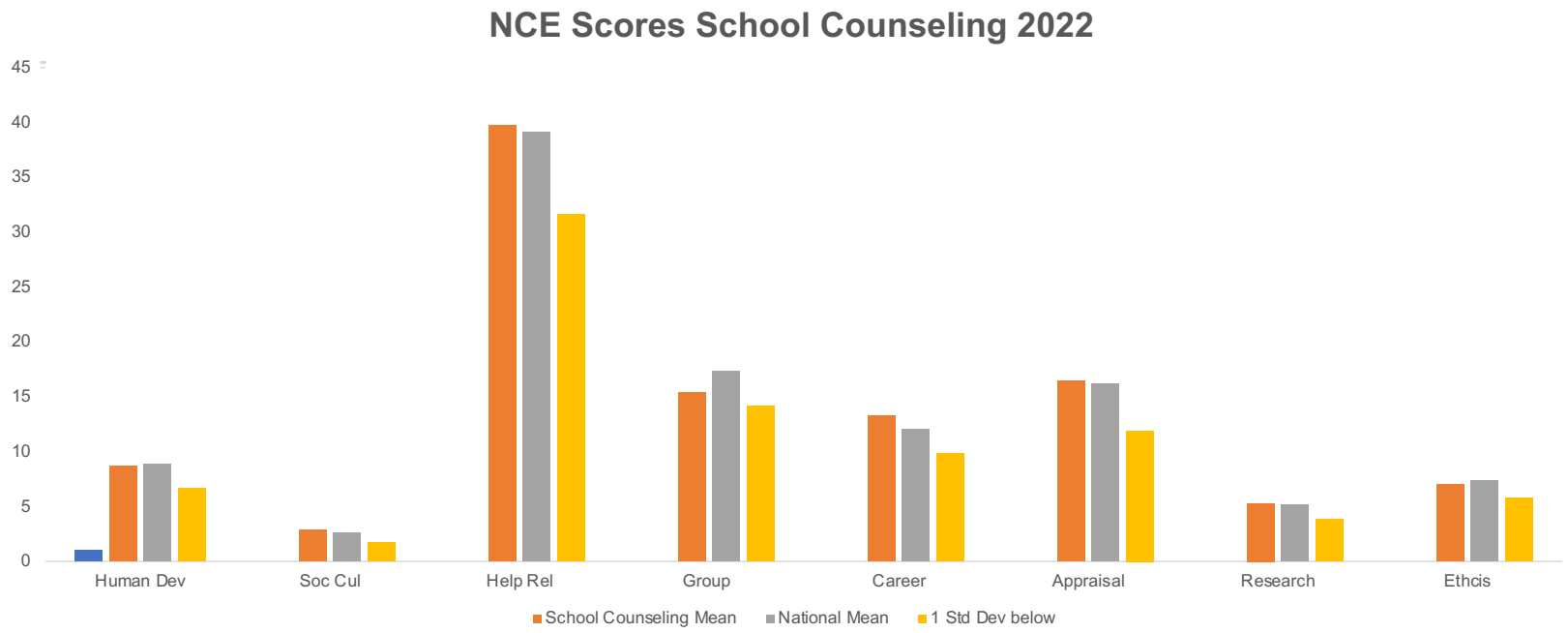
School Counseling Comprehensive Exam



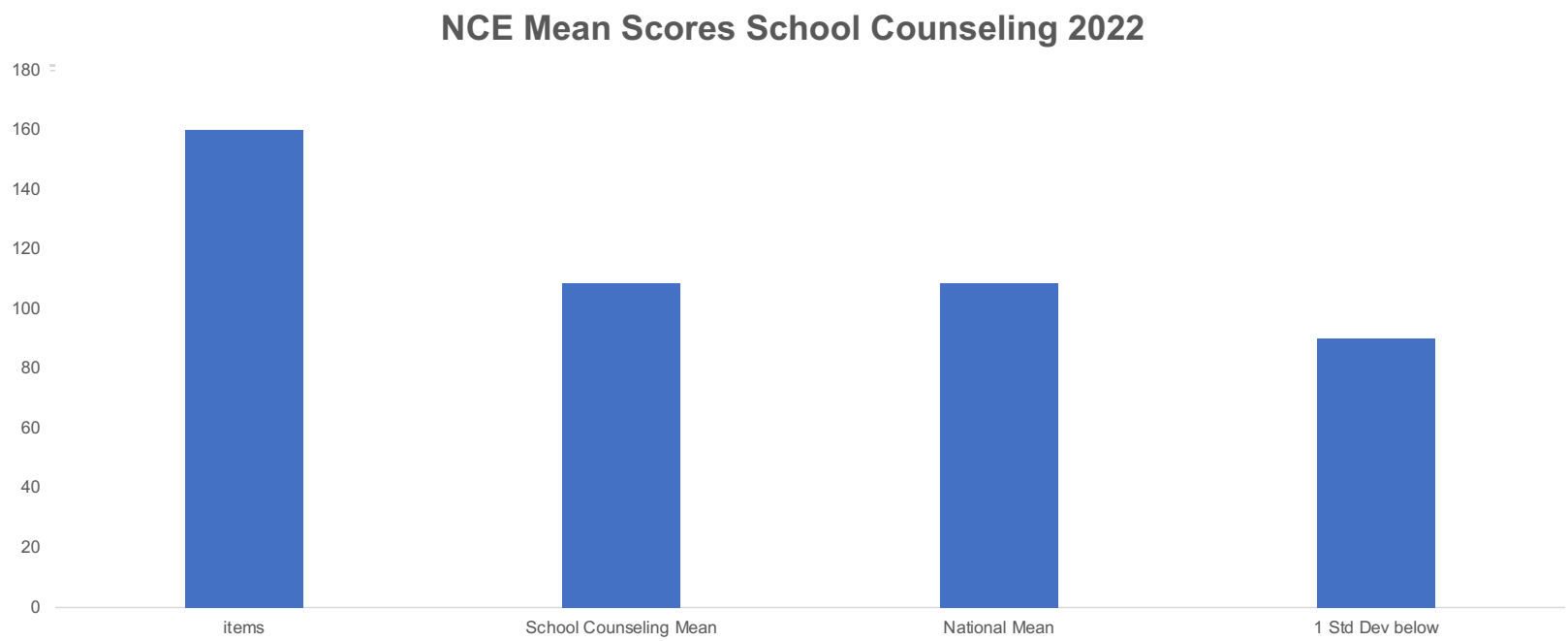
SC Comprehensive Exam Scores 2020 - 2022



