



Rosemont College
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Program Evaluation Report: Graduate Counseling Program
2020-2021 Academic Year

Student Academic Performance: 2020 - 2021 Academic Year

A. Finalized Grades 2020 – 2021 Academic Year: An analysis of the finalized grades for all students across coursework within the Graduate Counseling Program is completed once per academic year to understand student performance pertaining to specific coursework. The data is analyzed according to campus location (Overall Program, Rosemont College, and Cedar Crest College) and course format (Face-to-Face, Synchronous Hybrid, and Asynchronous Online). However, all courses in Academic Year 2020-2021 were online (in a synchronous format with some asynchronous components) due to the pandemic:

Yearly Finalized Grade Analysis: Both Campuses (See Appendix A: Table 1)

The information analyzed from Table 1., communicated the following information of significance:

1. Across all courses and campuses for the 2020 – 2021 Academic Year:
 - a. 2 students received a grade below a B-.
 - i. While the dataset indicates that there were 2 different instances for a finalized grade of F, one student received 2 final grades of F across the 2020 – 2021 Academic Year.
 - ii. One student received a C+ in Family Counseling.
 - b. 1 student received a grade of Incomplete for three courses.
 - c. 1 student withdrew from 2 courses.

Yearly Finalized Grade Analysis: Rosemont College Campus (See Appendix B: Table 2)

The information analyzed from Table 2., communicated the following information of significance:

1. Across all courses at the Rosemont College Campus for the 2020 – 2021 Academic Year:
 - a. 1 student received a grade below a B-.
 - i. One student received a C+ in Family Counseling.
 - b. 1 student received a grade of Incomplete for three courses.

Yearly Finalized Grade Analysis: Cedar Crest College Campus (See Appendix C: Table 3)

The information analyzed from Table 3., communicated the following information of significance:

1. Across all courses at the Rosemont College Campus for the 2020 – 2021 Academic Year:
 - a. 1 student received a grade below a B-.

- i. While the dataset indicates that there were 2 different instances for a finalized grade of F, one student received 2 final grades of F across the 2020 – 2021 Academic Year.

- b. 1 student withdrew from 2 courses.

B. Academic Probation Grade Analysis: 2020 -2021 Academic Year: An analysis of the students on academic probation within the Graduate Counseling Program is completed at the conclusion of each academic semester. See the chart below for student information on academic probation and students at-risk for academic probation for all semesters during the 2020 – 2021 academic year according to campus location:

	Fall 2020	Spring 2021	Summer 2021
# of Students on Academic Probation (Rosemont College)	3	4	2
# of Students on Academic Probation (Cedar Crest College)	0	0	0
# of Students Being Monitored for Academic Concerns	11 (8)	11 (9)	6 (4)
# of Students Removed from Academic Probation	0	0	2

1. The majority of students included in the row titled “# of Students Being Monitored for Academic Concerns” are students that were accepted into the program under an academic provision. This provision requires that students earn a grade of B or higher within all completed coursework over their first 2-semester of enrollment within the program. Students receive this provisional status when their Undergraduate G.P.A. is below average but all other aspects of their admissions paperwork and interview were above average. The number of students under a provisional status within this row are indicated parenthetically.
2. As can be determined by statistics within the Summer 2021 column, many students successfully met requirements of their provisional status after their first 2-semester of enrollment in the program.

C. Key Performance Indicator (KPI) Rubrics: 2020 – 2021 Academic Year: The program analyzes data on key performance indicators through multiple assessments (8 Core CACREP Content Areas, Knowledge-Based Key Performance Indicators, Skills-Based Key Performance Indicators, and Program Objectives) over multiple points throughout matriculation in the program (Level I, Level II, and Level III Courses). Highlighted coursework and capstone assignments within each area of concentration is communicated below:

Clinical Mental Health Counseling Concentration

1. CNS 6021 - Clinical Mental Health Counseling (Level I Course)
 - a. Assignment: Group Advocacy Project
2. CNS 6022 - Diagnosis and Treatment of Psychopathology (Level II Course)
 - a. Assignment: Visual Arts Diagnostic Presentation
3. CNS 6500 - Clinical Mental Health Counseling Practicum (Level III Course)
 - a. Assignment: Written Case Presentation
4. CNS 6501 - Clinical Mental Health Counseling Internship I (Level III Course)
 - a. Assignment: Written Case Presentation
5. CNS 6502 - Clinical Mental Health Counseling Internship II (Level III Course)
 - a. Assignment: Written Case Presentation

School Counseling Concentration

1. CNS 6065 – School Counseling PK-12 (Level I Course)
 - a. Assignment: Recognized ASCA Model Program (RAMP) and School Report Card Review
2. CNS 6022 - Diagnosis and Treatment of Psychopathology (Level II Course)
 - a. Assignment: Visual Arts Diagnostic Presentation
3. CNS 6600 - School Counseling Practicum (Level III Course)
 - a. Assignment: Written Case Presentation
4. CNS 6601 - School Counseling Internship I (Level III Course)
 - a. Assignment: Written Case Presentation
5. CNS 6602 - School Counseling Internship II (Level III Course)
 - a. Assignment: Written Case Presentation

Counselor educators submitted key performance indicator rubrics for the capstone assignments within the key performance indicator coursework (indicated above) for concentrations in Clinical Mental Health

Counseling and School Counseling (as long as such coursework was offered within each given semester). Data was collected on key performance indicator rubrics at the conclusion of each semester. Data analysis was conducted on key performance indicator rubrics at the conclusion of the academic year.

Clinical Mental Health Counseling Concentration Students (2020 -2021 Academic Year)

1. CNS 6021 - Clinical Mental Health Counseling (Level I Course): Group Advocacy Project (25-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix G: Table 7)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 23.92 / 25.00
 - b. There were no significant areas for improvement for this assessment.

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix H: Table 8)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 14.04 / 14.75
 - b. There were no significant areas for improvement for this assessment.

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix I: Table 9)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 9.93 / 10.25
 - b. There were not significant areas for improvement for this assessment.

Assessment # 4: Connection to Program Objectives (See Appendix J: Table 10)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 23.97 / 25.00
 - b. There were no significant areas for improvement for this assessment.

2. CNS 6022 - Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation (20-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix K: Table 11)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 15.51 / 20.00
 - b. Areas for Improvement: Group Counseling and Group Work = 1.88 / 3.00

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix L: Table 12)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 10.24 / 12.75
 - b. There were not significant areas for improvement for this assessment.

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix M: Table 13)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 5.69 / 7.25
 - b. There were not significant areas for improvement for this assessment.

Assessment # 4: Connection to Program Objectives (See Appendix N: Table 14)

1. The information analyzed from Table 8., communicated the following information of significance
 - a. Collective Student Average = 14.72/ 20.00
 - b. Areas for Improvement: Career Development (Program Objective # 4) = 1.00 / 2.00; Human Growth and Development (Program Objective # 3) = 1.00 / 2.00; Group Counseling and Group Work (Program Objective # 5) = 1.21 / 3.00

3. CNS 6500 - Clinical Mental Health Counseling Practicum (Level III Course): Written Case Presentation (25-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix O: Table 15)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 21.23/ 25.00
 - b. Areas for Improvement: Counseling and Helping Relationships = 2.86 / 4.00

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix P: Table 16)

1. The information analyzed from Table 8., communicated the following information of significance:

- a. Collective Student Average = 13.17/ 14.75
- b. There were not significant areas for improvement for this assessment.

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix Q: Table 17)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 8.17/ 10.25
 - b. There were not significant areas for improvement for this assessment.

Assessment # 4: Connection to Program Objectives (See Appendix R: Table 18)

1. The information analyzed from Table 8., communicated the following information of significance
 - a. Collective Student Average = 21.35/ 25.00
 - b. Areas for Improvement: Counseling and Helping Relationships (Program Objective # 5) = 2.94 / 4.00

4. CNS 6501 - Clinical Mental Health Counseling Internship I (Level III Course): Written Case Presentation (25-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix S: Table 19)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 19.85/ 25.00
 - b. There were no significant areas for improvement for this assessment.

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix T: Table 20)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 12.12/ 14.75
 - b. There were no significant areas for improvement for this assessment.

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix U: Table 21)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 7.98/ 10.25
 - b. There were no significant areas for improvement for this assessment.

Assessment # 4: Connection to Program Objectives (See Appendix V: Table 22)

1. The information analyzed from Table 8., communicated the following information of significance
 - a. Collective Student Average = 20.79 / 25.00
 - b. There were no significant areas for improvement for this assessment.

5. CNS 6502 - Clinical Mental Health Counseling Internship II (Level III Course): Written Case Presentation (25-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix W: Table 23)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 21.25/ 25.00
 - b. There were no significant areas for improvement for this assessment.

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix X: Table 24)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 12.27 / 14.75
 - b. There were no significant areas for improvement for this assessment.

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix Y: Table 25)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 8.46 / 10.25
 - b. There were no significant areas for improvement for this assessment.

Assessment # 4: Connection to Program Objectives (See Appendix Z: Table 26)

1. The information analyzed from Table 8., communicated the following information of significance
 - a. Collective Student Average = 20.72/ 25.00
 - b. There were no significant areas for improvement for this assessment.

School Counseling Concentration Students (2020 -2021 Academic Year)

1. CNS 6065 – School Counseling PK-12 (Level I Course): Recognized ASCA Model Program (RAMP) and School Report Card Review (30-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix A2: Table 27)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 29.07/ 30.00
 - b. There were no significant areas for improvement for this assessment.

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix B2: Table 28)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 17.46 / 17.75
 - b. There were no significant areas for improvement for this assessment.

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix C2: Table 29)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 11.61/ 12.25
 - b. There were no significant areas for improvement for this assessment.

Assessment # 4: Connection to Program Objectives (See Appendix D2: Table 30)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 29.07/ 30.00
 - b. There were no significant areas for improvement for this assessment.

2. CNS 6022 - Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation (20-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix E2: Table 31)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 15.20/ 20.00

- b. Areas for Improvement: Group Counseling and Group Work = 1.80 / 3.00; Research and Evaluation = 2.00 / 3.00

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix F2: Table 32)

- 1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 10.05 / 12.75
 - b. Areas for Improvement: Group Counseling and Group Work = 1.60 / 3.00

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix G2: Table 33)

- 1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 5.20/ 7.25
 - b. Areas for Improvement: Assessment and Testing = 1.00 / 2.00

Assessment # 4: Connection to Program Objectives (See Appendix H2: Table 34)

- 1. The information analyzed from Table 8., communicated the following information of significance
 - a. Collective Student Average = 14.95/ 20.00
 - b. Areas for Improvement: Group Counseling and Group Work (Program Objective # 5) = 2.00 / 3.00; Human Growth and Development (Program Objective # 5) = 2.00 / 3.00

3. CNS 6600 - School Counseling Practicum (Level III Course): Written Case Presentation (25-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix I2: Table 35)

- 1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 21.50/ 25.00
 - b. Areas for Improvement: Career Development = 2.00 / 3.00; Group Counseling and Group Work = 2.00 / 3.00

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix J2: Table 36)

- 1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 13.25/ 14.75

- b. Areas for Improvement: Group Counseling and Group Work = 2.00/ 3.00

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix K2: Table 37)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 8.50/ 10.25
 - b. Areas for Improvement: Career Development = 2.00 / 3.00

Assessment # 4: Connection to Program Objectives (See Appendix L2: Table 38)

1. The information analyzed from Table 8., communicated the following information of significance
 - a. Collective Student Average = 21.50/ 25.00
 - b. Areas for Improvement: Career Development (Program Objective # 4) = 2.00 / 3.00;
Group Counseling and Group Work (Program Objective # 5) = 2.00 / 3.00;
Assessment and Testing (Program Objective # 8) = 0.38 / 0.75

4. CNS 6601 - School Counseling Internship I (Level III Course): Written Case Presentation (25-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix M2: Table 39)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 22.00 / 25.00
 - b. Areas for Improvement: Group Counseling and Group Work = 2.00 / 3.00; Career Development = 2.00 / 3.00; Research and Evaluation = 2.00 / 3.00

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix N2: Table 40)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 12.75 / 14.75
 - b. Areas for Improvement: Group Counseling and Group Work = 2.00 / 3.00; Research and Evaluation = 1.25 / 2.25

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix O2: Table 41)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 9.25 / 10.25
 - b. Areas for Improvement: Career Development = 2.00 / 3.00

Assessment # 4: Connection to Program Objectives (See Appendix P2: Table 42)

1. The information analyzed from Table 8., communicated the following information of significance
 - a. Collective Student Average = 22.00 / 25.00
 - b. Areas for Improvement: Group Counseling and Group Work (Program Objective # 5) = 2.00 / 3.00; Career Development (Program Objective # 4) = 2.00 / 3.00; Research and Evaluation (Program Objective # 7) = 2.00 / 3.00

5. CNS 6602 - School Counseling Internship II (Level III Course): Written Case Presentation (25-Points)

Assessment # 1: 8 Core CACREP Content Areas (See Appendix Q2: Table 43)

1. The information analyzed from Table 7., communicated the following information of significance:
 - a. Collective Student Average = 25.00 / 25.00
 - b. There were no significant areas for improvement for this assessment.

