Rosemont College

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Program Evaluation Report: Graduate Counseling Program

2019 – 2020 Academic Year

Student Academic Performance: 2019 – 2020 Academic Year

A. Finalized Grades 2019 – 2020 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. See the information below for further explanation on data analysis according to campus location (Overall Program, Rosemont College, and Cedar Crest College) and course format (Face-to-Face, Synchronous Hybrid, and Asynchronous Online):

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 2019 – 2020 Academic Year:
   a. 1 student received a grade below a B-.
      i. While the dataset indicates that there were 3 different instances for a finalized grade of F, one student received 3 final grades of F across the 2019 – 2020 Academic Year. The student in question was formally dismissed from the program at the conclusion of the Summer 2020 Semesters.
   b. 1 student received a grade of Not Pass for Internship
   c. 1 student received a grade of Incomplete for Internship
   d. 3 students withdrew from enrolled coursework.

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 2019 – 2020 Academic Year:
   a. 1 student received a grade below a B-.
      i. While the dataset indicates that there were 3 different instances for a finalized grade of F, one student received 3 final grades of F across the 2019 – 2020 Academic Year. The student in question was formally dismissed from the program at the conclusion of the Summer 2020 Semesters.
   b. 1 student received a grade of Not Pass for Internship
   c. 1 student received a grade of Incomplete for Internship
   d. 3 students withdrew from enrolled coursework.

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

1. There was no significant data to report for Cedar Crest College Campus students for the 2019 – 2020 Academic Year.

Yearly Finalized Grade Analysis: Face-to-Face Courses (See Appendix D: Table 4)

The information analyzed from Table 4., communicated the following information of significance:

1. Across all courses offered within a Face-to-Face Format for the 2019 – 2020 Academic Year:
    a. 1 student received a grade below a B-.
    b. 1 student received a grade of Not Pass for Internship
    c. 3 students withdrew from enrolled coursework.
2. Note: Coursework incorporated within this dataset includes all courses offered within a face-to-face format throughout the duration of the Fall 2019 Semester as well as coursework that initially started within a face-to-face format but transitioned to an online format towards the conclusion of the Spring 2020 Semester due to the pandemic.

Yearly Finalized Grade Analysis: Synchronous Hybrid Courses (See Appendix E: Table 5)

The information analyzed from Table 5., communicated the following information of significance:

1. There was no significant data to report for Synchronous Hybrid coursework for the 2019 – 2020 Academic Year.

Yearly Finalized Grade Analysis: Asynchronous Online Courses (See Appendix F: Table 6)

The information analyzed from Table 6., communicated the following information of significance:

1. Across all courses offered within an Asynchronous Online Format for the 2019 – 2020 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 for coursework within an asynchronous online format across the 2019 – 2020 Academic Year. The student in questions was formally dismissed from the program at the conclusion of the Summer 2020 Semesters.
    b. 1 student received a grade of Incomplete for Internship.

2. Note: Coursework incorporated within this dataset includes all courses offered within an online format during the Summer 2020 Semesters out of necessity due to the pandemic.

B. Academic Probation Grade Analysis: 2019 -2020 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 2019 – 2020 academic year according to campus location:

	Fall 2019	Spring 2020	Summer 2020
# of Students on Academic Probation (Rosemont College)	5	5	3
# of Students on Academic Probation (Cedar Crest College)	0	0	0
# of Students Being Monitored for Academic Concerns	12 (8)	12 (9)	5 (2)
# of Students Removed from Academic Probation	1	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-semesters of enrollment within the program. Students receive this provisionary 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 provisionary status within this row are indicated parenthetically.

2. As can be determined by statistics within the Summer 2020 column, many students successfully met requirements of their provisionary status after their first 2-semesters of enrollment in the program.

C. Key Performance Indicator (KPI) Rubrics: 2019 – 2020 Academic Year: Based on feedback received from our Addendum to the Self-Study Report for national accreditation in counseling through CACREP,

the program decided to more intentionally evaluate student comprehension of key performance indicators through multiple forms of assessment over multiple points in time during student matriculation through the program. As of the Spring 2020 Semester the program implemented a process that utilizes key performance indicator rubrics for the capstone assignments within each of the identified key performance indicator courses. Through this process 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 II 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

Starting Spring 2020, counselor educators submitted the revised 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. Since this process required improvement from the Fall 2019 Semester, the information below only pertains to the collective performance of students based on the revised key performance indicator rubrics for each of our identified key performance indicator coursework submitted during the Spring 2020 and Summer 2020 Semesters:

Clinical Mental Health Counseling Concentration Students (2019 -2020 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 = 22.50 / 25.00

   b. Areas for Improvement: Professional Counseling Orientation and Ethical Practice = 2.00 / 3.00

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 = 13.25 / 14.75

   b. Areas for Improvement: Professional Counseling and Ethical Practice = 2.00 / 3.00

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 = 9.25 / 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 = 22.88 / 25.00

    b. Areas for Improvement: Assessment and Testing (Program Objective # 6) = 1.50 / 2.25

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 = 16.67 / 20.00

    b. Areas for Improvement: Career Development = 1.00 / 2.00

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 = 11.42 / 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 = 5.35 / 7.25

    b. Areas for Improvement: Career Development = 1.00 / 2.00

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 = 16.87 / 20.00

    b. Areas for Improvement: Career Development (Program Objective # 4) = 1.00 / 2.00

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 = 22.34 / 25.00

        b. There were not significant areas for improvement for this assessment.