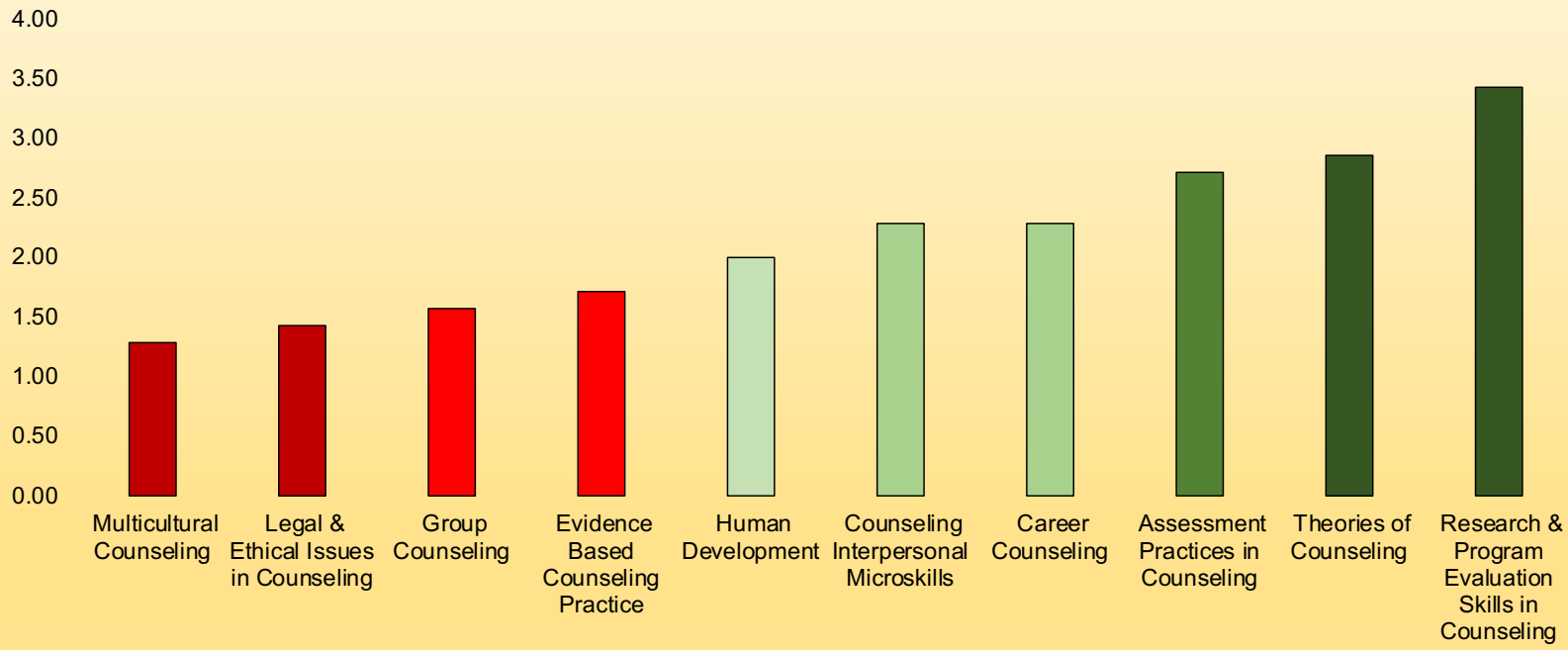
School Counseling NCE Scores 2022



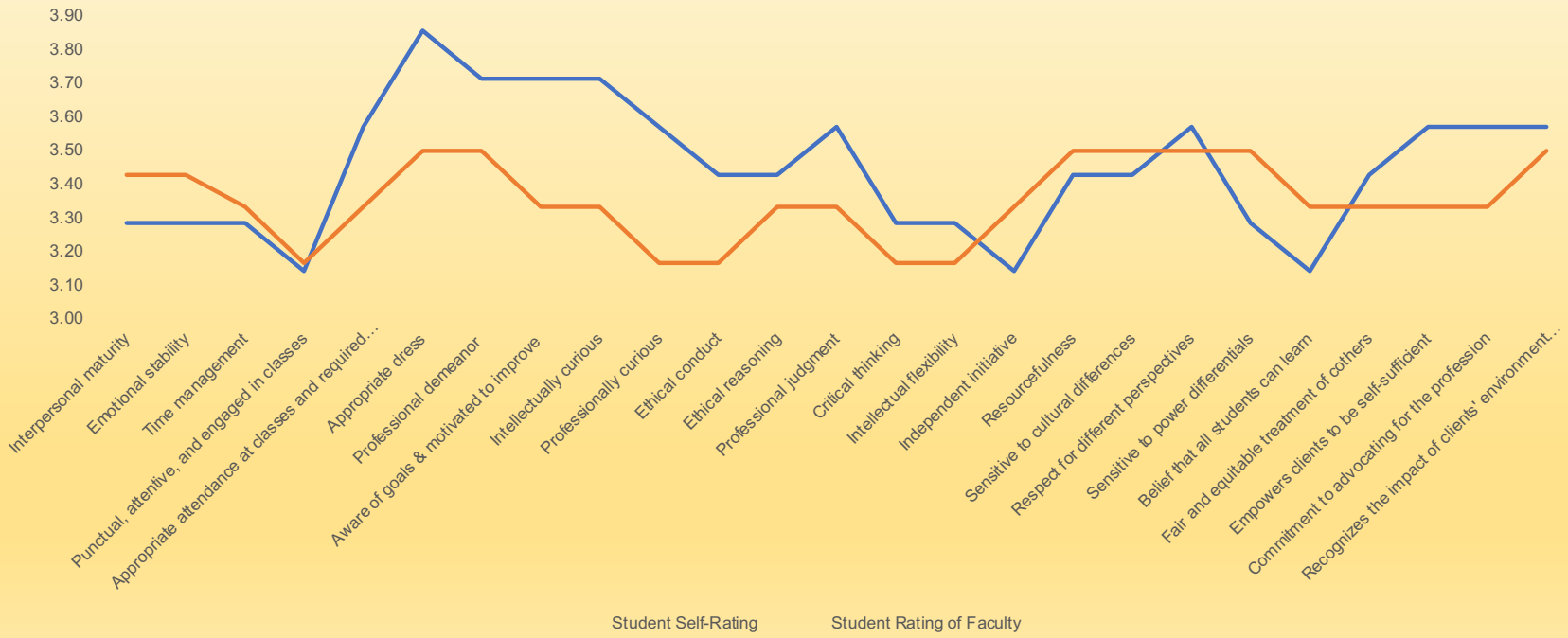
School Counseling NCE Mean Scores 2022



Course Satisfaction (N = 7)



Professional Dispositions (N = 8)



Self-Rating SC Competencies (N = 7)

Lowest Rated Competencies	Average Rating
assessments specific to P-12 education	5.75
models of P-12 comprehensive career development	6.00
common medications that affect learning, behavior, and mood in children and adolescents	6.00
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	6.00
legislation and government policy relevant to school counseling	6.17
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	6.20
approaches to increase promotion and graduation rates	6.20
use of accountability data to inform decision making	6.20

Highest Rated Competencies	Average Rating
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	6.80
school counselor roles in relation to college and career readiness	6.80
history and development of school counseling	6.67
models of school counseling programs	6.67
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	6.67
school counselor roles in school leadership and multidisciplinary teams	6.67
competencies to advocate for school counseling roles	6.67

Program Key Performance Indicators – *Criteria Not Met*

KPI 2.b	2. Students will identify and describe theories and models of multicultural counseling, cultural identity development, social justice, and advocacy; and students will select or implement strategies to reduce, mitigate, or eliminate barriers, oppression, and discrimination.	(b) theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Final Exam Multicultural Counseling Counselor Education Comprehensive Exam Social & Cultural Foundations
KPI 3.e	3. Students will identify and discuss factors that affect human growth, development, and behavior.	(e) biological, neurological, and physiological factors that affect human development, functioning, and behavior	Counselor Education Comprehensive Exam - Human Development
KPI 3.f	3. Students will identify and discuss factors that affect human growth, development, and behavior.	(f) systemic and environmental factors that affect human development, functioning, and behavior	Counselor Education Comprehensive Exam - Human Development
KPI 6	Students will identify theories and models of counseling.	(a) theories and models of counseling	CED 572 - Principles & Theories of Counseling: Final Examination Counselor Education Comprehensive Exam - Helping Relationships
KPI.8.b	Students will identify and describe group development, group process, and the dynamics inherent in groups.	(b) dynamics associated with group process and development	CED 574 – Group Counseling & Group Work Procedures – Group Prospective Project Counselor Education Comprehensive Exam – Group Counseling & Group Work domain
KPI.9.G	Students will identify and describe ethical and culturally relevant strategies for designing and facilitating groups.	(g) ethical and culturally relevant strategies for designing and facilitating groups	CED 574 – Group Counseling & Group Work Procedures – Group Prospective Project Counselor Education Comprehensive Exam – Group Counseling & Group Work domain
KPI 11.f	11. Students will identify and discuss qualitative, quantitative, and mixed research methods and describe methods and designs used in counseling research and program evaluation.	(f) qualitative, quantitative, and mixed research methods	Inconclusive on proposal

Student Demographic Disparities

- GPA
  - Older SC students were significantly likely to obtain lower grades than younger students (correlation between age and GPA – $r = -.476$, $p = .019$).
  - No differences in GPA across gender or race
- Final Internship Site Supervisor Evaluation
  - No relationship between age, race or gender and final site supervisor evaluations
- CECE Comprehensive Exam Scores
  - No relationship between age, race or gender and CECE subtest scores

Student Demographic Disparities

- GPA & Age
  - Exit interviews will be attempted with students that graduated from the SC program in 2021-2022 who are among those in the higher age ranges, as well as with students currently in the program who are in higher age ranges. This will be focused on identifying gaps and unique needs of older students in the program that are within the program's capacity to address and improve.

Changes Made in 2021-2022

- Moved Multicultural Class to Spring Semester
- Moved Research Class to Summer
- Increased Frequency of Disposition Evaluations
- Split research and career classes into SC and CMHC
- Added Canvas Comprehensive Exam Review Site Information

Key Program Improvement Actions

- Identify students with writing skill weaknesses within the first half of the first semester in the program and make referral to the Writing Center.
- Revamping CECE study Canvas site to make more organized and accessible
- Intensive mentoring and pedagogical supports for the new Multicultural Counseling instructor the program will bring on board this year.
- Move Multicultural Counseling to spring to allow for a longer time period for course learning processes to occur and, hopefully, foster more knowledge retention.

Key Program Improvement Actions

- Review Human Development course content and cross-reference with CECE content to ensure appropriate preparation for the comprehensive exam in this domain.
- In Theories of Counseling the instructor will provide additional review to promote retention, particularly for students who struggle on the mid-term examination.
- Continue to work closely with Site Supervisors to ensure consistent ratings of items.