Assessment # 2: Knowledge-Based Key Performance Indicators (See Appendix R2: Table 44)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 14.25 / 14.75
 - b. There were no significant areas for improvement for this assessment.

Assessment # 3: Skills-Based Key Performance Indicators (See Appendix S2: Table 45)

1. The information analyzed from Table 8., communicated the following information of significance:
 - a. Collective Student Average = 9.25 / 10.25
 - b. There were no significant areas for improvement for this assessment.

Assessment # 4: Connection to Program Objectives (See Appendix T2: Table 46)

1. The information analyzed from Table 8., communicated the following information of significance
 - a. Collective Student Average = 24.00 / 25.00
 - b. There were no significant areas for improvement for this assessment.

Key Performance Indicator (KPI) Rubrics: 2020 – 2021 Academic Year Synopsis

1. After a review of all key performance indicator rubrics and the 4 forms of assessment incorporated for the capstone assignments for each key performance indicator course, it was determined that the areas for most improvement included the following:
 - a. Group Counseling and Group Work
 - b. Career Development
2. During an upcoming department meeting for the Graduate Counseling Program, data from key performance indicator rubrics will be reviewed. Group Counseling and Group Work and Career Development will be highlighted to develop methods to strengthen focus on these content areas.
3. For the 2021 – 2022 Academic year, the key performance indicator courses will be changed to classes that focus on the 8 Core CACREP content areas. As a result, the capstone assignments in CNS 6070 Career and Lifestyle Counseling and CNS 6002 Group Dynamics and Strategies will be assessed to get a detailed indication of specific areas of growth and development in these content areas.

D. Counselor Education Comprehensive Examination (CECE): 2020 – 2021 Academic Year: The CECE was administered once during the Fall Semester (October) and once during the Spring Semester (April). After each administration of the CECE, the results are analyzed according to the 8 core content areas of the exam. The following charts detail the collective results of the Fall 2020 cohort and Spring 2021 cohort of students who sat for the exam:

Fall 2020 CECE Scores	
Core Content Area	Average Score
Human Development	8.40 / 15.00
Social and Cultural Foundations	10.33 / 15.00
Helping Relationships	8.40 / 15.00
Group Counseling	7.67 / 15.00
Lifestyle and Career Development	8.80 / 15.00
Appraisal	6.13 / 15.00
Research and Program Evaluation	4.53 / 15.00
Professional Orientation and Ethical Practice	8.20 / 15.00

Overall Score	62.47 / 120.00 (52.06%)
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Spring 2021 CECE Scores	
Core Content Area	Average Score
Human Development	7.94 / 15.00
Social and Cultural Foundations	9.94 / 15.00
Helping Relationships	7.56 / 15.00
Group Counseling	6.88 / 15.00
Lifestyle and Career Development	8.19 / 15.00
Appraisal	6.13 / 15.00
Research and Program Evaluation	4.69 / 15.00
Professional Orientation and Ethical Practice	6.69 / 15.00
Overall Score	58 / 120.00 (48.33%)

1. Past research has gathered that the passing threshold for the National Counselors Examination (NCE) fluctuates between 90 and 105 out of 160 questions (56.25% - 65.63%). With this information in mind, we established the threshold as 68 / 120 (56.67%) for the Fall 2020 and Spring 2021 administration of the CECE.
 - a. 4 of 15 total students earned a passing score for the Fall 2020 administration of the CECE (26.67%).
 - b. 2 of 16 total students earned a passing score for the Spring 2021 administration of the CECE (12.50%).
2. Appraisal and Research and Program Evaluation continue to present as the lowest scores across the 8-content area for both administrations of the CECE for the 2020-2021 academic year; however, the scores in these areas did improve from the 2019 – 2020 academic year.
3. While there was improvement in 7 of the 8 content areas from the Spring 2020 administration to the Fall 2020 administration of the CECE, there was a slight decrease in 6 of the 8 areas from the Fall 2020 to the Spring 2021 administration. The Graduate Counseling Program at Rosemont College aims to raise the overall score on the CECE for future administrations of the exam.

4. In order to improve overall scores for the CECE the following steps have been taken / are being considered:
 - a. New adjunct faculty members with a strong professional background in appraisal and research within the social sciences have been assigned to instruct the Assessment and Appraisal course and the Advanced Research and Evaluation Course during the Fall 2021 Semester.
 - b. The Graduate Counseling Program is in the process of creating a “Graduate Student Lounge” in the Online Learning Program (Canvas) which will be accessible to all students. There are plans to devote an online space here for study resources and question banks to help the students begin to prepare for the CECE as well as the NCE.
 - c. The Graduate Counseling Program has purchased a 5-CD set as a resource to help students prepare for the CECE and NCE. This 5-hour CD set includes instruction on: Content Areas & Work Behaviors: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation & Ethics. The five work behaviors are also included: Fundamentals of Counseling, Assessment and Career Counseling, Group Counseling, Programmatic and Clinical Intervention, Professional Practice Issues. Students are able to borrow them from the department or utilize them to form study groups.
 - d. Currently, the Graduate Counseling Program only requires that students sit for the CECE before graduation. Students are not required to earn a passing score on the CECE (%). As a result, students may not dedicate as much time towards preparing for the CECE. The Graduate Counseling Program is considering making it a requirement for students to earn a passing grade on the CECE.
 - e. The Graduate Counseling Department has become a partner college with the National Board of Certified Counselors (NBCC). An advantage of this partnership will be the ability to offer the National Counselor’s Exam (NCC) to students prior to graduation. This will provide the students with both additional motivation to study for the exam, as passing the NCE is a step towards professional licensure and a national counseling credential but is also an opportunity for students to familiarize themselves with standardized counseling exams and potentially increase the scores on the CECE.

E. Student Professional Dispositions 2020 – 2021 Academic Year: At the conclusion of each semester (Fall, Spring, Summer) counselor educators submit Professional Performance Evaluation Forms to assess students on our program’s five (5) professional dispositions: Flexibility and Openness, Collaboration, Awareness, Initiative and Motivation, and Responsibility. Professional disposition scores are rated on a scale of 1 through 3 (1 = Low; 2 = Moderate; 3 = High). An analysis of student professional dispositions is conducted at the conclusion of each academic year according to campus location (Overall Program, Rosemont College, and Cedar Crest College). The semester analysis is available in Appendix U2: Table 47, Appendix V2: Table 48, Appendix W2: Table 49, Appendix X: Table 50, Appendix Y2: Table 51, Appendix Z2: Table 52, Appendix A3: Table 53, Appendix B3: Table 54, and Appendix C3: Table 55.

Average Disposition Scores: Overall Program, Rosemont Campus, and Cedar Crest Campus			
	Fall 2020	Spring 2021	Summer 2021
Flexibility & Openness	Overall Program: 2.65 Rosemont: 2.67 Cedar Crest: 2.65	Overall Program: 2.57 Rosemont: 2.59 Cedar Crest: 2.46	Overall Program: 2.70 Rosemont: 2.73 Cedar Crest: 2.50
Collaboration	Overall Program: 2.71 Rosemont: 2.73 Cedar Crest: 2.67	Overall Program: 2.58 Rosemont: 2.59 Cedar Crest: 2.48	Overall Program: 2.72 Rosemont: 2.74 Cedar Crest: 2.65
Awareness	Overall Program: 2.72 Rosemont: 2.72 Cedar Crest: 2.67	Overall Program: 2.50 Rosemont: 2.52 Cedar Crest: 2.38	Overall Program: 2.73 Rosemont: 2.75 Cedar Crest: 2.64
Initiative & Motivation	Overall Program: 2.72 Rosemont: 2.71 Cedar Crest: 2.80	Overall Program: 2.52 Rosemont: 2.53 Cedar Crest: 2.48	Overall Program: 2.73 Rosemont: 2.73 Cedar Crest: 2.74
Responsibility	Overall Program: 2.83 Rosemont: 2.82	Overall Program: 2.62 Rosemont: 2.66	Overall Program: 2.84 Rosemont: 2.85

	Cedar Crest: 2.87	Cedar Crest: 2.43	Cedar Crest: 2.78
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The following chart details the highest and lowest average disposition score:

	Fall 2020	Spring 2021	Summer 2021
Overall Program	<p>Highest: 2.86 - Attend and adhere to Ethical Standards (Responsibility)</p> <p>Lowest: 2.61 - Met or exceed all class requirements; showed creativity (Initiative & Motivation)</p>	<p>Highest: 2.63 Attend and adhere to Ethical Standards (Responsibility)</p> <p>Lowest: 2.40 - Awareness of own impact on others (Awareness)</p>	<p>Highest: 2.86 - Maintain professional boundaries, sensitive to diversity, safeguard confidentially (Responsibility)</p> <p>Lowest: 2.64 - Awareness of own impact on others (Awareness)</p>
Rosemont Campus	<p>Highest: 2.86 - Attend and adhere to Ethical Standards (Responsibility)</p> <p>Lowest: 2.59 - Met or exceed all class requirements; showed creativity (Initiative & Motivation)</p>	<p>Highest: 2.66 - Attend and adhere to Ethical Standards (Responsibility)</p> <p>Lowest: 2.42 - Awareness of own impact on others (Awareness)</p>	<p>Highest: 2.87 - Maintain professional boundaries, sensitive to diversity, safeguard confidentially (Responsibility)</p> <p>Lowest: 2.64 - Awareness of own impact on others (Awareness)</p>
Cedar Crest campus	<p>Highest: 2.90 - Attend and adhere to Ethical Standards (Responsibility)</p> <p>Lowest: 2.51 - Search for peer opinions, accept constructive feedback, and incorporate feedback from peers (Flexibility & Openness)</p>	<p>Highest: 2.56 - Adhere to school and SPGS policies (Responsibility)</p> <p>Lowest: 2.26 - Awareness of own impact on others (Awareness)</p>	<p>Highest: 2.78 * multiple dispositions</p> <p>Lowest: 2.50 - Open willingness to different perspectives (Flexibility & Openness)</p>

Student Professional Dispositions 2020 – 2021 Academic Year Synopsis:

1. Based on the categories that received the lowest average disposition scores, the areas for most improvement include the following:

- a. Met or exceed all class requirements; showed creativity (Initiative & Motivation)
 - b. Awareness of own impact on others (Awareness)
 - c. Adhere to school and SPGS policies (Responsibility)
 - d. Open willingness to different perspectives (Flexibility & Openness)
 - e. Search for peer opinions, accept constructive feedback, and incorporate feedback from peers (Flexibility & Openness)
2. Professional dispositions continue to be highlighted on all course syllabi and during new student orientation.
 3. An explanation of professional dispositions was provided to all students in a department wide email prior to the start of classes in the Fall 2021 semester. This practice will continue in subsequent semesters.
 4. During an upcoming department meeting for the Graduate Counseling Program, data from professional dispositions will be reviewed to develop methods to strengthen identified areas. Information relayed to course instructors will include:
 - a. Highlighting the professional dispositions during the first night of classes when instructors review the syllabi. Explain the rationale of measuring professional dispositions to students to help them understand that Counseling requires a personal skillset in addition to academic performance.
 - b. Explaining how the data is utilized by Academic Advisors. Professional disposition scores are provided to Advisors when there are concerns, and the Advisors are expected to meet with students to help them develop these skills and improve their performance in subsequent semesters.

F. Counselor Educator Course Feedback: 2020 – 2021 Academic Year: At the conclusion of the academic year, counselor educators are offered the opportunity to provide feedback to the Academic Unit Leader to add, subtract, or modify content within their assigned courses. See the information below regarding feedback received from counselor educators for the 2020 – 2021 academic year:

1. The Counselor Educator Course Feedback Form was distributed to all counselor educators who were assigned coursework during the 2020 – 2021 academic year in September of 2020. A request for feedback was included as a topic during a department meeting on November 17,

2020, and additional reminders were provided via email on December 14, 2020 and January 11, 2021. The following questions were asked to guide the instructors in their feedback:

- A. What could be improved about the courses you teach?
- B. Could a textbook be added to the course content?
- C. Could an assignment be modified to challenge students more effectively?
- D. Could a group counseling, career counseling, or research perspective be added to any course assignment to engage students more comprehensively across all core content areas?