Upcoming Changes: Theories/Helping Relationships

- Increase guest speaker demonstrations of counseling using an applied theory
- Require students to incorporate theory into 3rd and 4th simulated counseling sessions
- Add video rooms & Simulation Lab to practice counseling skills
- Increase use of small groups to discuss development of personal theory & personal theory paper
- Add didactic theory to practice into practicum class
  - Case studies conceptualized using a theory
  - Case studies required to reflect on and describe techniques

Upcoming Changes: Research

- Add mini video lectures with discussion
- Change to a blended course
- Add 4-5 face to face sessions
- Substitute a 1-2 page research proposal outline
  - Move research proposal completion to Practicum (fall)

Increase Support of Students

- Provide in multiple areas and reinforce upfront sharing of expectations and costs throughout the program (Livetext, Theravue, Praxis, Liability Insurance, NCC application)
- Meet with older students to identify any needed additionally supports
- Facilitate rapport building
  - Elicit adjunct feedback of student progress at midterm & ¾ term
  - Utilize small groups for peer support
  - Plan student retreats and informal gatherings

Disposition Evaluations

- Add anchoring examples to the Counseling Program Student Disposition Evaluation
- Student Self-Evaluations of Dispositions
  - Increase time spent instructing students on dispositions and utilizing the Counseling Program Student Disposition Evaluation
- Site Supervisor Evaluations of Student Dispositions
  - Include instruction on completing the Counseling Program Student Disposition Evaluation during site supervisor training

Site Supervisor Training

- Instruction for completing student disposition evaluations
  - Anchoring examples
- Instruction for completing practicum & internship evaluations
  - Anchoring examples

Advisory Board Input and Ideas

- Continue to focus efforts on recruitment of more diverse students
- Support of inclusion of a required crisis course and the advanced issues course that further prepares students for practice.

Assessment: Assessment Unit Four Column

Program (8.2.a)-School Counseling, M.Ed.

Mission Statement: The mission of the School Counseling program is to graduate high-quality effective school counselors; to engage in research and scholarship specifically to improve the profession of school counseling in service of students, teachers, schools, and parents ; to provide service to the college and the university; and to recruit, and educate talented graduate students likely to positively impact the profession of school counseling and all involved in the broader community of Education.
VP/Dean Plan Approval:
VP/Dean Report Approval:
Department:
Assessment Coordinator:
Brief Statement of Departmental Assessment Process:

Intended Outcomes	*Assessment Methods*	*Results*	*Use of Results*
Counseling Professional Dispositions - Students will demonstrate professionalism, ethical reasoning and professional dispositions. **Outcome Status:** Current **Outcome Year:** 16-17, 17-18, 18-19, 19-20, 20-21 **Start Date:** **End Date:**	**Meetings -** Meetings Core Counseling faculty will meet to review dispositions on all active students. **Criterion:** 100% of students will receive a satisfactory review on all dispositions listed on the dispositions evaluation from the majority of the core Counseling faculty members. The dispositions measure uses the following scale: 1 = Unsatisfactory, 2 = Needs Improvement, 3 = Proficient. A satisfactory review occurs when students receive an average of 2.5 or higher from the faculty reviewers. **Schedule:** Biannual meetings.	**Result Trend:** Monitoring **Result Type:** Criterion Met The Core Counseling Faculty meet two review student dispositions at least twice a year. The Core Faculty met in December, May, August, and September to review student dispositions. All students' average scores were above the criterion of 2.5. Core faculty discussed any areas of at these meetings. A Core Faculty meeting was held in September to review each student's dispositions. First year students were discussed and no dispositional concerns arose. However, students only began the program 4 weeks ago. These students will be evaluated again after the completion of fall semester. Students who had begun their 4th semester or who were in practicum/internship were thoroughly reviewed by the faculty. No concerns were noted. (09/14/2022) **Notes:**	
	Survey-Employer - Survey-Employer Internship evaluation by site supervisor. Individual assessments	**Result Trend:** Action Planning **Result Type:** Criterion Met All students' average score on the final internship	**Use of Results:** While the internship evaluations contain items evaluating Professional

Intended Outcomes	Assessment Methods	Results	Use of Results
	are submitted online, analyzed and reported in both an individual and group format. (Active) **Criterion:** Criterion: 100% of students will obtain an average rating across the internship evaluation items pertaining to this outcome of 2.5 or higher on a 5-point liker-type scale, with 1 = Unsatisfactory, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Exceeds Expectations. The items from the following sections will be used in determining whether the criterion has been met: Professional Behaviors and Personal Characteristics **Schedule:** Schedule: Once per year as the cohort completes the final internship hours. Date Added: 8/26/18	evaluations filled out by their site supervisors on items pertaining to Professional Behaviors and Personal Characteristics was greater than 2.5. Student intern averages ranged from 4.8– 5.0. The average for the group of interns for Fall 2021 and Spring 2022 was 4.98. The lowest score receive on any Professional Behavior/Personal Characteristic was a 4 which means the supervisor rated the intern as exceed expectations on all items in the categories of Professional Behaviors and Personal Characteristic. (09/14/2022) **Notes:**	Behaviors and Personal Characteristics, beginning in Fall 2022 internship supervisors will fill out the Counseling Program Student Disposition Evaluation in addition to the Final Internship Evaluation. The rationale for adding this evaluation as a part of the internship evaluation process is that the Counseling Program Student Disposition Evaluation is a fairly comprehensive evaluation of counselor dispositions and the evaluation will also completed by the intern and the faculty supervisor which will provide a triangulation of data in regard to counselor dispositions. (09/15/2022)
Key Performance Indicator 1.e - Advocacy - KPI 1: Students will develop and demonstrate an understanding of themselves as individuals, counselors, and advocates through active self-reflection and self-evaluation as they prepare to address attitudinal and systemic barriers to increase and promote equity. (e) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients **Outcome Status:** Current **Start Date:**	**Papers/Assignments -** Foundations of School Counseling Course - Interview Project Assignment **Criterion:** Grade of B or higher **Schedule:** Fall Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students met the criterion of obtaining a B or higher on the interview project assignment. Students interview a professional in the field to gain more intimate knowledge of the counseling role. All students earned a grade of A on this project meeting the standards set for the KPI. The average was 99.16 and the scores ranged from 90-100. (09/14/2022) **Notes:**	
	Papers/Assignments - CED 591 Advocacy, Consultation & Collaboration - Advocacy Project **Criterion:** Grade of B or higher **Schedule:** Fall or Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students met the criterion of obtaining a B or higher on the Advocacy Project Proposal. During the Advocacy, Consultation, and Collaboration Course students develop an advocacy project proposal.. All SC students earned an A on their Advocacy Project. The average score was a 99.73 with	

Intended Outcomes	Assessment Methods	Results	Use of Results
End Date:		scores ranging rom 96.6 to 100. (09/14/2022) **Notes:**	
	Survey-Student - Current Student Survey **Criterion:** Students will rate their competence on the following item - ""school counselor roles as leaders, advocates, and systems change agents in P-12 schools", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students answered this item and achieved an average score of 6.67. (09/15/2022) **Notes:**	
Key Performance Indicator 7 - Counseling Skills - KPI 7: Students will demonstrate basic counseling skills needed for practice. (g) essential interviewing, counseling, and case conceptualization skills **Outcome Status:** Current **Start Date:** **End Date:**	**Papers/Assignments -** CED 586 Counseling Skills & Process - Final Simulated Counseling Video Evaluation **Criterion:** Grade of B or higher **Schedule:** Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students earned a B or higher on their final simulated mock counseling video. Students were scored at 91% to 98% on their skills, self-evaluation of skills, reflection of skills, and goals for improvement. (09/14/2022) **Notes:**	
	Survey-Employer - CED 576 Supervised Practicum in Counseling - Final evaluation by practicum site supervisor **Criterion:** Site supervisor rating student on items related to interviewing, counseling skills and case conceptualization skill as "proficient" or higher on the LIkert-type scale **Schedule:** Summer Semester	**Result Trend:** Action Planning **Result Type:** Criterion Met All 6 SC student scored proficient (3) or higher on items related to interviewing, counseling skills and case conceptualization skills. The average across all related items was 4.81 which is well above a proficient rating of 3. No practicum student scored below a 3 on any item related to interviewing, counseling skills and case conceptualization skills. (09/14/2022) **Notes:**	**Use of Results:** The site supervisor's ratings appear to be a bit elevated given that the majority of SC practicum students received a 5/5 on most of the items related to interviewing, counseling skills, and conceptualization. Examples will be added to the likert scale rating descriptions so that site evaluators can anchor their ratings so these more accurately reflect the practicum students skill level. (09/14/2022)
	Survey-Employer - CED 595 School Counseling Internship - Final site supervisor evaluation **Criterion:** The site supervisor will rate the student on items related to	**Result Trend:** Monitoring **Result Type:** Criterion Met All School Counseling students were rated by their site supervisor at the end of their internship as proficient or better on interview skills, counseling skills and case	