2. The follow course feedback was received and reviewed.

- A. Counseling Skills and Techniques (CNS 6010): a more current textbook was requested. A textbook from 2018 was chosen to replace the previous textbook that had been published in 2010. It is being tested in two sections of the class for the Fall 2021 semester.
- B. Counseling Skills and Techniques (CNS 6010) and Legal and Ethical Issues in Professional Practice (CNS 6040):
 - a. There was a request to incorporate theory and research into the reflection assignments in order to train the students to be scientist practitioners and make grading less subjective.
 - b. The reflection assignment in CNS 6010 was adapted to incorporate theory and bridge classroom learning with actual practice.
 - c. The reflection assignment in CNS 6040 was changed from a reflection paper to a case study using videotaped role play to help the students demonstrate their understanding of legal and ethical codes, as well as ethical decision-making models.
- C. Group Dynamics and Strategies (CNS 6002):
 - a. Feedback was provided to adjust an assignment which required students to choose a topic of group to lead to have the instructor assign the topic for the group. The rationale for this was to better prepare students for actual experiences in the field during practicum and internship. This change was made effective Fall 2021.
 - b. A recommendation was made to have a School Counselor teach the class periodically to bring an additional perspective of providing groups in a school setting. An instructor who is also a School Counselor has been assigned to teach this course in Spring 2022.
- D. Career and Lifestyle Counseling (CNS 6070):
 - a. A request was made to update the textbook being utilized in Spring 2016 to a more current textbook. Ultimately the instructor that provided the feedback chose to keep

the same text, published in 2016, for the Fall 2021 semester; however, this will continue to be evaluated on a semester-by-semester basis.

- E. Clinical Mental Health Counseling (CNS 6021):
 - a. Recommendations were made both to incorporate the text more into the assignments and to include an assignment in which the students complete a progress note after watching a video of a counseling session. Both of these recommendations have been incorporated into the Fall 2021 semester and will continue to be further developed in the Spring 2022 semester.
- F. Diagnosis and Treatment of Psychopathology (CNS 6022):
 - a. A recommendation was made to require research for efficacious treatment options in the Case Study Report in order to ground the students in critical theory and group work. This change was discussed with the instructor and a means of adjusting the assignment was approved and implemented.
- G. School Counseling Coursework:
 - a. A recommendation was made to incorporate an advocacy project into the syllabus in order to connect School Counseling students with opportunities and practice as leaders in the counseling profession. An assignment incorporating ASCA Legislative initiatives has been incorporated into the syllabus and will be utilized when the courses are offered again in Summer 2022.
- H. Practice with NCE/CECE-Type Questions: Group, Career, and Research:
 - a. A recommendation was made to add weekly quizzes into Canvas as a means of helping students to begin to prepare for the National Counselor's Exam (NCE).
 - b. This feedback is under consideration, along with a number of other ideas to help the students prepare for the NCE.
- I. The following Elective and Additional Coursework options were suggested:
 - a. Advanced Techniques in Counseling: A core faculty member has been identified as an option to develop this class.
 - b. Practical Issues for New Counselors: Consideration will be made for the specific topics that were suggested can be incorporated in graduate counseling podcasts to resume in the Spring of 2022.
 - c. Play Therapy: a core faculty member has been identified as an option to develop this class.

- d. 1-credit seminars over weekends as electives in areas such as Public Speaking in the Counseling Field and a Counselor Self-Care seminar. This idea will be further considered when a new faculty member has been hired for the 2022 – 2023 academic year.
- J. Practicum/Internship:
- a. Specific core and adjunct faculty members were identified to teach the Practicum and Internship classes in both Clinical Mental Health and School Counseling in order to maintain consistent teaching from a theoretical standpoint and to help ground the students in the Integrated Developmental Model of Supervision.
 - b. Internship documentation tracking has been streamlined with instructors using One Drive as a means of collecting and storing all practicum and internship paperwork, in conjunction with the grading module in Canvas in order to allow students to see what paperwork is missing.
 - c. A recommendation was made to incorporate a Practicum textbook. A Practicum textbook was selected and used effective for Summer 2021.

G. Student Evaluation of Counselor Educators: At the conclusion of each semester students receive the opportunity to evaluate the instructors of each course in which they were enrolled. Student evaluations of counselor educators are reviewed at the conclusion of each semester to determine areas for improvement as well as the conclusion of the academic year to synthesize information gathered from the academic year. Counselor educators are evaluated on a scale of 1.00 to 5.00: 1.00 (Extremely Effective); 2.00 (Very Effective); 3.00 (Moderately Effective); 4.00 (Slightly Effective); 5.00 (Not at all Effective). The following information details information on student evaluations of counselor educators for each academic semester as well as the academic year for 2020 – 2021. Counselor educators have been provided pseudonyms to protect their anonymity.

Fall 2020 Student Evaluation of Counselor Educators (See Appendix D3: Table 56)

1. All Core Faculty Members received a score ranging from 1.00 to 1.95 (Extremely Effective).
2. Non-Core Faculty Member (6) received scores ranging from 2.00 (Very Effective) to 3.00 (Moderately Effective) within six of the seven total content areas:
 - a. Organization and planning throughout the course
 - b. Ability to communicate material / concepts

- c. Ability to stimulate student interactions
- d. Interactions with students
- e. Provision of timely help to me (the student) outside of class when requested
- f. Stimulation of my (the student) intellectual and/or artistic curiosity

Spring 2021 Student Evaluation of Counselor Educators (See Appendix E3: Table 57)

1. All Core Faculty Members received a score ranging from 1.00 (Extremely Effective) to 2.68 (Very Effective)
2. Non-Core Faculty Member (6) received scores ranging from 2.00 - 2.80 (Very Effective) within six of the seven total content areas:
 - g. Organization and planning throughout the course
 - h. Ability to communicate material / concepts
 - i. Ability to stimulate student interactions
 - j. Interactions with students
 - k. Provision of timely help to me (the student) outside of class when requested
 - l. Stimulation of my (the student) intellectual and/or artistic curiosity

Summer 2021 Student Evaluation of Counselor Educators (See Appendix F3: Table 58)

1. All Core Faculty Members received a score ranging from 1.00 to 1.82 (Extremely Effective).
3. Non-Core Faculty Member (6) received scores ranging from 2.00 to 2.33 (Very Effective) within all seven total content areas:
 - m. Organization and planning throughout the course
 - n. Ability to communicate material / concepts
 - o. Ability to stimulate student interactions
 - p. Level of respect for students
 - q. Interactions with students
 - r. Provision of timely help to me (the student) outside of class when requested
 - s. Stimulation of my (the student) intellectual and/or artistic curiosity
4. Non-Core Faculty Member (8) received scores ranging from 2.00 to 2.33 (Very Effective) within all seven total content areas:
 - t. Organization and planning throughout the course
 - u. Ability to communicate material / concepts

- v. Ability to stimulate student interactions
- w. Level of respect for students
- x. Interactions with students
- y. Provision of timely help to me (the student) outside of class when requested
- z. Stimulation of my (the student) intellectual and/or artistic curiosity

2020 – 2021 Academic Year Synthesis of Student Evaluation of Counselor Educators

Areas of Assessment or Counselor Educators: Averages for 2020 – 2021 Academic Year	
Organization and planning throughout the course	1.66
Ability to communicate material / concepts	1.57
Ability to stimulate student interactions	1.59
Level of respect for students	1.34
Interactions with students	1.40
Provision of timely help to me outside of class when requested	1.59
Stimulation of my intellectual and / or artistic curiosity	1.56

- Note: Students respond to these content areas on a scale of 1.00 (Extremely Effective) to 5.00 (Not Effective at all)

2020 – 2021 Academic Year Student Evaluation of Counselor Educators Synopsis:

1. Overall counselor educators (core and non-core) received high marks from students throughout the 2020 – 2021 academic year.
2. From the analysis of student evaluations, it was determined that Non-Core Faculty Members (6) and (8) would need additional training prior to being offered coursework in the future.

H. Student Evaluation of Site Supervisors: For students enrolled in Practicum and Internship Courses, a site supervisor evaluation form is required before the conclusion of the semester. The student evaluation form of the site supervisor is utilized to assess perspectives on student experiences during supervised practice in clinical mental health counseling or school counseling. Information from these forms is incorporated into future decision-making regarding the placement of future practicum and internship students. This report does not incorporate information on student evaluations of site supervisors. Information from these evaluation forms is only utilized internally for future student practicum or internship placement.

I. Current Student Survey:

The Graduate Counseling Program at Rosemont College appreciates the voice of its students. A survey is distributed annually to collect student feedback about the program, curriculum, and more. All responses are anonymous. A revised version of the Current Student Survey was created in September of 2020 and distributed via Canvas in October 2020, as all graduate-level programs at Rosemont College continued to offer coursework strictly within an online format to ensure student health and safety amid the pandemic. A total of 22 students completed the survey. Questions and results for this survey titled “Voice of the Students” can be found below. Percentages for each response are listed as well as the number of individuals who communicates each response can be found parenthetically.

Question # 1: Please select your concentration within the MA in Counseling Program	
Clinical Mental Health Counseling	77% (17)
School Counseling	14% (3)
Non-Matriculated Student	9% (2)

Question # 2: Please select your home campus.	
Main Campus (Rosemont, PA)	86% (19)
Cedar Crest Campus (Allentown, PA)	14% (3)

Question # 3: Are you currently employed in the Counseling field?	
Yes	23% (5)
No	77% (17)

Question # 4: If you are currently employed in the field, what is your position title and who is your employer?	
Yes (employer information removed for privacy)	36% (8)
No answer	64% (14)

Question # 5: On a scale of 1-5 please rate the ease of navigating a fully online format	
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Excellent	27% (6)
Very Good	50% (11)
Adequate	23% (5)
Fair	0% (0)
Poor	0% (0)

Question # 6: On a scale of 1-5, please rate the availability of faculty and staff members within the program.

Excellent	64% (14)
Very Good	23% (5)
Adequate	14% (3)
Fair	0% (0)
Poor	0% (0)

Question # 7: On a scale of 1-5 please rate your experience with course registration.

Excellent	55% (12)
Very Good	36% (8)
Adequate	5% (1)
Fair	5% (1)
Poor	0% (0)

Question # 8: On a scale of 1-5 please rate the effectiveness of online instruction.

Excellent	45% (10)
Very Good	32% (7)
Adequate	14% (3)
Fair	9% (2)
Poor	0% (0)

Question # 9: On a scale of 1-5 please rate the appropriateness of course content within the program.

Extremely Appropriate	45% (10)
Very Appropriate	41% (9)
Appropriate	14% (3)
Fairly Appropriate	0% (0)
Not Appropriate	0% (0)

Question # 10: On a scale of 1-5 please rate the availability of practicum/internship information.	
Excellent	36% (8)
Very Good	41% (9)
Adequate	23% (5)
Fair	0% (0)
Poor	0% (0)

Question # 11: On a scale of 1-5 please rate the program's ability to address specific student concerns.	
Excellent	45% (10)
Very Good	36% (8)
Adequate	14% (3)
Fair	5% (1)
Poor	0% (0)

Question # 12: On a scale of 1-5 please rate your confidence to communicate a personal professional counseling identity.	
Extremely Confident	41% (9)
Very Confident	27% (6)
Confident	14% (3)
Fairly Confident	9% (2)
Not Confident	9% (2)

Question # 13: What suggestions would you provide to improve your programmatic experience during the pandemic?

I think it would be helpful to have a uniform policy for virtual learning.

Maybe a little more uniformity among professors' use of the online format.

Please be mindful of the time spent on zoom and time spend on canvas discussion boards.

If we are to continue fully online classes, it would be nice to offer classes beginning at 4 or 4:30pm. It is difficult staring at a computer for work early in the morning and not taking eyes of the screen until 9:30pm some nights.

I would suggest taped class lives that are added to canvas, so students can revisit for notes or information they may have missed.

Lower tuition costs/ compensate for a few credits like other schools have.

It is really challenging to practice counseling skills in an online format. The synchronous time is very helpful but I feel like more synchronous time and less asynchronous work would be beneficial especially for skills and techniques.

Keep all due dates updated on canvas rather than just on the syllabus.

The program will return to a traditional, face-to-face/hybrid format effective with the Fall 2021 semester. To strengthen our systematic process of continuous data collection from students, an iteration of the Current Student Survey was distributed in October 2021. This survey was distributed using Microsoft Forms. Data collection for this survey is on-going and will be published within the Program Evaluation Report for the 2021 – 2022 academic year.

J. Site Supervisor Evaluation of Practicum and Internship Students: For students enrolled in Practicum and Internship Courses, the college supervisor requests that site supervisors submit a formative and summative assessment. Students are required to follow-up with site supervisors to ensure these forms are completed and submitted as party of their final portfolio for the coursework. The formative and summative assessments forms are implemented to allow students to identify areas for improvement over the course of the semester. This report does not incorporate information on site supervisor evaluation of practicum and internship students. Information from these evaluations forms is only utilized internally for future student professional development.