Intended Outcomes	Assessment Methods	Results	Use of Results
	interviewing, counseling skills and case conceptualization skills as "proficient" or better **Schedule:** Fall or Spring Semester	conceptualization skills. (09/20/2022) **Notes:**	
Key Performance Indicator 8 - Group Counseling Process & Development - KPI 8: Students will identify and describe group development, group process, and the dynamics inherent in groups. (b) dynamics associated with group process and development **Outcome Status:** Current **Start Date:** **End Date:**	**Papers/Assignments -** CED 574 Group Counseling & Group Guidance Procedures - Group Prospectus Assignment **Criterion:** Grade of B or higher **Schedule:** Spring Semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met All but 1 SC student earned a B or higher on the Group Prospectus Assignment. The average for the assignment was 93.9%. The range was 43-109. One student (Caucasian) earned an F (43) and 2 students earned Bs (89). This assignment requires that students identify a need, develop an idea for a group, review the literature, establish criteria for group membership, set group goals, and plan a minimum of 8 group sessions. (09/14/2022) **Notes:**	**Use of Results:** In review of this student's performance, it is evident that this grade was the result of weakness in writing skills. To address this discrepancy in skills, counselor education program faculty will strategically identify students during the first two semester in need of targeted intervention though the use of the writing center on campus before turning in written assignments. (09/19/2022)
	Standardized Test, i.e., CLA - Comprehensive Exam - Group Counseling & Group Work Domain **Criterion:** A score within 1 standard deviation of the mean on the Group Counseling & Group Work domain for that testing year **Schedule:** Spring Semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met SC students average score on the Group Counseling and Group Work Domain of the CECE Comprehensive Exam was 9.17 which was slightly below (-0.38) the national average of 9.55. All but 1 student scored within 1 standard deviation of the mean. The student (from a diverse background) scored a 6 which was more than 1 SD below the national mean (7.19). (09/11/2022) **Notes:**	**Use of Results:** The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/14/2022)
Key Performance Indicator 9 - Ethics, Culture & Group Counseling - KPI 9: Students will identify and describe	**Papers/Assignments -** CED 574 Group Counseling & Group Work Procedures - Group Prospectus	**Result Trend:** Action Planning **Result Type:** Criterion Not Met All but 1 SC student earned a B or higher on the Group	**Use of Results:** In review of this student's performance, it is evident that this grade was the

Intended Outcomes	Assessment Methods	Results	Use of Results
ethical and culturally relevant strategies for designing and facilitating groups. (g) ethical and culturally relevant strategies for designing and facilitating groups **Outcome Status:** Current **Start Date:** **End Date:**	project **Criterion:** Grade of B or higher **Schedule:** Spring Semester	Prospectus Assignment. The average for the assignment was 93.9%. The range was 83-109. One student (Caucasian) earned an F (43) and 2 students earned Bs (89). This assignment requires that students identify a need, develop an idea for a group, review the literature, establish criteria for group membership, set group goals, and plan a minimum of 8 group sessions. (09/14/2022) **Notes:**	result of weakness in writing skills. To address this discrepancy in skills, counselor education program faculty will strategically identify students during the first two semester in need of targeted intervention though the use of the writing center on campus before turning in written assignments. (09/19/2022)
	Standardized Test, i.e., CLA - Comprehensive Exam - Group Counseling & Group Work Domain **Criterion:** A score within 1 standard deviation of the mean on the Group Counseling & Group Work domain for that testing year **Schedule:** Spring Semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met SC students average score on the Group Counseling and Group Work Domain of the CECE Comprehensive Exam was 9.17 which was slightly below (-0.38) the national average of 9.55. All but 1 student scored within 1 standard deviation of the mean. The student (from a diverse background) scored a 6 which was more than 1 SD below the national mean (7.19). (09/11/2022) **Notes:**	**Use of Results:** The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/14/2022)
Key Performance Indicator 10.f - Individual & Group Assessment - KPI 10: Students will identify and select appropriate assessments for individuals and groups. (f) basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments **Outcome Status:** Current	**Papers/Assignments -** EPY 555 Tests, Measurement & Evaluation - Case Study Project **Criterion:** Grade of B or higher **Schedule:** Fall Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students scored a B or higher on the Case Study Project which require students to evaluate a case, select appropriate assessments, evaluate assessments that were used, and take into consideration the context, diversity issues, history, and additional information that would be needed. Six students earned As with an average of 95% and scores ranging from 90-100%. One Student earned a B (85%). (09/14/2022) **Notes:**	

Intended Outcomes	*Assessment Methods*	*Results*	*Use of Results*
Start Date: **End Date:**	**Standardized Test, i.e., CLA -** Comprehensive Exam - Assessment & Testing Domain **Criterion:** Score within 1 standard deviation of the mean on the Career Development domain for that testing year **Schedule:** Fall Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met SC students who took the Counselor Education Comprehensive Exam, a standardized exam used by multiple counseling graduate programs across the country. In total 6 students took the CECE during the 2021-2022 academic year. On the individual appraisal domain SC students obtained an average score of 9.33. This was above the overall USA counseling program mean of 8.45, and above the national mean of 8.17. Scores below 5.59 were below 1 standard deviation unit from the national mean. Thus, the SC average score is well within the average range. No students earned an individual appraisal domain score below the -1SD range. 6/6 students obtained scores within the -1SD range. (09/11/2022) **Notes:**	
Key Performance Indicator 11 - Data Analysis Methods - KPI 11: Students will identify and discuss qualitative, quantitative, and mixed research methods and describe methods and designs used in counseling research and program evaluation. (f) qualitative, quantitative, and mixed research methods **Outcome Status:** Current **Start Date:** **End Date:**	**Papers/Assignments -** IDE 510 Research & Evaluation - Research Proposal paper **Criterion:** Grade of B or higher **Schedule:** Spring semester	**Result Trend:** Monitoring **Result Type:** Inconclusive All SC students had an incomplete on the Research Paper at the time of this report. The Research Proposal Paper requires students to utilize data (typically from their needs assessment, conduct a review of the literature, develop a proposal for a research project that includes how the project will be developed, how the project will be carried out, collection of data, and how the data will be analyzed. (09/14/2022) **Notes:**	**Use of Results:** The Research course was moved from Spring Semester to Summer Semester in 2022. Given that summer semester is only 8 weeks long, input from students and Core Counseling Faculty indicate that moving the research proposal to the Fall during practicum may improve student learning of concepts and provide adequate time to complete a thorough research proposal after learning the concepts in research class. Core faculty will meet in mid-September with students and ask for more in-depth feedback. Faculty are considering changing the summer assignment to a Research Proposal Outline that prepares students to complete a research proposal in the fall semester as they are working on their Advocacy Project.

Intended Outcomes	Assessment Methods	Results	Use of Results
			(09/14/2022)
	Papers/Assignments - CED 582 Data-Based School Counseling - Data Project Final Report **Criterion:** Grade of B or higher **Schedule:** Fall or Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met Al SC students earned a B or higher on the Data Project Final Report. The average score was an 89.9% with scores ranging from 84.5-97.5.. Two students earned As and 3 students earned Bs. (09/20/2022) **Notes:**	
	Standardized Test, i.e., CLA - Comprehensive Exam - Research & Program Evaluation Domain **Criterion:** A score within 1 standard deviation of the mean for the Research & Program Evaluation domain for that testing year **Schedule:** Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met SC students who took the Counselor Education Comprehensive Exam, a standardized exam used by multiple counseling graduate programs across the country. In total 6 students took the CECE during the 2021-2022 academic year. On the counseling research domain SC students obtained an average score of 8.33. This was moderately above the overall USA counseling program mean of 7.56, and above the national mean of 7.65. Scores below 5.45 were below 1 standard deviation unit from the national mean. Thus, the SC average score is well within the average range. A single student earned an individual appraisal domain score below the -1SD range (score = 5). 5/6 students obtained scores within the -1SD range. (09/11/2022) **Notes:**	
Key Performance Indicator 12 - Research Design - KPI 12 - Students will collect, analyze, and use data in counseling. (g) designs used in research and program evaluation **Outcome Status:** Current **Start Date:** **End Date:**	**Papers/Assignments -** IDE 510 Research & Evaluation - Research Proposal paper **Criterion:** Grade of B or higher **Schedule:** Spring Semester	**Result Trend:** Monitoring **Result Type:** Inconclusive All SC students had an incomplete on the Research Paper at the time of this report. The Research Proposal Paper requires students to utilize data (typically from their needs assessment, conduct a review of the literature, develop a proposal for a research project that includes how the project will be developed, how the project will be carried out, collection of data, and how the data will be analyzed. In evaluating the delivery of IDE 510 to school counseling students over the 8- week summer term, it has been determined that the cumulative project should be adjusted to a 1-2 page proposal outline during this term. SC students are currently wrapping up their Research Proposals and will be graded upon submission. (09/14/2022)	**Use of Results:** The Research course was moved from Spring Semester to Summer Semester in 2022. Given that summer semester is only 8 weeks long, input from students and Core Counseling Faculty indicate that moving the research proposal to the Fall during practicum may improve student learning of concepts and provide adequate time to complete a thorough research proposal after learning the concepts in research class. Core faculty will meet in mid-