K. Site Supervisor Survey 2020 – 2021 Academic Year: At the conclusion of each academic year, the Graduate Counseling Program distributes a survey to all active site supervisors for practicum and internship students through SurveyMonkey®. Questions incorporated within the survey request site supervisor feedback on student comprehension of program objectives and methods to improve the affiliation between the college and placement site. The Site Supervisor Survey was completed by only three site supervisors who received the survey through email. The following statistics and information describe the results gathered from the survey for the 2020 – 2021 Academic Year:

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:	
Knowledge and application of counseling skills (Program Objective # 5)	
Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	66.6%
Extremely Well Prepared	0.0%

Question # 2: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:	
Knowledge and application of counseling theories (Program Objectives # 1 & 5)	
Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	66.6%
Extremely Well Prepared	0.0%

Question # 3: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and awareness of diverse populations and multicultural counseling competencies (Program Objective # 2)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	33.3%
Extremely Well Prepared	33.3%

Question # 4: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of assessment to clients (Program Objective # 6)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	66.6%
Extremely Well Prepared	0.0%

Question # 5: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge of human growth and development and application of developmental theories (Program Objective # 3)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	66.6%
Extremely Well Prepared	0.0%

Question # 6: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of group counseling skills (Program Objective # 5)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	0.0%
Well Prepared	100%
Extremely Well Prepared	0.0%

Question # 7: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge, understanding, and application of research methods, evaluation, and reporting (Program Objective # 7)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	66.6%

Well Prepared	33.3%
Extremely Well Prepared	0.0%

Question # 8: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge of crisis counseling and trauma-informed care (Program Objectives # 5 & 6)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	0.0%
Well Prepared	66.6%
Extremely Well Prepared	33.3%

Question # 9: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of career counseling skills and theories (Program Objectives # 4)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	66.6%
Extremely Well Prepared	0.0%

Question # 10: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of legal and ethical standards in counseling (Program Objective # 8)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	0.0%
Well Prepared	100%
Extremely Well Prepared	0.0%

Question # 11: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Ability to communicate and engage with other mental health professionals (Program Objective # 9)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	33.3%
Extremely Well Prepared	33.3%

Question # 12: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Readiness for supervision sessions (Program Objectives # 9 & 10)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	0.0%
Well Prepared	33.3%

Extremely Well Prepared	33.3%
No Response	33.3%

Question # 13: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Receiving constructive feedback during supervision (Program Objectives # 9 & 10)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	33.3%
Extremely Well Prepared	33.3%

Question # 14: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Ability to reflect and cope (your perception of student's depth, attitude, ability to handle difficult decisions, higher order thinking, confidence, and initiative (Program Objectives # 9 & 10)

Site Supervisor Response	Percentages
Not Applicable	0.0%
Unprepared	0.0%
Poorly Prepared	0.0%
Adequately Prepared	33.3%
Well Prepared	66.6%
Extremely Well Prepared	0.0%

Question # 15: Based on your experience with a Rosemont College practicum or internship student, please indicate their level of competency compared to the following individuals:

Compared to full-time employees

Site Supervisor Response	Percentages
Minimally Competent	0.0%
Somewhat Competent	0.0%
Adequately Competent	0.0%
Very Competent	66.6%
Extremely Competent	0.0%
No Response	33.3%

Question # 16: Based on your experience with a Rosemont College practicum or internship student, please indicate their level of competency compared to the following individuals:

Compared to practicum and internship students from other programs

Site Supervisor Response	Percentages
Minimally Competent	0.0%
Somewhat Competent	0.0%
Adequately Competent	0.0%
Very Competent	100%
Extremely Competent	0.0%

Question # 17: Based on your experience with a Rosemont College practicum or internship student, please indicate their level of competency compared to the following individuals:

Compared to your expectations of a student at this level of training

Site Supervisor Response	Percentages
Minimally Competent	0.0%
Somewhat Competent	0.0%
Adequately Competent	0.0%
Very Competent	100%
Extremely Competent	0.0%

Question # 18: Based on your experience with a Rosemont College practicum or internship student, please respond to the following:

Rosemont College's ability to effectively prepare students for professional experiences	
Site Supervisor Response	Percentages
Poor	0.0%
Fair	0.0%
Adequately	0.0%
Very Good	66.6%
Excellent	33.3%

Question # 19: Please provide any additional comments or feedback regarding your experience with a Rosemont College practicum or internship student
Site Supervisor Response
Very pleased. Students are professional, have extensive knowledge.

Question # 20: As a means to strengthen a collaborative relationship between our institution and your school or facility, are there any professional development opportunities you or your staff could benefit from, if offered by Rosemont College faculty?
No recommendations at present.

Question # 21: Please rate the student's knowledge of general documentation practices (i.e progress notes, treatment plans):	
Site Supervisor Response	Percentages
Extremely prepared	66.6%
Very prepared	33.3%
Adequately prepared	0.0%
Somewhat prepared	0.0%
Minimally prepared	0.0%

Question # 22: Name of the Supervisee

To protect the anonymity of our students, responses to this question were not included within the program evaluation report.

Question # 23: In which of the following settings did you support your supervisee?

Site Supervisor Response	Percentages
Clinical Mental Health Setting	66.6%
School Setting	33.3%

Site Supervisor Survey 2020 – 2021 Academic Year Synopsis:

1. After a review of responses from active site supervisors for the 2020 – 2021 Academic Year, site supervisors rated Rosemont students as “adequately prepared” to “well prepared” or “extremely prepared” in all areas. Considering changes implemented to address last year’s survey results which indicated the need for improvement in the following areas,
 - a. Group Counseling and Group Work: this year’s results indicated that all 3 respondents communicated that their practicum and internship students were “well prepared” in this content area.
 - b. Career Development: this year’s results indicated that 2 respondents communicated that their practicum and internship students were “adequately prepared” in this content area, while 1 respondent communicated that their practicum and internship students were “well prepared” in this content area.
 - c. Research and Evaluation: this year’s results indicated that 1 respondent communicated that their practicum and internship students were “adequately prepared” in this content area, while 2 respondents communicated that their practicum and internship students were “well prepared” in this content area.
2. During an upcoming department meeting for the Graduate Counseling Program, data from the Site Supervisor Survey will be reviewed. All core content areas will be reviewed to continue developing methods to strengthen the content areas.
3. Highlights from the site supervisor survey include:

- a. When compared to their full-time employees, 2 supervisors rated Rosemont practicum and internship students as “very competent.” A third supervisor did not respond
- b. When compared to students from other programs, all 3 supervisors rated Rosemont practicum and internship students as “very competent.”
- c. When compared to students at this level of training, all 3 supervisors rated Rosemont practicum and internship students as “Very competent.”
- d. When asked about Rosemont’s ability to prepare students for professional experiences, 2 supervisors rated Rosemont as “very good” and 1 supervisor rated Rosemont as “excellent.”

L. Alumni Survey 2020 – 2021 Academic Year: At the conclusion of each academic year, the Graduate Counseling Program distributes a survey to all alumni of the program through Constant Contact®. Questions incorporated within the survey request alumni feedback on credentialing and licensure status as well as student comprehension of program objectives and methods. The Alumni Survey was completed by 49 alumni who received the survey through email. The following statistics and information describe the results gathered from the survey for the 2020 – 2021 Academic Year:

Question # 1: What is your gender?	
Alumni Response	Percentages
Male	10.2%
Female	89.7%
Non-Binary / Third Gender	0.0%
Prefer Not to Say	0.0%
Prefer Not to Self-Describe	0.0%
No Response	0.0%

Question # 2: What is your racial identity?	
Alumni Response	Percentages
Caucasian or White	46.9%
Black or African American	40.8%

American Indian or Alaskan Native	0.0%
Native Hawaiian or Other Pacific Islander	2.0%
Hispanic or Latino	4.0%
Two or More Races	4.0%
Race / Ethnicity Unknown	0.0%
Other	2.0%
No Response	0.0%

Question # 3: What is your ethnic identity?	
Alumni Response	Percentages
Hispanic or Latinx or Spanish Origin	6.1%
Not Hispanic or Latinx or Spanish Origin	93.8%
No Response	0.0%

Question # 4: What was your campus designation as a Graduate Counseling student at Rosemont College?	
Alumni Response	Percentages
Rosemont College Campus	87.7%
Cedar Crest College Campus	12.2%
No Response	0.0%

Question # 5: What was your area of concentration as a Graduate Counseling student at Rosemont College?	
Alumni Response	Percentages
Clinical Mental Health Counseling	81.6%
School Counseling	18.3%
No Response	0.0%

Question # 6: May we contact your current supervisor to understand their perspective on how well we met our program objectives in preparing professionals for the field?

Alumni Response	Percentages
Yes	22.4%
No	22.4%
No Response	55.1%

Question # 7: If you responded “Yes” to the previous questions, please provide the email address for your current supervisor within the space below:

To protect the anonymity of current supervisors for program alumni, responses to this question were not included within the program evaluation report.

Question # 8: Are you currently employed in the counseling field?

Alumni Response	Percentages
Yes	71.4%
No	22.4%
No Response	6.1%

Question # 9: If you are currently employed in the field, what is your position title and who is your employer?

To protect the anonymity of program alumni, responses to this question were not included in the program evaluation report.

Question # 10: Have you successfully received a passing grade on the National Counselor Examination (NCE)?

Alumni Response	Percentages
Yes	24.4%
No	34.6%
Registered for NCE	12.2%
No Response	28.5%

Question # 11: Are you currently licensed as a professional counselor (LPC)?	
Alumni Response	Percentages
Yes	8.1%
No	53.0%
License-Eligible	10.2%
No Response	28.5%

Question # 12: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your understanding and capacity to apply counseling skills as a result of your graduate school experience at Rosemont College	
Average Rating Score	4.06

Question # 13: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your understanding and capacity to apply counseling theories as a result of your graduate school experience at Rosemont College	
Average Rating Score	3.91

Question # 14: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your understanding of group dynamics and capacity to facilitate group counseling sessions with clients as a result of your graduate school experience at Rosemont College	
Average Rating Score	3.86

Question # 15: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your ability to integrate legal and ethical decision-making into professional practice to make informed decisions to protect and support future clients as a result of your graduate school experience at Rosemont College	
Average Rating Score	4.29

Question # 16: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your ability to establish a supportive therapeutic alliance with client experiencing a variety of mental health needs as a result of your graduate school experience at Rosemont College

Average Rating Score	4.34
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Question # 17: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your ability to integrate a developmental perspective into client diagnosis and treatment planning as a result of your graduate school experience at Rosemont College

Average Rating Score	3.71
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Question # 18: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your capacity to identify multicultural aspects of the client’s experience to advocate and apply appropriate intervention as a result of your graduate school experience at Rosemont College

Average Rating Score	3.91
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Question # 19: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your capacity to understand and apply skills and theories of career counseling as a result of your graduate school experience at Rosemont College

Average Rating Score	3.69
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Question # 20: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your understanding of various forms of assessment in counseling as well as the role of the counselor in the assessment process as a result of your graduate school experience at Rosemont College

Average Rating Score	3.80
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Question # 21: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your ability to research, read, and interpret scholarly articles in counseling as a result of your graduate school experience at Rosemont College

Average Rating Score	4.03
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Question # 22: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your awareness of personal biases within the therapeutic relationship and ability to effectively address them as a result of your graduate school experience at Rosemont College

Average Rating Score	4.29
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Question # 23: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your ability to interact collaboratively and cohesively with colleagues as a result of your graduate school experience at Rosemont College

Average Rating Score	4.31
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Question # 24: Are you a member of a professional organization? If yes, please share details.

Alumni Response	Percentages
ACA	2.04%
ASCA	2.04%
APA	2.04%
Not a member	93.8%

Question # 25: Would you like to receive regular updates about the program within an alumni newsletter?

Alumni Response	Percentages
Yes	51.0%
No	20.4%
No responses	28.5%

Question # 26: If you responded “Yes” to the previous question, please provide your personal email address within the space below.

To protect the anonymity of program alumni, responses to this question were not included in the program evaluation report.

Alumni Survey 2020 – 2021 Academic Year Synopsis: Based on the fact that only two graduating classes (the most recent – Summer 2021) have graduated from a program that is aligned with national

accreditation standards in counseling from their first semester to graduation, it is not surprising to see that the scores in specific content areas averaged in the mid-to-high ranges (3.69 - 4.34) of self-efficacy. As the Alumni Survey continues to be distributed in subsequent years, the Graduate Counseling Program expects to see scores within all content areas increase to affirm the quality and rigor of instruction that is currently being offered within the program. To attest to this already occurring, scores in all areas increased from the 2019 – 1020 report, indicating a greater level of satisfaction with Rosemont’s program preparing respondents to be professional counselors.

M. Employer Survey: At the conclusion of each academic year, the Graduate Counseling Program distributes the Alumni Survey, which requests the name and contact information of current employers and supervisor, along with consent to contact these parties. Once this information is gathered from the Alumni Survey, a survey is distributed to the current supervisors of program alumni to determine current employer perspectives of how effectively the program met its program objectives. Only one individual participated in the Employer Survey this year. The program received only one employer response. The following information depicts the questions posed within the Employer Survey for the 2020 -2021 Academic Year:

Question # 1: How long have you been supervising or overseeing this employee?	
Rosemont College’s ability to effectively prepare students for professional experiences	
Employer Response	Percentages
Less than one year	0%
1 – 3 years	100%
3 – 5 years	0%
5 + years	0%

Question # 2: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:	
Knowledge and application of counseling skills (Program Objective # 5)	
Employer Response	Percentages
Not Applicable	0%

Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 3: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of counseling theories (Program Objectives # 1 & 5)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 4: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and awareness of diverse populations and multicultural counseling competencies (Program Objective # 2)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 5: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of assessment to clients (Program Objective # 6)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 6: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge of human growth and development and application of developmental theories (Program Objective # 3)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 7: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of group counseling skills (Program Objective # 5)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 8: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge, understanding, and application of research methods, evaluation, and reporting (Program Objective # 7)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 9: Based on your experience with your employee please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge of crisis counseling and trauma-informed care (Program Objectives # 5 & 6)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 10: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of career counseling skills and theories (Program Objective # 4)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 11: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of legal and ethical standards in counseling (Program Objective # 8)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%
Extremely Well Prepared	100%

Question # 12: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:

Ability to communicate and engage with other mental health professionals (Program Objective # 9)

Employer Response	Percentages
Not Applicable	0%
Unprepared	0%
Poorly Prepared	0%
Adequately Prepared	0%
Well Prepared	0%

Extremely Well Prepared	100%
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Question # 13: Based on your experience with your employee, please indicate their level of competency compared to the following individuals:

Compared to incoming new hires

Site Supervisor Response	Percentages
Minimally Competent	0%
Somewhat Competent	0%
Adequately Competent	0%
Very Competent	0%
Extremely Competent	100%

Question # 14: Based on your experience with your employee, please indicate their level of competency compared to the following individuals:

Compared to your expectation of employees at their level of training

Site Supervisor Response	Percentages
Minimally Competent	0%
Somewhat Competent	0%
Adequately Competent	0%
Very Competent	0%
Extremely Competent	100%

Question # 15: Based on your experience with your employee, please rate the following statement:

Overall, how would you rate the Graduate Counseling Program at Rosemont College in preparing future employees for a career in this field?

Site Supervisor Response	Percentages
Poor	0%
Fair	0%
Adequately	0%
Very Good	0%

Excellent	100%
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Question # 16: What would you say is your employee’s biggest area of strength?

Site Supervisor Response – Confidence in working with clients of all ages and diagnoses.

Question # 17: What would you say is an area of improvement for your employee?

Site Supervisor Response – Self-care and work balance.

Question # 18: What recommendations, if any, would you suggest to Rosemont College in supporting the developer’s success in the professional field?

Site Supervisor Response – No response

N. Student Graduation and Completion Rates: At the conclusion of each academic semester, the Graduate Counseling Program reviews and determines all students who have met program requirements for graduation. Please see graduation and completion rates for students by concentration and campus location for the 2020 – 2021 Academic Year:

Number of Graduates from 2020-2021 Academic Year	
<u>Total Graduates</u>	
26	

Completion Rates According to Concentration	
<u>Total Graduates</u>	
26	
<u>Clinical Mental Health Counseling</u>	<u>School Counseling</u>

Graduates	Withdrawn Students	Graduation Rate (24 total)	Graduates	Withdrawn Students	Graduation Rate (4 total)
24	0	100%	2	2	50%

Completion Rates According to Campus					
<u>Total Graduates</u>					
26					
<u>Rosemont Campus</u>			<u>Cedar Crest Campus</u>		
Graduates	Withdrawn Students	Graduation Rate (25 total)	Graduates	Withdrawn Students	Graduation Rate (3 total)
23	2	92%	3	0	100%

Time to Completion: Completion Rates According to Concentration:			
<u>Clinical Mental Health Counseling</u>		<u>School Counseling</u>	
<u>Total Students</u>	<u>Average Completion Rate: Time to Completion (Years)</u>	<u>Total Students</u>	<u>Average Completion Rate: Time to Completion (Years)</u>
24	3.18	2	3.16

Time to Completion: Completion Rates According to Campus:			
<u>Rosemont Campus</u>		<u>Cedar Crest Campus</u>	
<u>Total Students</u>	<u>Average Completion Rate: Time to Completion (Years)</u>	<u>Total Students</u>	<u>Average Completion Rate: Time to Completion (Years)</u>

23	3.27	3	2.44
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Pass Rates on Credentialing Examinations (School Counseling and Clinical Mental Health Counseling Concentrations)

Clinical Mental Health Counseling Concentration: Credentialing Examination Pass Rate	
Number of Clinical Mental Health Counseling Graduates Eligible to Register for the National Counselors Examination (NCE)	26
Number of Clinical mental Health Counseling Graduates Who Passed the NCE	2
Number of Clinical Mental Health Counseling Graduates Who Registered for the NCE	2
Number of Clinical Mental Health Counseling Graduates Who Plan to Register for the NCE in the Future	7
Number of Clinical Mental Health Counseling Graduates Who Do Not Plan to Register for the NCE in the Future	0
Number of Clinical Mental Health Counseling Graduates Who Were Not Reached	17
Pass Rate Percentage	7.69%
<p>*Note: Based on graduates from the 2020-2021 Academic Year who participated in the survey, 100% of the 9 graduates reached have passed, have registered, or plan to register for the NCE.</p> <p>During the 2020-2021 Academic Year, the program was not able to offer the NCE to students prior to graduation. With the CACREP Accreditation taking effect in August 2021, the program will endorse students to take the NCE prior to graduation effective with the Spring 2022 semester.</p>	

School Counseling Concentration: Credentialing Examination Pass Rate

Number of School Counseling Graduates Eligible to take the Praxis for School Counselors	2
Number of School Counseling Graduates Who Passed the Praxis for School Counselors	0
Pass Rate Percentage	0%

Job Placement Rates	
Number of Graduates eligible for employment	26
Number of Graduates Working in the Counseling Field	7
Number of Graduates Not Working in the Counseling Field	2
Number of Clinical Mental Health Counseling Graduates Who Were Not Reached	17
Pass Rate Percentage	26.92%
*Note: Based on graduates from the 2020-2021 Academic Year who participated in the survey, 77.78% of the 9 graduates reached are working in the Counseling field.	

Appendix A: Table 1: Finalized Grade Analysis – Both Campuses (Rosemont College and Cedar Crest College)

Grade Distributions: Academic Year 2020-2021															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6010: Counseling Skills & Techniques	39	3	1												43
CNS 6002: Group Dynamics & Strategies	30								1						31
CNS 5999: Counseling Theory & Practice	24	6	2		1				1						34
CNS 6021: Clinical Mental Health Counseling	25	3											1		29
CNS 6065: School Counseling PK-12	7														7
CNS 6040: Legal & Ethical Issues in Professional Practice	25												1		26
CNS 6043: Legal & Ethical Issues in Schools	6														6
CNS 6082: Development Across the Lifespan	20	1											1		22
CNS 6060: Multicultural Counseling	13	6	1	2											22
CNS 6025: Assessment & Appraisal in Counseling	18														18
CNS 6070: Career & Lifestyle Counseling	25	2		1											28
CNS 6030: Advanced Research & Evaluation	22	1													23
CNS 6022: Diagnosis & Treatment in Psychopathology	48	3	1	1	1										54
CNS 6050: Family Counseling	9	3	6	5		1									24
CNS 6055: Substance Use & Addiction	24	1													25
CNS 6089: Trauma Studies	33	2												1	36

CNS 6008: Cognitive Behavioral Theory & Strategies	20													1	21
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6090: Mindfulness & Meditation	10														10
CNS 6340: Strategies in Treating Grief and Bereavement	Course Not Offered During 2020-2021 Academic Year														
CNS 6330: Victimology	10														10
CNS 6350: Offender Treatment	14		1	2											17
CNS 6093: Counseling the Exceptional Learner	11														11
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	4														4
CNS 6600: School Counseling Practicum											3				3
CNS 6601: School Counseling Internship 1											1				1
CNS 6602: School Counseling Internship 2											1				1
CNS 6500: Clinical Mental Health Counseling Practicum											20				20
CNS 6501: Clinical Mental Health Counseling Internship 1											29				29
CNS 6502: Clinical Mental Health Counseling Internship 2											21				21
TOTALS	437	31	12	11	2	1			2		75		3	2	576

Appendix B: Table 2: Finalized Grade Analysis – Rosemont College Campus Students Only

Grade Distributions: Academic Year 2020-2021 (Rosemont College Campus Students Only)															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6010: Counseling Skills & Techniques	27	3	1												31
CNS 6002: Group Dynamics & Strategies	24														24
CNS 5999: Counseling Theory & Practice	19	6	2		1										28
CNS 6021: Clinical Mental Health Counseling	23	3											1		27
CNS 6065: School Counseling PK-12	7														7
CNS 6040: Legal & Ethical Issues in Professional Practice	16												1		17
CNS 6043: Legal & Ethical Issues in Schools	6														6
CNS 6082: Development Across the Lifespan	17	1											1		19
CNS 6060: Multicultural Counseling	10	6	1	2											19
CNS 6025: Assessment & Appraisal in Counseling	17														17
CNS 6070: Career & Lifestyle Counseling	22	2		1											25
CNS 6030: Advanced Research & Evaluation	19														19
CNS 6022: Diagnosis & Treatment in Psychopathology	38	2	1	1	1										43

CNS 6050: Family Counseling	6	2	6	5		1										20
CNS 6055: Substance Use & Addiction	20	1														21
CNS 6089: Trauma Studies	27	2														29
CNS 6008: Cognitive Behavioral Theory & Strategies	16															16
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals	
Course Code & Title																
CNS 6090: Mindfulness & Meditation	9															9
CNS 6340: Strategies in Treating Grief and Bereavement	Course Note Offered During 2020-2021 Academic Year															
CNS 6330: Victimology	10															10
CNS 6350: Offender Treatment	14		1	2												17
CNS 6093: Counseling the Exceptional Learner	11															11
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	4															4
CNS 6600: School Counseling Practicum											3					3
CNS 6601: School Counseling Internship 1											1					1
CNS 6602: School Counseling Internship 2											1					1
CNS 6500: Clinical Mental Health Counseling Practicum											17					17
CNS 6501: Clinical Mental Health Counseling Internship 1											28					28
CNS 6502: Clinical Mental Health Counseling Internship 2											18					18
TOTALS	362	28	12	11	2	1					68		3			487

Appendix C: Table 3: Finalized Grade Analysis – Cedar Crest Campus Students Only

Grade Distributions: Academic Year 2020-2021 (Cedar Crest Campus Students Only)															
Course Code & Title	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
CNS 6010: Counseling Skills & Techniques	12														12
CNS 6002: Group Dynamics & Strategies	6								1						7
CNS 5999: Counseling Theory & Practice	5								1						6
CNS 6021: Clinical Mental Health Counseling	2														2
CNS 6065: School Counseling PK-12	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year														
CNS 6040: Legal & Ethical Issues in Professional Practice	9														9
CNS 6043: Legal & Ethical Issues in Schools	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year														
CNS 6082: Development Across the Lifespan	3														3
CNS 6060: Multicultural Counseling	3														3
CNS 6025: Assessment & Appraisal in Counseling	1														1
CNS 6070: Career & Lifestyle Counseling	3														3
CNS 6030: Advanced Research & Evaluation	3	1													4
CNS 6022: Diagnosis & Treatment in Psychopathology	10	1													11
CNS 6050: Family Counseling	3	1													4
CNS 6055: Substance Use & Addiction	4														4

CNS 6089: Trauma Studies	6														1	7
CNS 6008: Cognitive Behavioral Theory & Strategies	4														1	5
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals	
Course Code & Title																
CNS 6090: Mindfulness & Meditation	1															1
CNS 6340: Strategies in Treating Grief and Bereavement	Course Note Offered During 2020-2021 Academic Year															
CNS 6330: Victimology	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year															
CNS 6350: Offender Treatment	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year															
CNS 6093: Counseling the Exceptional Learner	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year															
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year															
CNS 6600: School Counseling Practicum	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year															
CNS 6601: School Counseling Internship 1	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year															
CNS 6602: School Counseling Internship 2	No Cedar Crest College Students Registered for Course During 2020 – 2021 Academic Year															
CNS 6500: Clinical Mental Health Counseling Practicum													3			3
CNS 6501: Clinical Mental Health Counseling Internship 1													1			1
CNS 6502: Clinical Mental Health Counseling Internship 2													3			3
TOTALS	75	3							2				7		2	89

Appendix G: Table 7: Clinical Mental Health Counseling Course – Assessment # 1: 8 Core CACREP Content Areas

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (25-Points)		
Clinical Mental Health Counseling (Level I Course): Group Advocacy Project		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.56	3.00
Social and Cultural Diversity	3.00	3.00
Human Growth and Development	3.00	3.00
Career Development	2.95	3.00
Counseling and Helping Relationships	3.90	4.00
Group Counseling and Group Work	2.69	3.00
Assessment and Testing	2.83	3.00
Research and Evaluation	3.00	3.00
Total	23.92	25.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (Clinical Mental Health Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix H: Table 8: Clinical Mental Health Counseling Course – Assessment # 2: Knowledge-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (14.75-Points)		
Clinical Mental Health Counseling (Level I Course): Group Advocacy Project		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.60	3.00
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	3.00	3.00
Career Development	X	X
Counseling and Helping Relationships	2.00	2.00
Group Counseling and Group Work	2.69	3.00
Assessment and Testing	X	X
Research and Evaluation	2.25	2.25
Total	14.04	14.75
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (25-Points).