Intended Outcomes	Assessment Methods	Results	Use of Results
		Notes:	September with students and ask for more in-depth feedback. Additionally, school counseling stunts are taking two additional content classed during the 8-week summer term. In an effort to allow proper integration and application of the content, the full research proposal should be shifted to fall (a full 16 week term) and assigned to the school counseling practicum course. Faculty are considering changing the summer assignment to a Research Proposal Outline that prepares students to complete a research proposal in the fall semester as they are working on their Advocacy Project. (09/14/2022)
	Papers/Assignments - CED 582 Data-Based School Counseling - Data Project **Criterion:** Grade of B or higher **Schedule:** Fall or Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students earned a B or higher on the Data Project Final Report. The average score was an 89.9% with scores ranging from 84.5-97.5.. Two students earned As and 3 students earned Bs. (09/14/2022) **Notes:**	
	Survey-Student - Counseling Student Exit Survey **Criterion:** Students will rate their competence on the following item - "design and evaluation of school counseling programs" and the average across all students will be a 3 on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met Need exit survey data still (09/15/2022) **Notes:**	
Key Performance Indicator 1.k - Self-Evaluation_1 - KPI 1: Students will develop and demonstrate an understanding of themselves as individuals, counselors, and	**Simulation -** CED 586 Counseling Skills & Process - Faculty Rating of Student Counseling Dispositions after observing students simulated counseling performance	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students' dispositions are rated near the end of Counseling Process & Skills to allow adequate observation of students' skills and dispositions in class and during	**Use of Results:** To more fully evaluate the students' abilities in rating their dispositions, the counseling faculty will compare

Intended Outcomes	Assessment Methods	Results	Use of Results
advocates through active self-reflection and self-evaluation as they prepare to address attitudinal and systemic barriers to increase and promote equity. (k) strategies for personal and professional self-evaluation and implications for practice **Outcome Status:** Current **Start Date:** **End Date:**	**Criterion:** Faculty rating of student's self-evaluation skills as proficient or higher **Schedule:** Spring Semester	simulated mock counseling sessions. The students rate themselves using the Counseling Program Student Disposition Evaluation and counseling faculty teaching the Process & Skills class also complete the Counseling Program Student Disposition Evaluation. Counseling faculty then compare student self-ratings with faculty ratings. The counseling faculty teaching the course meets with each student and discusses the Counseling Program Student Disposition Evaluation self-rating as well as the faculty evaluation of the student's dispositions. The CORE faculty meet at least biannually to discuss dispositions and to note if any students struggle with self-evaluation of dispositions. All SC students self-evaluation of their dispositions were rated as proficient or higher by the counseling faculty teaching the Process & Skills course and all core faculty were in agreement of a proficient or higher rating of self-evaluation skills for all SC students (Core Faculty met in May 2022) and discussed the Counseling Program Student Disposition Evaluation for all students. The disposition measure uses the following scale: 1 = Limited Awareness; 2 =Novice, 3 = intermediate (proficient); 4 = Advanced; and 5 = Expert. A satisfactory review occurs when students receive an average of 2.5 or higher across all items. A 2.5 mean across items is deemed proficient overall. However, any individual disposition rated below 3 is discussed with the student and students are encouraged to develop goals to facilitate growth in the disposition. (09/14/2022) **Notes:**	the ratings (using statistical analysis) of the students with the faculty ratings on the Counseling Program Student Disposition Evaluation to create a more objective measure of students' proficiency in self-evaluation of their dispositions. Additionally, the counseling faculty teaching the course will share both the faculty evaluation and student self-evaluation of dispositions with the student's advisor. The advisor can discuss the disposition evaluation with the student during their regular advisement meeting, or hold a special disposition meeting, or meet immediately if dispositional concerns are noted. (09/14/2022)
	Survey-Employer - CED 576 Supervised Practicum in Counseling - internship site supervisor rating of student's counseling dispositions **Criterion:** Practicum site supervisor will rate self-evaluation item at proficient or higher **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Inconclusive The practicum evaluation utilized in Fall 2021 did not include a supervisor rating of student's self-evaluation of their dispositions. Beginning Fall 2022 site supervisors will fill out on the Counseling Program Student Disposition Evaluation in addition to the site supervisor practicum evaluation. The Disposition Evaluation includes ratings for self-awareness on a variety of items. The disposition measure uses the following scale: 1 = Limited Awareness; 2 =Novice, 3 = intermediate (proficient); 4 = Advanced; and 5 = Expert.	

Intended Outcomes	Assessment Methods	Results	Use of Results
		(09/14/2022) **Notes:**	
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate their competence on the following item - "Awareness of personal bias and assumptions" and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated this item and scored an average of 3.5 (09/15/2022) **Notes:**	
	Survey-Student - Counseling Student Exit Survey **Criterion:** Students will rate their competence on the following item - "I have a clear sense of my assumption and theoretical orientations as a counselor" and the average across all students will be a 3 or higher on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Inconclusive 1 school counseling student responded to this item on the exit survey and provided self-rating of "4". (09/20/2022) **Notes:**	
	Survey-Alumni - Counseling Student Alumni Survey **Criterion:** Students will rate their competence on the following item - "I have a clear sense of my assumptions and theoretical orientation as a counselor", and the average rating across all respondents will be 3 or higher on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Inconclusive The alumni survey is gathered every other year and will be gathered again in summer of 2023. (09/15/2022) **Notes:**	
SC Key Performance Indicator 1.5.g.2.a - Leadership, Advocacy & Systems Change Agent - Students demonstrate an understanding of the roles of the school counselor in designing and delivering an equity focused, data driven comprehensive	**Licensure/Board Exam -** Praxis Test **Criterion:** Students will obtain a Praxis score within 1 standard error of the mean for that testing year. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 100% of School Counseling students passed the PRAXIS. The school counseling students average score was 176.67 which was well above the mean of 168.2. The school counseling students average score was 8.47 points higher than the	

Intended Outcomes	Assessment Methods	Results	Use of Results
school counseling program that addresses the academic, career, and social emotional development of P-12 students. 5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools **Outcome Status:** Current **Start Date:** **End Date:**	**Survey-Employer -** CED 595 School Counseling - Final Evaluation of Student by Internship Site Supervisor **Criterion:** Student will be rated as "proficient" or better by their internship site supervisor on items pertinent to their performance in the role of a school leader, advocate for students and systems change agent. **Schedule:** Fall or Spring semester.	national mean (SD = 10.21) (09/14/2022) **Notes:** **Result Trend:** Action Planning **Result Type:** Criterion Met All 9 SC student scored proficient (3) or higher on items related to their performance in the role of a school leader, advocate for students and systems change agent. The average across all related items was 4.89 which is well above a proficient rating of 3. Students received ratings of 4 or 5 on all items related the role of a school leader, advocate for students and systems change agent. (09/14/2022) **Notes:**	**Use of Results:** The site supervisor's ratings appear to be a bit elevated given that the majority of SC internship students received a 5/5 on most of the items related to their performance in the role of a school leader, advocate for students and systems change agent. Examples will be added to the likert scale rating descriptions so that site evaluators can anchor their ratings so these more accurately reflect the practicum students, skill level. (09/14/2022)
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate themselves on the following item - "school counselor roles in school leadership and multidisciplinary teams ", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students responded to this item and yielded an average rating of 6.67 (09/15/2022) **Notes:**	
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate themselves on the following item - " knowledge of the qualities and styles of effective leadership in schools ", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated this item and produced an average rating of 6.4 (09/15/2022) **Notes:**	
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated this item and produced an average rating	

Intended Outcomes	Assessment Methods	Results	Use of Results
	themselves on the following item - "knowledge of school counselor roles as leaders, advocates, and systems change agents in P-12 schools", and the average across all students will be a 3.5or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester	of 6.67 (09/15/2022) **Notes:**	
School Counseling Key Performance Indicator 1.5.g.2.f - Advocacy for School Counseling Roles - SC KPI 1 - SC students demonstrate an understanding of the roles of the school counselor in designing and delivering an equity focused, data driven comprehensive school counseling program that addresses the academic, career, and social emotional development of P-12 students. 5.G.2.f. competencies to advocate for school counseling roles **Outcome Status:** Current **Start Date:** **End Date:**	**Licensure/Board Exam -** Praxis **Criterion:** Students will obtain a score on the School Counseling Praxis within 1 standard of error of measurement from the mean for that testing year. **Schedule:** Fall and Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 100% of School Counseling students passed the PRAXIS. The school counseling students average score was 176.67 which was well above the mean of 168.2. The school counseling students average score was 8.47 points higher than the national mean (SD = 10.21) (09/14/2022) **Notes:**	
	Survey-Employer - CED 595 School Counseling - Final Internship Evaluation of Student by Site Supervisor **Criterion:** Student will be rated as "proficient" or better on items pertinent to the student's competence in advocating for appropriate school counseling roles by their site supervisor. **Schedule:** Fall or Spring Semester	**Result Trend:** Action Planning **Result Type:** Criterion Met All 9 SC student scored proficient (3) or higher on items related to student's competence in advocating for appropriate school counseling roles by their site supervisor.. The average across all related items was 4.89 which is well above a proficient rating of 3. Students received ratings of 4 or 5 on all items related to the student's competence in advocating for appropriate school counseling roles by their site supervisor. (09/14/2022) **Notes:**	**Use of Results:** The site supervisor's ratings appear to be a bit elevated given that the majority of SC internship students received a 5/5 on most of the items related to the student's competence in advocating for appropriate school counseling roles by their site supervisor.. Examples will be added to the likert scale rating descriptions so that site evaluators can anchor their ratings so these more accurately reflect the practicum students, skill level. (09/14/2022)
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate themselves on the following item - "competencies to advocate for school counseling roles", and the average across students will be 3 or higher on a 4-point Likert-type scale.	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated this item and their average rating was 6.67 (09/15/2022) **Notes:**	

Intended Outcomes	Assessment Methods	Results	Use of Results
	Schedule: Summer Semester		
Key Performance Indicator 2.b - Theories of Multicultural Counseling_1 - KPI 2 - Students will identify and describe theories and models of multicultural counseling, cultural identity development, social justice, and advocacy; and students will select or implement strategies to reduce, mitigate, or eliminate barriers, oppression, and discrimination. (b) theories and models of multicultural counseling, cultural identity development, and social justice and advocacy **Outcome Status:** Current **Start Date:** **End Date:**	**Internally Developed Exam/Test -** CED 566 Multicultural Counseling - Final Examination **Criterion:** Students will provide answers on relevant multiple choice and shorter answers questions relating to identifying models of multicultural counseling, cultural identity development, theories of social justice and advocacy methods. 80% of student answers on these items will be rated as correct by the instructor. **Schedule:** Spring Semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met The average on the final for multicultural counseling was 91.67%. 11/12 (91.67%) of students met the criterion of earning 80% or higher on the exam. Eight students earned As on the exam, 3 students earned Bs, and 1 student earned a C (72.5). (09/14/2022) **Notes:**	**Use of Results:**
	Standardized Test, i.e., CLA - Comprehensive Examination - multicultural counseling domain **Criterion:** Students will obtain a score on the multicultural domain of the comprehensive exam that is within 1 standard deviation of the national mean for that year. **Schedule:** Spring semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met SC students average score on the Social/Cultural Diversity part of the CECE Comprehensive Exam was 10.5 which was slightly below (-0.69) the national average of 11.19. All but one student scored within 1 standard deviation of the mean. The multicultural counseling class has been moved from summer to spring semester beginning Spring 2022. The students taking comprehensive exams this past spring took the multicultural counseling class in the Summer of 2021 which means they took the course in an 8 week summer session. (09/11/2022) **Notes:**	**Use of Results:** The Core Faculty has moved the multicultural counseling course to Spring Semester as of Spring 2022. The rationale for moving the course from summer semester to spring semester was that an 8-week summer semester did not provide enough time to cover the content, allow students to address their biases, nor did it provide enough time for students to adequately self-reflect on the content as well as their biases and growth. The purpose for moving the course is to provide students with 15 weeks to cover the content, explore biases, and to self-reflect on their biases, goals, and growth in the area of social/cultural diversity. The Core Faculty will evaluate the

Intended Outcomes	Assessment Methods	Results	Use of Results
			students' individual performance on the CECE in the domain of social/cultural diversity as well as individuals scores in this domain in Spring 2023 which will be the first administration of the CECE after the multicultural course was moved to Spring Semester. (09/14/2022)
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate their competence on the following item - "Sensitive and aware of cultural differences" and the average across all students will be a 2.5 or higher on a 4-point **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated themselves on this item. Their average score was 3.57 (09/15/2022) **Notes:**	
	Survey-Student - Counseling Student Exit Survey **Criterion:** Students will rate their competence on the following item - "I acquired knowledge and skills that will allow me to counsel effectively with a culturally diverse population of clients " and the average across all students will be a 3 or higher on a 4-point **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 2 School Counseling students completed this item and their average score was 5. (09/19/2022) **Notes:**	
	Survey-Alumni - Counseling Student Alumni Survey **Criterion:** Students will rate their competence on the following item - "I can work effectively with a culturally diverse population of clients", and the average of all student ratings will be a 3 or higher on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Inconclusive The alumni survey is gathered every other year. It will be gathered again in summer of 2023. (09/15/2022) **Notes:**	

Intended Outcomes	*Assessment Methods*	*Results*	*Use of Results*
Key Performance Indicator 2h - Reduce Oppression & Discrimination_1 - KPI 2 - Students will identify and describe theories and models of multicultural counseling, cultural identity development, social justice, and advocacy; and students will select or implement strategies to reduce, mitigate, or eliminate barriers, oppression, and discrimination. (h) strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination **Outcome Status:** Current **Start Date:** **End Date:**	**Student Presentations -** CED 566 Multicultural Counseling - student presentation **Criterion:** Faculty member rating of the student's multicultural counseling presentation will be at a grade of B or higher **Schedule:** Summer semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students met the criterion of earning a B or higher on the multicultural presentation as all students earned an A on the presentation. All students earned an A on the multicultural presentation. The average score was 99.58% and the scores ranged from 95-100%. (09/14/2022) **Notes:**	
	Survey-Employer - CED 595 School Counseling Internship - Site Supervisor Evaluation of Student **Criterion:** Site supervisor will rate the student as "proficient" or better on items relevant to identifying and reducing oppressive and discriminatory processes. **Schedule:** Fall or Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All site supervisors rated students as 3 “proficient” or higher on items related to identifying and reducing oppressive and discriminatory processes. (09/14/2022) **Notes:**	
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate their competence on the following item - "strategies to promote equity in student achievement and college access" and the average across all students will be a 3.5 or higher on a 7-point **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated themselves on this item. Their average score was 6.6. (09/15/2022) **Notes:**	
School Counseling Key Performance Indicator 2.5.g.3.b - Design & Evaluation of School Counseling Programs - SC KPI 2 - Students will demonstrate attitudes, skills, and advocacy dispositions to address the needs of students in P-12 schools 5.G.3.b. design and evaluation of school counseling programs **Outcome Status:** Current **Start Date:** **End Date:**	**Papers/Assignments -** CED 582 Data Driven School Counseling - Data Project **Criterion:** Grade of B or higher **Schedule:** Fall Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students met the criterion of earning a B or higher on the multicultural presentation as all students earned an A on the presentation. The average score was 89.5% and the scores ranged from 84.5-97.5%. (09/14/2022) **Notes:**	
	Survey-Employer - CED 595 School Counseling Internship - Final Internship Evaluation of Student by Site Supervisor **Criterion:** The site supervisor will rate the student as "proficient" or	**Result Trend:** Action Planning **Result Type:** Criterion Met All 9 SC student scored proficient (3) or higher on items related to student's competence in designing and evaluating school counseling programs by their site supervisor.. The average across all related items was 4.78	**Use of Results:** The site supervisor’s ratings appear to be a bit elevated given that the majority of SC internship student’s supervisors rated the students a

Intended Outcomes	Assessment Methods	Results	Use of Results
	better on items pertinent to the design and evaluation of school counseling programs. **Schedule:** Fall or Spring Semester	which is well above a proficient rating of 3. Most students received supervisor ratings of 5 on all items, 2 students received 4s on most items, and 1 student received a 3 on 1 item related to the student's competence in designing and evaluating school counseling programs. (09/14/2022) **Notes:**	5/5 on most of the items related to the student's competence in designing and evaluating school counseling programs.. Examples will be added to the likert scale rating descriptions so that site evaluators can anchor their ratings so these more accurately reflect the practicum students, skill level. (09/14/2022)
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate their competence on the following item - "models of school counseling programs ", and the average across students will be 3.5 or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rates themselves on this item. Their average score was 6.67. (09/15/2022) **Notes:**	
	Survey-Student - Current Student Counseling Survey **Criterion:** Students rate their competence on the following item - "development of school counseling program mission statements and objectives", and the average across students will be 3 or higher on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated themselves on this item. Their average score was 6.5. (09/15/2022) **Notes:**	
	Survey-Student - Current Counseling Student Survey **Criterion:** Students rate their competence on the following item - "knowledge of design and evaluation of school counseling programs ", and the average across students will be 3.5 or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated themselves on this item. Their average rating was 6.5. (09/15/2022) **Notes:**	
	Survey-Student - Current Counseling	**Result Trend:** Monitoring	