Appendix I: Table 9: Clinical Mental Health Counseling Course – Assessment # 3: Skills-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (10.25-Points)		
Clinical Mental Health Counseling (Level I Course): Group Advocacy Project		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	X	X
Career Development	2.95	3.00
Counseling and Helping Relationships	1.90	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	2.83	3.00
Research and Evaluation	0.75	0.75
Total	9.93	10.25
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (25-Points).

Appendix J: Table 10: Clinical Mental Health Counseling Course – Assessment # 4: Connection to Program Objectives

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (25-Points)		
Clinical Mental Health Counseling (Level I Course): Group Advocacy Project		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	1.85	2.25
Program Objective # 9	0.75	0.75
Social and Cultural Diversity		
Program Objective # 2	2.25	2.25
Program Objective # 10	0.75	0.75
Human Growth and Development		
Program Objective # 3	3.00	3.00
Career Development		
Program Objective # 4	2.95	3.00
Counseling and Helping Relationships		
Program Objective # 5	3.90	4.00
Group Counseling and Group Work		
Program Objective # 5	2.69	3.00
Assessment and Testing		
Program Objective # 6	2.12	2.25
Program Objective # 8	0.71	0.75
Research and Evaluation		
Program Objective # 7	3.00	3.00

Total	23.97	25.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix K: Table 11: Diagnosis and Treatment of Psychopathology – Assessment # 1: 8 Core CACREP Content Areas (CMHC Concentration)

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (20-Points)		
Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.70	3.00
Social and Cultural Diversity	1.93	2.00
Human Growth and Development	1.50	2.00
Career Development	1.25	2.00
Counseling and Helping Relationships	2.70	3.00
Group Counseling and Group Work	1.88	3.00
Assessment and Testing	1.19	2.00
Research and Evaluation	2.36	3.00
Total	15.51	20.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	

Practice	KPI Content Achieved
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Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (Clinical Mental Health Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix L: Table 12: Diagnosis and Treatment of Psychopathology – Assessment # 2: Knowledge-Based Key Performance Indicators (CMHC Concentration)

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (12.75-Points)		
Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.41	3.00
Social and Cultural Diversity	1.00	1.00
Human Growth and Development	1.23	2.00
Career Development		X
Counseling and Helping Relationships	1.40	1.50
Group Counseling and Group Work	2.29	3.00
Assessment and Testing		X
Research and Evaluation	1.91	2.25
Total	10.24	12.75
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	

Practice	KPI Content Achieved
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Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix M: Table 13: Diagnosis and Treatment of Psychopathology – Assessment # 3: Skills-Based Key Performance Indicators (CMHC Concentration)

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (7.25-Points)		
Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.00	1.00
Human Growth and Development	X	X
Career Development	1.20	2.00
Counseling and Helping Relationships	1.36	1.50
Group Counseling and Group Work	X	X
Assessment and Testing	1.51	2.00
Research and Evaluation	0.63	0.75
Total	5.69	7.25
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	

Practice	KPI Content Achieved
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Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix N: Table 14: Diagnosis and Treatment of Psychopathology – Assessment # 4: Connection to Program Objectives (CMHC Concentration)

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (20-Points)		
Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	1.84	2.25
Program Objective # 9	0.50	0.75
Social and Cultural Diversity		
Program Objective # 2	1.21	1.50
Program Objective # 10	0.43	0.50
Human Growth and Development		
Program Objective # 3	1.00	2.00
Career Development		
Program Objective # 4	1.00	2.00
Counseling and Helping Relationships		
Program Objective # 5	2.43	3.00
Group Counseling and Group Work		
Program Objective # 5	1.21	3.00
Assessment and Testing		
Program Objective # 6	0.98	1.50
Program Objective # 8	0.30	0.50

Research and Evaluation		
Program Objective # 7	1.36	3.00
Total	14.72	20.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix O: Table 15: Clinical Mental Health Counseling Practicum – Assessment # 1: 8 Core CACREP Content Areas

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (25-Points)		
Clinical Mental Health Counseling Practicum (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.75	3.00
Social and Cultural Diversity	2.69	3.00
Human Growth and Development	2.67	3.00
Career Development	2.42	3.00
Counseling and Helping Relationships	2.86	4.00
Group Counseling and Group Work	2.60	3.00
Assessment and Testing	2.36	3.00
Research and Evaluation	2.90	3.00
Total	21.23	25.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	

Contextual Dimensions	KPI Content Achieved
Practice	KPI Content Achieved

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (Clinical Mental Health Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix P: Table 16: Clinical Mental Health Counseling Practicum – Assessment # 2: Knowledge-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (14.75-Points)		
Clinical Mental Health Counseling Practicum (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.75	3.00
Social and Cultural Diversity	1.44	1.50
Human Growth and Development	2.67	3.00
Career Development	X	X
Counseling and Helping Relationships	1.50	2.00
Group Counseling and Group Work	2.60	3.00
Assessment and Testing	X	X
Research and Evaluation	2.21	2.25
Total	13.17	14.75
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	

Contextual Dimensions	KPI Content Achieved
Practice	KPI Content Achieved

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix Q: Table 17: Clinical Mental Health Counseling Practicum – Assessment # 3: Skills-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (10.25-Points)		
Clinical Mental Health Counseling Practicum (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.27	1.50
Human Growth and Development	X	X
Career Development	2.42	3.00
Counseling and Helping Relationships	1.44	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	2.36	3.00
Research and Evaluation	0.69	0.75
Total	8.17	10.25
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	

Contextual Dimensions	KPI Content Achieved
Practice	KPI Content Achieved

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix R: Table 18: Clinical Mental Health Counseling Practicum – Assessment # 4: Connection to Program Objectives

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (25-Points)		
Clinical Mental Health Counseling Practicum (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	2.06	2.25
Program Objective # 9	0.69	0.75
Social and Cultural Diversity		
Program Objective # 2	2.08	2.25
Program Objective # 10	0.64	0.75
Human Growth and Development		
Program Objective # 3	2.67	3.00
Career Development		
Program Objective # 4	2.42	3.00
Counseling and Helping Relationships		
Program Objective # 5	2.94	4.00
Group Counseling and Group Work		
Program Objective # 5	2.60	3.00
Assessment and Testing		
Program Objective # 6	1.99	2.25

Program Objective # 8	0.36	0.75
Research and Evaluation		
Program Objective # 7	2.90	3.00
Total	21.35	25.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix S: Table 19: Clinical Mental Health Counseling Internship I – Assessment # 1: 8 Core CACREP Content Areas

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (25-Points)		
Clinical Mental Health Counseling Internship I (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.65	3.00
Social and Cultural Diversity	2.51	3.00
Human Growth and Development	2.33	3.00
Career Development	2.19	3.00
Counseling and Helping Relationships	3.53	4.00
Group Counseling and Group Work	2.09	3.00
Assessment and Testing	2.33	3.00
Research and Evaluation	2.22	3.00
Total	19.85	25.00
CACREP Specialty Area (Clinical Mental Health Counseling)		

Foundations	KPI Content Achieved
Contextual Dimensions	KPI Content Achieved
Practice	KPI Content Achieved

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (Clinical Mental Health Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix T: Table 20: Clinical Mental Health Counseling Internship I – Assessment # 2: Knowledge-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (14.75-Points)		
Clinical Mental Health Counseling Internship I (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.50	3.00
Social and Cultural Diversity	1.41	1.50
Human Growth and Development	2.35	3.00
Career Development	X	X
Counseling and Helping Relationships	1.88	2.00
Group Counseling and Group Work	2.09	3.00
Assessment and Testing	X	X
Research and Evaluation	1.89	2.25
Total	12.12	14.75
CACREP Specialty Area (Clinical Mental Health Counseling)		

Foundations	KPI Content Achieved
Contextual Dimensions	KPI Content Achieved
Practice	KPI Content Achieved

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix U: Table 21: Clinical Mental Health Counseling Internship I – Assessment # 3: Skills-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (10.25-Points)		
Clinical Mental Health Counseling Internship I (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.26	1.50
Human Growth and Development	X	X
Career Development	2.27	3.00
Counseling and Helping Relationships	1.70	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	2.19	3.00
Research and Evaluation	0.56	0.75
Total	7.98	10.25

CACREP Specialty Area (Clinical Mental Health Counseling)	
Foundations	KPI Content Achieved
Contextual Dimensions	KPI Content Achieved
Practice	KPI Content Achieved

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix V: Table 22: Clinical Mental Health Counseling Internship I – Assessment # 4: Connection to Program Objectives

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (25-Points)		
Clinical Mental Health Counseling Internship I (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	1.98	2.25
Program Objective # 9	0.67	0.75
Social and Cultural Diversity		
Program Objective # 2	2.01	2.25
Program Objective # 10	0.62	0.75
Human Growth and Development		
Program Objective # 3	2.27	3.00
Career Development		
Program Objective # 4	2.25	3.00
Counseling and Helping Relationships		
Program Objective # 5	3.53	4.00
Group Counseling and Group Work		

Program Objective # 5	2.20	3.00
Assessment and Testing		
Program Objective # 6	2.01	2.25
Program Objective # 8	0.56	0.75
Research and Evaluation		
Program Objective # 7	2.20	3.00
Total	20.29	25.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix W: Table 23: Clinical Mental Health Counseling Internship II – Assessment # 1: 8 Core CACREP Content Areas

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (25-Points)		
Clinical Mental Health Counseling Internship II (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.79	3.00
Social and Cultural Diversity	2.80	3.00
Human Growth and Development	2.24	3.00
Career Development	2.44	3.00
Counseling and Helping Relationships	3.73	4.00
Group Counseling and Group Work	2.20	3.00
Assessment and Testing	2.37	3.00
Research and Evaluation	2.60	3.00

Total	21.15	25.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (Clinical Mental Health Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix X: Table 24: Clinical Mental Health Counseling Internship II – Assessment # 2: Knowledge-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (14.75-Points)		
Clinical Mental Health Counseling Internship II (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.74	3.00
Social and Cultural Diversity	1.42	1.50
Human Growth and Development	2.23	3.00
Career Development	X	X
Counseling and Helping Relationships	1.83	2.00
Group Counseling and Group Work	2.06	3.00
Assessment and Testing	X	X
Research and Evaluation	2.01	2.25

Total	12.27	14.75
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix Y: Table 25: Clinical Mental Health Counseling Internship II – Assessment # 3: Skills-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (10.25-Points)		
Clinical Mental Health Counseling Internship II (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.39	1.50
Human Growth and Development	X	X
Career Development	2.32	3.00
Counseling and Helping Relationships	1.95	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	2.12	3.00
Research and Evaluation	0.68	0.75

Total	8.46	10.25
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix Z: Table 26: Clinical Mental Health Counseling Internship II – Assessment # 4: Connection to Program Objectives

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (25-Points)		
Clinical Mental Health Counseling Internship II (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	2.10	2.25
Program Objective # 9	0.69	0.75
Social and Cultural Diversity		
Program Objective # 2	2.16	2.25
Program Objective # 10	0.59	0.75
Human Growth and Development		
Program Objective # 3	2.14	3.00
Career Development		
Program Objective # 4	2.28	3.00
Counseling and Helping Relationships		
Program Objective # 5	3.68	4.00

Group Counseling and Group Work		
Program Objective # 5	2.15	3.00
Assessment and Testing		
Program Objective # 6	1.94	2.25
Program Objective # 8	0.59	0.75
Research and Evaluation		
Program Objective # 7	2.41	3.00
Total	20.72	25.00
CACREP Specialty Area (Clinical Mental Health Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix A2: Table 27: School Counseling PK-12 – Assessment # 1: 8 Core CACREP Content Areas

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (30-Points)		
School Counseling PK-12 (Level I Course): Recognized ASCA Model Program (RAMP) and School Report Card Review		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	5.00	5.00
Social and Cultural Diversity	3.00	3.00
Human Growth and Development	2.71	3.00
Career Development	3.00	3.00
Counseling and Helping Relationships	3.00	3.00
Group Counseling and Group Work	3.00	3.00
Assessment and Testing	4.36	5.00

Research and Evaluation	5.00	5.00
Total	29.07	30.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (School Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix B2: Table 28: School Counseling PK-12 – Assessment # 2: Knowledge-Based Performance Indicators

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (17.75-Points)		
School Counseling PK-12 (Level I Course): Recognized ASCA Model Program (RAMP) and School Report Card Review		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	5.00	5.00
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	2.71	3.00
Career Development	X	X
Counseling and Helping Relationships	1.50	1.50
Group Counseling and Group Work	3.00	3.00
Assessment and Testing	X	X

Research and Evaluation	3.75	3.75
Total	17.46	17.75
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix C2: Table 29: School Counseling PK-12 – Assessment # 3: Skills-Based Performance Indicators

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (12.25-Points)		
School Counseling PK-12 (Level I Course): Recognized ASCA Model Program (RAMP) and School Report Card Review		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	X	X
Career Development	3.00	3.00
Counseling and Helping Relationships	1.50	1.50
Group Counseling and Group Work	X	X
Assessment and Testing	4.36	5.00

Research and Evaluation	1.25	1.25
Total	11.61	12.25
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (30-Points).