Intended Outcomes	Assessment Methods	Results	Use of Results
	Student Survey **Criterion:** Students rate their competence on the following item - "core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies ", and the average across students will be 3.5 or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester	**Result Type:** Criterion Met 7 students rated themselves on this item. Their average score was 6.2 (09/15/2022) **Notes:**	
School Counseling Key Performance Indicator 2.5.g.3.n - Data-Informed Decision Making - SC KPI 2 - Students will demonstrate attitudes, skills, and advocacy dispositions to address the needs of students in P-12 schools 5.G.3.n. use of accountability data to inform decision making **Outcome Status:** Current **Start Date:** **End Date:**	**Papers/Assignments -** CED 582 - Data Driven School Counseling - Data Project **Criterion:** Grade of B or higher **Schedule:** Fall Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students earned a B or higher on the Data Project Final Report. The average score was an 89.9% with scores ranging from 84.5-97.5.. Two students earned As and 3 students earned Bs. (09/14/2022) **Notes:**	
	Survey-Employer - CED 595 School Counseling Internship - Final Internship Evaluation of Student by Site Supervisor **Criterion:** Site supervisor will rate student as "proficient" or better on items pertinent to the use of data to inform decision-making as a school counselor. **Schedule:** Fall or Spring Semester	**Result Trend:** Action Planning **Result Type:** Criterion Met All 9 SC student scored proficient (3) or higher on items related to student's competence in the use of data to inform decision making as a school counselor by their site supervisor.. The average across all related items was 4.79 which is well above a proficient rating of 3. Most students received supervisor ratings of 5 on all items, 2 students received a rating of 4. On the use of data to inform decision making as a school counselor. (09/14/2022) **Notes:**	**Use of Results:** The site supervisor's ratings appear to be a bit elevated given that the majority of SC internship students supervisors rated the students a 5/5 on most of the items related to the use of data to inform decision making as a school counselor. Examples will be added to the likert scale rating descriptions so that site evaluators can anchor their ratings so these more accurately reflect the practicum students, skill level. (09/14/2022)
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate their competence on the following item - "use of accountability data to inform decision making", and the average	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students completed this rating. Their average score was 6.2 (09/15/2022) **Notes:**	

Intended Outcomes	Assessment Methods	Results	Use of Results
	across students will be a 3.5 or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester		
Key Performance Indicator 3.e - Biological Factors in Human Development_1 - KPI 3 - Students will identify and discuss factors that affect human growth, development, and behavior. (e) biological, neurological, and physiological factors that affect human development, functioning, and behavior **Outcome Status:** Current **Start Date:** **End Date:**	**Papers/Assignments -** EPY 521 Human Development - Wisdom Project **Criterion:** Grade of B or higher **Schedule:** Summer semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students earned a grade of B or higher on the Wisdom Project. Students' scores ranged from 93% to 99% with an average of 96.3% on the Wisdom Project. Students interviewed a person over 50 and identified and discussed factors impacting human growth, development, functioning, and behavior. (09/14/2022) **Notes:**	
	Standardized Test, i.e., CLA - Comprehensive Examination - Human Development Domain **Criterion:** A score on the Human Development Domain that is within 1 standard deviation of the national mean for that testing year. **Schedule:** Spring semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met SC students average score on the Human Development Domain of the CECE Comprehensive Exam was 10 which was slightly above (0.43) the national average of 9.57. All but 1 student scored within 1 standard deviation of the mean. One student (from a diverse background) scored a 6 which was just slightly below 1 SD below the national mean (7.27). (09/11/2022) **Notes:**	**Use of Results:** The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/14/2022)
Key Performance Indicator 3f - Systemic Factors in Human Development_1 - KPI 3 - Students will identify and discuss factors that affect human growth, development, and behavior. (f) systemic and environmental factors that affect human	**Papers/Assignments -** EPY 521 Human Development - Wisdom Project **Criterion:** Grad of B or higher **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students earned a grade of B or higher on the Wisdom Project. Students' scores ranged from 93% to 99% with an average of 96.3% on the Wisdom Project. Students interviewed a person over 50 and identified and discussed factors impacting human growth, development, functioning, and behavior. (09/14/2022) **Notes:**	

Intended Outcomes	Assessment Methods	Results	Use of Results
development, functioning, and behavior **Outcome Status:** Current **Start Date:** **End Date:**	**Standardized Test, i.e., CLA -** Comprehensive Examination Human Development Domain **Criterion:** Score on the Human Development Domain that is within 1 standard deviation of the national mean for that testing year **Schedule:** Summer Semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met SC students average score on the Human Development Domain of the CECE Comprehensive Exam was 10 which was slightly above (0.43) the national average of 9.57. All but 1 student scored within 1 standard deviation of the mean. One student (from a diverse background) scored a 6 which was just slightly below 1 SD below the national mean (7.27). (09/11/2022) **Notes:**	**Use of Results:** The course instructor for human development will conduct a review of course content and cross reference this to the CECE content and sample items that are available for review to facilitate increased likelihood that students will master necessary human development content prior to the CECE exam. (09/19/2022)
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate their competence on the following item - " knowledge of legislation and government policy relevant to school counseling", and the average score across all students will be 3 or higher on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated themselves on this item. Their average rating was 6.17 (09/15/2022) **Notes:**	
School Counseling Key Performance Indicator 2.5.g.3.o - Data-Based Advocacy - SC KPI 2 - Students will demonstrate attitudes, skills, and advocacy dispositions to address the needs of students in P-12 schools 5.G.3.o. use of data to advocate for programs and students **Outcome Status:** Current **Start Date:** **End Date:**	**Papers/Assignments -** CED 582 Data Driven School Counseling - Data Project **Criterion:** Grade of B or higher **Schedule:** Fall Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students earned a B or higher on the Data Project Final Report. The average score was an 89.9% with scores ranging from 84.5-97.5.. Two students earned As and 3 students earned Bs. (09/14/2022) **Notes:**	
	Survey-Employer - CED 595 School Counseling Internship - Final Internship Evaluation of Student by Site Supervisor **Criterion:** Site supervisor will rate the student as "proficient" or better on items pertinent to the use of data to advocate for programs and students. **Schedule:** Fall or Spring Semester	**Result Trend:** Action Planning **Result Type:** Criterion Met All 9 SC student scored proficient (3) or higher on items related to student's competence in the use of data to advocate for programs and students by their site supervisor.. The average across all related items was 4.79 which is well above a proficient rating of 3. Most students received supervisor ratings of 5 on all items, 2 students received a rating of 4. On the use of data to advocate for programs and students. (09/14/2022) **Notes:**	**Use of Results:** The site supervisor's ratings appear to be a bit elevated given that the majority of SC internship students supervisors rated the students a 5/5 on most of the items related to the use of data to advocate for programs and students. Examples will be added to the likert scale rating descriptions so that site evaluators can anchor their

Intended Outcomes	Assessment Methods	Results	Use of Results
			ratings so these more accurately reflect the practicum students, skill level. (09/14/2022)
	Survey-Student - Current Student Counseling Survey **Criterion:** Students will rate their competence on the following item - "use of data to advocate for programs and students ", and the average score across raters will be a 3.5 or higher on a 7-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated themselves on this item. Their average rating was 6.6. (09/15/2022) **Notes:**	
Student Demographic Disparities - Students will experience equitable outcomes in their academic performance, field placement performance, comprehensive exam performance and in terms of progress towards evaluation. Comparisons between students from the following backgrounds (as reported to the program by the student) will be analyzed - race, ethnicity, gender identity, sex, age, national origin, language of origin **Outcome Status:** Current **Start Date:** **End Date:**	**Internal Report -** GPA report for all School Counseling students for the prior three semesters **Criterion:** Students from underrepresented backgrounds will exhibit equivalent grades to students from majority/dominant backgrounds. Students from underrepresented backgrounds will not be overrepresented among students with lower GPAs. **Schedule:**	**Result Trend:** Action Planning **Result Type:** Criterion Not Met The cumulative GPAs of all SC students enrolled in fall 2021, spring 2022 and summer 2022. Each student's cumulative GPA from the latest semester in which they remained enrolled in the program was used, e.g., if students graduated after spring semester and were not present in the enrollment report in summer, their final cumulative GPA was used. There were 3 non-white female students (mean GPA = 3.923, no non-white male students, 19 white females, mean GPA = 3.93, and 2 white males, mean GPA = 4) The GPAs of 24 SC students were collected. The GPA average was 3.93, with a range of 3.52 - 4 and a SD of .13. There was a significant relationship between student age and GPA (r = -.476., p = .019). A two-way ANOVA was run with self-reported gender and self-reported race as independent variables and GPA as the dependent variable. The overall model was not significant (F = .268, p = .7678, Adjusted R Squared = -.068). There was no relationship between student gender and GPA or student race and GPA. (09/15/2022) **Notes:**	**Use of Results:** The program coordinator and primary SC instructor will conduct an exit interview with students in the higher age range of the recently graduated and current SC students to gauge what factors are linked to academic performance and the degree to which these factors are under the program's ability to mitigate or improve. (09/19/2022)