Appendix D2: Table 30: School Counseling PK-12 – Assessment # 4: Connection to Program Objectives

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (30-Points)		
School Counseling PK-12 (Level I Course): Recognized ASCA Model Program (RAMP) and School Report Card Review		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	3.75	3.75
Program Objective # 9	1.25	1.25
Social and Cultural Diversity		
Program Objective # 2	2.25	2.25
Program Objective # 10	0.75	0.75
Human Growth and Development		
Program Objective # 3	2.71	3.00
Career Development		
Program Objective # 4	3.00	3.00

Counseling and Helping Relationships		
Program Objective # 5	3.00	3.00
Group Counseling and Group Work		
Program Objective # 5	3.00	3.00
Assessment and Testing		
Program Objective # 6	3.43	3.75
Program Objective # 8	0.93	1.25
Research and Evaluation		
Program Objective # 7	5.00	5.00
Total	29.07	30.00
CACREP Specialty Area (School Counseling)		
Foundations		KPI Content Achieved
Contextual Dimensions		KPI Content Achieved
Practice		KPI Content Achieved

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix E2: Table 31: Diagnosis and Treatment of Psychopathology – Assessment # 1: 8 Core CACREP Content Areas (School Concentration)

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (20-Points)		
Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.80	3.00
Social and Cultural Diversity	1.60	2.00
Human Growth and Development	1.40	2.00
Career Development	1.20	2.00
Counseling and Helping Relationships	3.00	3.00
Group Counseling and Group Work	1.80	3.00

Assessment and Testing	1.40	2.00
Research and Evaluation	2.00	3.00
Total	15.20	20.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (School Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix F2: Table 32: Diagnosis and Treatment of Psychopathology – Assessment # 2: Knowledge-Based Key Performance Indicators (School Concentration)

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (12.75-Points)		
Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	2.60	3.00
Social and Cultural Diversity	1.00	1.00
Human Growth and Development	1.40	2.00
Career Development	X	X
Counseling and Helping Relationships	1.50	1.50
Group Counseling and Group Work	1.60	3.00

Assessment and Testing	X	X
Research and Evaluation	1.95	2.25
Total	10.05	12.75
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix G2: Table 33: Diagnosis and Treatment of Psychopathology – Assessment # 3: Skills-Based Key Performance Indicators (School Concentration)

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (7.25-Points)		
Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.00	1.00
Human Growth and Development	X	X
Career Development	1.20	2.00
Counseling and Helping Relationships	1.50	1.50
Group Counseling and Group Work	X	X

Assessment and Testing	1.00	2.00
Research and Evaluation	0.60	0.75
Total	5.30	7.25
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix H2: Table 34: Diagnosis and Treatment of Psychopathology – Assessment # 4: Connection to Program Objectives (School Concentration)

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (20-Points)		
Diagnosis and Treatment of Psychopathology (Level II Course): Visual Arts Diagnostic Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	2.15	2.25
Program Objective # 9	0.65	0.75
Social and Cultural Diversity		
Program Objective # 2	1.10	1.50
Program Objective # 10	0.40	0.50
Human Growth and Development		
Program Objective # 3	1.00	2.00
Career Development		

Program Objective # 4	1.20	2.00
Counseling and Helping Relationships		
Program Objective # 5	2.80	3.00
Group Counseling and Group Work		
Program Objective # 5	2.00	3.00
Assessment and Testing		
Program Objective # 6	1.10	1.50
Program Objective # 8	0.35	0.50
Research and Evaluation		
Program Objective # 7	2.20	3.00
Total	14.95	20.00
CACREP Specialty Area (School Counseling)		
Foundations		KPI Content Achieved
Contextual Dimensions		KPI Content Achieved
Practice		KPI Content Achieved

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix I2: Table 35: School Counseling Practicum – Assessment # 1: 8 Core CACREP Content Areas

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (25-Points)		
School Counseling Practicum (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	3.00	3.00
Social and Cultural Diversity	3.00	3.00
Human Growth and Development	3.00	3.00
Career Development	2.00	3.00
Counseling and Helping Relationships	3.00	4.00

Group Counseling and Group Work	2.00	3.00
Assessment and Testing	2.50	3.00
Research and Evaluation	3.00	3.00
Total	21.50	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Need for Improvement	
Contextual Dimensions	KPI Need for Improvement	
Practice	KPI Need for Improvement	

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (Clinical Mental Health Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix J2: Table 36: School Counseling Practicum Assessment # 2: Knowledge-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (14.75-Points)		
School Counseling Practicum (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	3.00	3.00
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	3.00	3.00
Career Development	X	X
Counseling and Helping Relationships	1.50	2.00

Group Counseling and Group Work	2.00	3.00
Assessment and Testing	X	X
Research and Evaluation	2.25	2.25
Total	13.25	14.75
CACREP Specialty Area (School Counseling)		
Foundations	KPI Need for Improvement	
Contextual Dimensions	KPI Need for Improvement	
Practice	KPI Need for Improvement	

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix K2: Table 37: School Counseling Practicum - Assessment # 3: Skills-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (10.25-Points)		
School Counseling Practicum (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	X	X
Career Development	2.00	3.00
Counseling and Helping Relationships	1.50	2.00

Group Counseling and Group Work	X	X
Assessment and Testing	2.50	3.00
Research and Evaluation	0.75	0.75
Total	8.50	10.25
CACREP Specialty Area (School Counseling)		
Foundations	KPI Need for Improvement	
Contextual Dimensions	KPI Need for Improvement	
Practice	KPI Need for Improvement	

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix L2: Table 38: School Counseling Practicum – Assessment # 4: Connection to Program Objectives

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (25-Points)		
School Counseling Practicum (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	2.25	2.25
Program Objective # 9	0.75	0.75
Social and Cultural Diversity		
Program Objective # 2	2.25	2.25
Program Objective # 10	0.75	0.75
Human Growth and Development		

Program Objective # 3	3.00	3.00
Career Development		
Program Objective # 4	2.00	3.00
Counseling and Helping Relationships		
Program Objective # 5	3.00	4.00
Group Counseling and Group Work		
Program Objective # 5	2.00	3.00
Assessment and Testing		
Program Objective # 6	2.13	2.25
Program Objective # 8	0.38	0.75
Research and Evaluation		
Program Objective # 7	3.00	3.00
Total	21.50	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Need for Improvement	
Contextual Dimensions	KPI Need for Improvement	
Practice	KPI Need for Improvement	

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix M2: Table 39: School Counseling Internship I – Assessment # 1: 8 Core CACREP Content Areas

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (25-Points)		
School Counseling Internship I (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	3.00	3.00
Social and Cultural Diversity	3.00	3.00
Human Growth and Development	3.00	3.00
Career Development	2.00	3.00

Counseling and Helping Relationships	4.00	4.00
Group Counseling and Group Work	2.00	3.00
Assessment and Testing	3.00	3.00
Research and Evaluation	2.00	3.00
Total	22.00	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (Clinical Mental Health Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix N2: Table 40: School Counseling Internship I Assessment # 2: Knowledge-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (14.75-Points)		
School Counseling Internship I (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	3.00	3.00
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	3.00	3.00
Career Development	x	X

Counseling and Helping Relationships	2.00	2.00
Group Counseling and Group Work	2.00	3.00
Assessment and Testing	x	X
Research and Evaluation	1.25	2.25
Total	12.75	14.75
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix O2: Table 41: School Counseling Internship I - Assessment # 3: Skills-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (10.25-Points)		
School Counseling Internship I (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	X	X
Career Development	2.00	3.00

Counseling and Helping Relationships	2.00	2.00
Group Counseling and Group Work	x	X
Assessment and Testing	3.00	3.00
Research and Evaluation	0.75	0.75
Total	9.25	10.25
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix P2: Table 42: School Counseling Internship I – Assessment # 4: Connection to Program Objectives

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (25-Points)		
School Counseling Internship I (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	2.25	2.25
Program Objective # 9	0.75	0.75
Social and Cultural Diversity		
Program Objective # 2	2.25	2.25
Program Objective # 10	0.75	0.75

Human Growth and Development		
Program Objective # 3	3.00	3.00
Career Development		
Program Objective # 4	2.00	3.00
Counseling and Helping Relationships		
Program Objective # 5	4.00	4.00
Group Counseling and Group Work		
Program Objective # 5	2.00	3.00
Assessment and Testing		
Program Objective # 6	2.25	2.25
Program Objective # 8	0.75	0.75
Research and Evaluation		
Program Objective # 7	2.00	3.00
Total	22.00	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix Q2: Table 43: School Counseling Internship II – Assessment # 1: 8 Core CACREP Content Areas

Key Performance Indicator Rubric		
Assessment # 1: 8 Core CACREP Content Areas (25-Points)		
School Counseling Internship II (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	3.00	3.00
Social and Cultural Diversity	3.00	3.00
Human Growth and Development	3.00	3.00

Career Development	3.00	3.00
Counseling and Helping Relationships	4.00	4.00
Group Counseling and Group Work	3.00	3.00
Assessment and Testing	3.00	3.00
Research and Evaluation	3.00	3.00
Total	25.00	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Point totals are not associated with CACREP Specialty Area Key Performance Indicators. Collectively students met the requirements for these Specialty Area (Clinical Mental Health Counseling) Key Performance Indicators for this assignment, as noted above.

Appendix R2: Table 44: School Counseling Internship II Assessment # 2: Knowledge-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 2: Knowledge-Based Key Performance Indicators (14.75-Points)		
School Counseling Internship II (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	3.00	3.00
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	3.00	3.00

Career Development	X	X
Counseling and Helping Relationships	1.50	2.00
Group Counseling and Group Work	3.00	3.00
Assessment and Testing	X	X
Research and Evaluation	2.25	2.25
Total	14.25	14.75
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Knowledge-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Skills-Based Key Performance Indicators (further description in Skills-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix S2: Table 45: School Counseling Internship II - Assessment # 3: Skills-Based Key Performance Indicators

Key Performance Indicator Rubric		
Assessment # 3: Skills-Based Key Performance Indicators (10.25-Points)		
School Counseling Internship II (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice	X	X
Social and Cultural Diversity	1.50	1.50
Human Growth and Development	X	X

Career Development	2.50	3.00
Counseling and Helping Relationships	2.00	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	3.00	3.00
Research and Evaluation	0.75	0.75
Total	9.75	10.25
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Skills-Based Key Performance Indicators are not associated with each of the 8 Core CACREP Content Areas, as omitted content areas (X) are associated with Knowledge-Based Key Performance Indicators (further description in Knowledge-Based Key Performance Indicator Chart).

Note: The total points from Assessment # 2 (Knowledge-Based Key Performance Indicators) and Assessment # 3 (Skills-Based Key Performance Indicators) equates to the total possible points that could be earned for this assignment (20-Points).