Intended Outcomes	Assessment Methods	Results	Use of Results
	Survey-Employer - Final Internship Site Supervisor Evaluation of Students **Criterion:** The site supervisor's rating across all items of the final evaluation will be averages. A One-Way ANOVA will be conducted to examine whether students from underrepresented backgrounds exhibit ratings that are lower, on average, than students from majority/dominant backgrounds. **Schedule:**	**Result Trend:** Monitoring **Result Type:** Criterion Met There were no statistically difference across race, sex or age on the ratings on any of the evaluation items completed by the internship supervisor at the end of school counseling student internships. (09/19/2022) **Notes:**	
	Standardized Test, i.e., CLA - A report of all student scores on the comprehensive exam. (Active) **Criterion:** After calculating the average overall score across all content domains on the comprehensive exam, A One Way Analysis of Variance will be conducted to determine if students from underrepresented backgrounds exhibit a lower average score than students from majority/dominant backgrounds. **Schedule:**	**Result Trend:** Monitoring **Result Type:** Criterion Met This analysis is conducted for the counseling programs as a whole. 18 student took comprehensive exams during the 2021-2022 academic year. A MANOVA was conducted with the various subtest scores of the CECE as the dependent variable and sex and race as the independent variables. The overall model was statistically significant (F = 134, df = 8, 18, p = .000. There was no significant relationship between student gender and CECE test scores overall and no overall relationship between race and CECE test scores overall. Despite this lack of an overall effect, there was a simple effect between race and the Social Cultural domain test (F = 6,7, p = .021). There was also a statistically significant interaction between student gender and race. An examination of descriptive statistics revealed that this effect consisted of non-white women scoring higher on the social cultural subtest than white women - mean of 11 (N = 5) vs. mean of 10.7 (10), but non-white men scored lower than white men - mean of 7 (N = 1) vs. mean of 11.5 (n = 2). Given the very low numbers of male students in this analysis we have rated the criterion as being met. Moreover there was no overall statistical relationship between race and CECE scores at the main effect level. (09/15/2022) **Notes:**	
Key Performance Indicator 4 - Theories of Career Development_1 -	**Papers/Assignments -** CED 588 Career Development, Assessment &	**Result Trend:** Monitoring **Result Type:** Criterion Met	

Intended Outcomes	*Assessment Methods*	*Results*	*Use of Results*
KPI 4: Students will identify theories and models of career development, counseling, and decision making. (a) theories and models of career development, counseling, and decision making **Outcome Status:** Current **Start Date:** **End Date:**	Intervention - Worker Interview **Criterion:** Grade of B or higher **Schedule:** Fall semester	All SC students met the criterion of obtaining a B or higher on the Worker Interview during the 5th semester (Spring semester 2nd year). The students' average score on the worker interview was 99.25 and students' scores ranged from 95%-100%. The Worker Interview requires students to interview a worker over the age of 50, gather their career development information, and then write a report applying a career development theory and discuss career decision making. (09/14/2022) **Notes:**	
	Standardized Test, i.e., CLA - Comprehensive Exam Career Development Domain **Criterion:** A score within 1 standard deviation of the Career Development Domain mean for that testing year **Schedule:** Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met SC students average score on the Career Development Domain of the CECE Comprehensive Exam was 11.8 which was well above (1.68) the national average of 10.12. All students scored within 1 standard deviation of the mean. (09/11/2022) **Notes:**	
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate their competence on the following item - "knowledge of models of P-12 comprehensive career development", and the average score across all students will be 3 or higher on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated themselves on this item. Their average ratings was 6 (09/15/2022) **Notes:**	
Key Performance Indicator 5 - Assessment - KPI 5: Students will identify strategies and select tools for assessing abilities, interests, values, personalities, and other factors that contribute to career development. (e) strategies for assessing abilities, interests, values, personality and other factors that contribute to career development **Outcome Status:** Current	**Papers/Assignments -** CED 588 Career Development, Assessment & Intervention - Special Population Group Presentation **Criterion:** Grade of B or higher **Schedule:** Fall semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students take Career Development, Assessment, & Intervention and must complete a Special Population Group presentation that includes in-depth investigation of career development and a diverse group/population, Data regarding employment, barriers, and special considerations, and a case study that includes appropriate selection or use of formal and informal career assessments, tools, techniques, and the theoretical approach used to conceptualize the case. All SC students met the criterion of earning a B or higher with scores ranging from 97% -100%	

Intended Outcomes	Assessment Methods	Results	Use of Results
Start Date: **End Date:**		and the average score of 98.63 on the Special Population Group Presentation. (09/14/2022) **Notes:**	
	Standardized Test, i.e., CLA - Comprehensive Exam Career Development Domain **Criterion:** Score within 1 standard deviation of the mean fo the Career Development Domain for that testing year **Schedule:** Spring Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met SC students who took the Counselor Education Comprehensive Exam, a standardized exam used by multiple counseling graduate programs across the country. In total 6 students took the CECE during the 2021-2022 academic year. On the career development domain SC students obtained an average score of 11.83. This was significant above the overall USA counseling program mean of 10.61, and above the national mean of 10.12. Scores below 7.57 were below 1 standard deviation unit from the national mean. Thus, the SC average score is well within the average range. No students earned an individual appraisal domain score below the -1SD range. 6/6 students obtained scores within the -1SD range. (09/11/2022) **Notes:**	
	Survey-Student - Current Counseling Student Survey **Criterion:** Students will rate their competence on the following item - "use of developmentally appropriate career counseling interventions and assessments", and the average across all students will be 3 or higher on a 4-point Likert-type scale. **Schedule:** Summer Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met 7 students rated themselves on this item. Their average rating was 6.6 (09/15/2022) **Notes:**	
Key Performance Indicator 6 - Theories of Counseling_1 - KPI 6: Students will identify theories and models of counseling. (a) theories and models of counseling **Outcome Status:** Current **Start Date:** **End Date:**	**Internally Developed Exam/Test -** CED 572 Principles & Theories of Counseling - Final Examination **Criterion:** Grade of B or higher **Schedule:** Fall semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met 91.7 of SC students made a B or higher on their final exam in Principles and Theories of Counseling. One student earned a C (73.3%). The average on the exam was 92.5% and scores ranged from 73.3%-100%. (09/14/2022) **Notes:** Instructor teaching the course will evaluate pre-test scores and mid-term exam scores to identify students struggling on the exams. The instructor will provide an additional review session for all students and encourage those who have struggled on exams to attend.	**Use of Results:** The course instructor teaching the course will evaluate pre-test scores and mid-term exam scores to identify students struggling on the exams. The instructor will provide an additional review session for all students and encourage those who have struggled on exams to attend. (09/19/2022)

Intended Outcomes	*Assessment Methods*	*Results*	*Use of Results*
	Papers/Assignments - CED 572 Principles & Theories of Counseling - Personal Theories Paper **Criterion:** Grade of B or higher **Schedule:** Fall Semester	**Result Trend:** Monitoring **Result Type:** Criterion Met All SC students earned a B or higher on their Personal Theories Paper. The average score was 96.17% with scores ranging from 82%-99%. (09/14/2022) **Notes:**	
	Standardized Test, i.e., CLA - Comprehensive Exam Counseling & Helping Relationships Domain **Criterion:** A score within 1 standard deviation of the mean for the Counseling & Helping Relationships Domain for that testing year **Schedule:** Spring Semester	**Result Trend:** Action Planning **Result Type:** Criterion Not Met The SC average score on the Counseling & Helping Skills Domain was 8.5 which was below (-1.55) the national average of 10.05 but was within 1 SD (7.35) of the national mean. Only 50% of SC students scored within 1SD of the national mean on the Domain of Counseling and Helping Relationships. Three students (2 Caucasians & 1 from a diverse background) scored more than 1SD (7.35) from the national mean. The student's scores were 6, 5, and 5. Although, each of these students scored more than 1SD below the mean, all students passed their comprehensive exams. (09/11/2022) **Notes:**	**Use of Results:** The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/14/2022)