Appendix T2: Table 46: School Counseling Internship II – Assessment # 4: Connection to Program Objectives

Key Performance Indicator Rubric		
Assessment # 4: Connection to Program Objectives (25-Points)		
School Counseling Internship II (Level III Course): Written Case Presentation		
Collective Student Course Averages	Points Earned	Possible Points
Professional Counseling Orientation and Ethical Practice		
Program Objective # 1	2.25	2.25
Program Objective # 9	0.75	0.75
Social and Cultural Diversity		
Program Objective # 2	2.25	2.25

Program Objective # 10	0.75	0.75
Human Growth and Development		
Program Objective # 3	3.00	3.00
Career Development		
Program Objective # 4	2.50	3.00
Counseling and Helping Relationships		
Program Objective # 5	3.50	4.00
Group Counseling and Group Work		
Program Objective # 5	3.00	3.00
Assessment and Testing		
Program Objective # 6	2.25	2.25
Program Objective # 8	0.75	0.75
Research and Evaluation		
Program Objective # 7	3.00	3.00
Total	24.00	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

Note: Specific Program Objectives for the Graduate Counseling Program apply to multiple Core CACREP Content Areas, as indicated above.

Appendix U2: Table 47: Fall 2020 Professional Dispositions Scores Overall Program (Rosemont College and Cedar Crest College)

	Averages
Flexibility and Openness (Average Score = 2.65)	
Open willingness to different perspectives	2.70
Flexible to new demands, the environment, and accept necessary changes	2.64
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.62
Collaboration (Average Score = 2.71)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.69

Reach consensus, initiate compromise, and show concern for group goals	2.73
Invite feedback, incorporate supervisory feedback, and give feedback	2.71
Awareness (Average Score = 2.72)	
Awareness of own impact on others	2.68
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.66
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.81
Initiative and Motivation (Average Score = 2.72)	
Met or exceed all of the class requirements, showed creativity	2.61
Adhere to school and SPGS policies	2.85
Proficient graduate level oral and written skills	2.70
Responsibility (Average Score = 2.83)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.82
Dedication to Counseling Profession	2.81
Attend and adhere to Ethical Standards	2.86

Appendix V2: Table 48: Fall 2020 Professional Dispositions Scores (Rosemont College Students Only)

	Averages
Flexibility and Openness (Average Score = 2.67)	
Open willingness to different perspectives	2.71
Flexible to new demands, the environment, and accept necessary changes	2.64
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.66
Collaboration (Average Score = 2.73)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.73

Reach consensus, initiate compromise, and show concern for group goals	2.73
Invite feedback, incorporate supervisory feedback, and give feedback	2.72
Awareness (Average Score = 2.72)	
Awareness of own impact on others	2.69
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.66
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.81
Initiative and Motivation (Average Score = 2.71)	
Met or exceed all of the class requirements, showed creativity	2.59
Adhere to school and SPGS policies	2.85
Proficient graduate level oral and written skills	2.68
Responsibility (Average Score = 2.82)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.81
Dedication to Counseling Profession	2.79
Attend and adhere to Ethical Standards	2.86

Appendix W2: Table 49: Fall 2020 Professional Dispositions Scores (Cedar Crest College Students Only)

	Averages
Flexibility and Openness (Average Score = 2.65)	
Open willingness to different perspectives	2.77
Flexible to new demands, the environment, and accept necessary changes	2.67
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.51
Collaboration (Average Score = 2.67)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.67

Reach consensus, initiate compromise, and show concern for group goals	2.72
Invite feedback, incorporate supervisory feedback, and give feedback	2.63
Awareness (Average Score = 2.67)	
Awareness of own impact on others	2.57
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.65
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.79
Initiative and Motivation (Average Score = 2.80)	
Met or exceed all of the class requirements, showed creativity	2.71
Adhere to school and SPGS policies	2.88
Proficient graduate level oral and written skills	2.81
Responsibility (Average Score = 2.87)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.84
Dedication to Counseling Profession	2.88
Attend and adhere to Ethical Standards	2.90

Appendix X2: Table 50: Spring 2021 Professional Dispositions Scores Overall Program (Rosemont College and Cedar Crest College)

	Averages
Flexibility and Openness (Average Score = 2.57)	
Open willingness to different perspectives	2.62
Flexible to new demands, the environment, and accept necessary changes	2.55
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.54
Collaboration (Average Score = 2.58)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.56

Reach consensus, initiate compromise, and show concern for group goals	2.54
Invite feedback, incorporate supervisory feedback, and give feedback	2.63
Awareness (Average Score = 2.50)	
Awareness of own impact on others	2.40
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.52
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.59
Initiative and Motivation (Average Score =2.52)	
Met or exceed all of the class requirements, showed creativity	2.44
Adhere to school and SPGS policies	2.56
Proficient graduate level oral and written skills	2.55
Responsibility (Average Score = 2.62)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.62
Dedication to Counseling Profession	2.62
Attend and adhere to Ethical Standards	2.63

Appendix Y2: Table 51: Spring 2021 Professional Dispositions Scores (Rosemont College Students Only)

	Averages
Flexibility and Openness (Average Score = 2.59)	
Open willingness to different perspectives	2.64
Flexible to new demands, the environment, and accept necessary changes	2.59
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.54
Collaboration (Average Score = 2.59)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.59

Reach consensus, initiate compromise, and show concern for group goals	2.54
Invite feedback, incorporate supervisory feedback, and give feedback	2.65
Awareness (Average Score = 2.52)	
Awareness of own impact on others	2.42
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.54
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.60
Initiative and Motivation (Average Score = 2.53)	
Met or exceed all of the class requirements, showed creativity	2.45
Adhere to school and SPGS policies	2.59
Proficient graduate level oral and written skills	2.56
Responsibility (Average Score = 2.66)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.66
Dedication to Counseling Profession	2.65
Attend and adhere to Ethical Standards	2.66

Appendix Z2: Table 52: Spring 2021 Professional Dispositions Scores (Cedar Crest College Students Only)

	Averages
Flexibility and Openness (Average Score = 2.46)	
Open willingness to different perspectives	2.51
Flexible to new demands, the environment, and accept necessary changes	2.35
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.51
Collaboration (Average Score = 2.48)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.43

Reach consensus, initiate compromise, and show concern for group goals	2.51
Invite feedback, incorporate supervisory feedback, and give feedback	2.50
Awareness (Average Score = 2.38)	
Awareness of own impact on others	2.26
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.42
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.47
Initiative and Motivation (Average Score = 2.48)	
Met or exceed all of the class requirements, showed creativity	2.35
Adhere to school and SPGS policies	2.56
Proficient graduate level oral and written skills	2.53
Responsibility (Average Score = 2.43)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.42
Dedication to Counseling Profession	2.40
Attend and adhere to Ethical Standards	2.46

Appendix A3: Table 53: Summer 2021 Professional Dispositions Scores Overall Program (Rosemont College and Cedar Crest College)

	Averages
Flexibility and Openness (Average Score = 2.70)	
Open willingness to different perspectives	2.70
Flexible to new demands, the environment, and accept necessary changes	2.70
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.69
Collaboration (Average Score = 2.72)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.73

Reach consensus, initiate compromise, and show concern for group goals	2.70
Invite feedback, incorporate supervisory feedback, and give feedback	2.74
Awareness (Average Score = 2.73)	
Awareness of own impact on others	2.64
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.74
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.85
Initiative and Motivation (Average Score = 2.73)	
Met or exceed all of the class requirements, showed creativity	2.68
Adhere to school and SPGS policies	2.80
Proficient graduate level oral and written skills	2.70
Responsibility (Average Score = 2.84)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.86
Dedication to Counseling Profession	2.84
Attend and adhere to Ethical Standards	2.83

Appendix B3: Table 54: Summer 2021 Professional Dispositions Scores (Rosemont College Students Only)

Flexibility and Openness (Average Score = 2.73)	Averages
Open willingness to different perspectives	2.73
Flexible to new demands, the environment, and accept necessary changes	2.74
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.71
Collaboration (Average Score = 2.74)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.75

Reach consensus, initiate compromise, and show concern for group goals	2.71
Invite feedback, incorporate supervisory feedback, and give feedback	2.74
Awareness (Average Score = 2.75)	
Awareness of own impact on others	2.64
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.77
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.87
Initiative and Motivation (Average Score = 2.73)	
Met or exceed all of the class requirements, showed creativity	2.68
Adhere to school and SPGS policies	2.80
Proficient graduate level oral and written skills	2.69
Responsibility (Average Score = 2.85)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.87
Dedication to Counseling Profession	2.86
Attend and adhere to Ethical Standards	2.84

Appendix C3: Table 55: Summer 2021 Professional Dispositions Scores (Cedar Crest College Students Only)

Flexibility and Openness (Average Score = 2.50)	Averages
Open willingness to different perspectives	2.50
Flexible to new demands, the environment, and accept necessary changes	2.53
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.56
Collaboration (Average Score = 2.65)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.61

Reach consensus, initiate compromise, and show concern for group goals	2.67
Invite feedback, incorporate supervisory feedback, and give feedback	2.78
Awareness (Average Score = 2.64)	
Awareness of own impact on others	2.64
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.53
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.72
Initiative and Motivation (Average Score = 2.74)	
Met or exceed all of the class requirements, showed creativity	2.67
Adhere to school and SPGS policies	2.78
Proficient graduate level oral and written skills	2.78
Responsibility (Average Score = 2.78)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.78
Dedication to Counseling Profession	2.78
Attend and adhere to Ethical Standards	2.78

Appendix D3: Table 56: Fall 2020 Student Evaluations of Counselor Educators

	Counselor Educator - Areas of Assessment						
	Organization and planning throughout the course	Ability to communicate material / concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (1)	1.10	1.17	1.17	1.10	1.13	1.13	1.17
Core Faculty Member (2)	1.95	1.45	1.38	1.33	1.25	1.78	1.33
Core Faculty Member (3)	1.58	1.53	1.45	1.50	1.50	1.58	1.50
Core Faculty Member (4)	1.10	1.03	1.30	1.17	1.10	1.13	1.23
Non-Core Faculty Member (1)	1.45	1.80	1.75	1.55	1.60	1.50	1.70
Non-Core Faculty Member (2)	1.80	1.90	2.15	1.70	1.70	1.70	2.05
Non-Core Faculty Member (3)	1.40	1.60	2.00	1.20	1.30	1.30	1.60
Non-Core Faculty Member (4)	1.30	1.50	1.20	1.10	1.10	1.50	1.40
Non-Core Faculty Member (5)	1.60	1.60	1.50	1.40	1.40	1.40	1.70
Non-Core Faculty Member (6)	3.10	2.80	2.80	1.80	2.10	2.90	2.60

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2020 – 2021 Academic Year.

Note: Counselor educators are evaluated by students on a scale from 1.00 (Extremely Effective) to 5.00 (Not at all Effective).

Appendix E3: Table 57: Spring 2021 Student Evaluations of Counselor Educators

	Counselor Educator - Areas of Assessment						
	Organization and planning throughout the course	Ability to communicate material / concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (1)	1.00	1.15	1.30	1.00	1.05	1.15	1.05
Core Faculty Member (2)	2.68	2.33	1.78	1.75	1.75	2.48	1.88
Core Faculty Member (3)	1.53	1.35	1.23	1.08	1.08	1.50	1.23
Core Faculty Member (4)	1.28	1.28	1.30	1.25	1.30	1.28	1.30
Non-Core Faculty Member (1)	1.10	1.00	1.10	1.00	1.00	1.40	1.30
Non-Core Faculty Member (2)	1.10	1.10	1.10	1.00	1.00	1.10	1.10
Non-Core Faculty Member (3)	1.40	1.20	1.60	1.00	1.00	1.00	1.40
Non-Core Faculty Member (4)	1.20	1.20	1.20	1.20	1.20	1.20	1.20
Non-Core Faculty Member (5)	1.35	1.55	1.30	1.00	1.30	1.30	1.70
Non-Core Faculty Member (6)	2.80	2.30	2.30	1.80	2.20	2.30	2.20
Non-Core Faculty Member (7)	1.70	1.30	1.70	1.00	1.00	1.30	1.30

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2020 – 2021 Academic Year.

Note: Counselor educators are evaluated by students on a scale from 1.00 (Extremely Effective) to 5.00 (Not at all Effective).

Appendix F3: Table 58: Summer 2021 Student Evaluations of Counselor Educators

	Counselor Educator - Areas of Assessment						
	Organization and planning throughout the course	Ability to communicate material / concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (2)	1.82	1.42	1.26	1.13	1.27	1.76	1.20
Core Faculty Member (3)	1.08	1.00	1.00	1.00	1.00	1.00	1.00
Core Faculty Member (4)	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Non-Core Faculty Member (6)	2.00	2.17	2.00	2.17	2.33	2.33	2.17
Non-Core Faculty Member (8)	3.21	2.71	2.50	2.43	2.50	3.57	2.71
Non-Core Faculty Member (9)	2.28	2.00	2.43	1.43	1.57	1.29	2.14

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2020 – 2021 Academic Year.

Note: Counselor educators are evaluated by students on a scale from 1.00 (Extremely Effective) to 5.00 (Not at all Effective).