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 = 13.07 / 14.75

        b. Areas for Improvement: Group Counseling and Group Work = 2.15 / 3.00

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 = 9.01 / 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 = 22.29 / 25.00

        b. Areas for improvement: Group Counseling and Group Work (Program Objective # 5) = 2.25 / 3.00

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 = 21.92 / 25.00

        b. There were no significant areas for improvement for this assessment.

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

   a. Collective Student Average = 13.23 / 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 = 8.84 / 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 = 21.65 / 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 = 20.37 / 25.00

   b. Areas for Improvement: Human Growth and Development = 2.22 / 3.00; Career Development = 2.06 / 3.00

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 = 12.97 / 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 = 7.99 / 10.25

            b. Areas for Improvement: Career Development = 2.12 / 3.00; Assessment and Testing = 2.10 / 3.00

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 = 20.62 / 25.00

            b. Areas for Improvement: Human Growth and Development (Program Objective # 3) = 2.16 / 3.00; Career Development (Program Objective # 4) = 2.06 / 3.00

School Counseling Concentration Students (2019 -2020 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 = 26.63 / 30.00

            b. Areas for Improvement: Professional Counseling Orientation and Ethical Practice = 4.25 / 5.00; Research and Evaluation = 3.75 / 5.00

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 = 16.00 / 17.75

            b. Areas for Improvement: Professional Counseling Orientation and Ethical Practice = 4.25 / 5.00

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 = 11.13 / 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 = 27.75 / 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 = 16.00 / 20.00

    b. Areas for Improvement: Career Development = 1.00 / 2.00; Counseling and Helping Relationships = 2.00 / 3.00; Group Counseling and Group Work = 2.00 / 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 = 11.25 / 12.75

    b. Areas for Improvement: Group Counseling and Group Work = 2.00 / 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 = 6.00 / 7.25

    b. Areas for Improvement: Career Development = 1.00 / 2.00

(See Appendix H2: Table 34)

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

    a. Collective Student Average = 16.00 / 20.00

    b. Areas for Improvement: Career Development (Program Objective # 4) = 1.00 / 2.00; Counseling and Helping Relationships (Program Objective # 5) = 2.00 / 3.00; Group Counseling and Group Work (Program Objective # 5) = 2.00 / 3.00; Research and Evaluation (Program Evaluation # 7) = 2.00 / 3.00

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

(See Appendix I2: Table 35)

1. The information analyzed from Table 7., communicated the following information of significance:

    a. Collective Student Average = 17.00 / 25.00

    b. Areas for Improvement: Career Development = 1.00 / 3.00; Group Counseling and Group Work = 1.00 / 3.00; Assessment and Testing = 1.00 / 3.00; Research and Evaluation = 1.00 / 3.00

(See Appendix J2: Table 36)

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

    a. Collective Student Average = 11.50 / 14.75

    b. Areas for Improvement: Group Counseling and Group Work = 1.00 / 3.00; Research and Evaluation = 1.00 / 2.25

(See Appendix K2: Table 37)

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

    a. Collective Student Average = 5.50 / 10.25

    b. Areas for Improvement: Career Development = 1.00 / 3.00; Assessment and Testing = 1.00 / 3.00; Research and Evaluation = 0.00 / 0.75

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 = 17.00 / 25.00

   b. Areas for Improvement: Career Development (Program Objective # 4) = 1.00 / 3.00;
      Group Counseling and Group Work (Program Objective # 5) = 1.00 / 3.00;
      Assessment and Testing (Program Objective # 6) = 1.00 / 2.25 & (Program Objective
      # 8) = 0.00 / 0.75; Research and Evaluation (Program Objective # 7) = 1.00 / 3.00

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 = 22.50 / 25.00

   b. Areas for Improvement: Group Counseling and Group Work = 1.00 / 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 = 12.63 / 14.75

   b. Areas for Improvement: Group Counseling and Group Work = 1.00 / 3.00

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 = 9.88 / 10.25

   b. Areas for Improvement: Research and Evaluation = 0.38 / 0.75

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 = 22.50 / 25.00

   b. Areas for Improvement: Group Counseling and Group Work (Program Objective # 5)
      = 1.00 / 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 = 22.57 / 25.00

   b. Areas for Improvement: Group Counseling and Group Work = 1.71 / 3.00

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 = 13.14 / 14.75

   b. Areas for Improvement: Group Counseling and Group Work = 1.71 / 3.00

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 = 9.43 / 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 = 22.57 / 25.00

   b. Areas for Improvement: Group Counseling and Group Work = 1.71 / 3.00

Key Performance Indicator (KPI) Rubrics: 2019 – 2020 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. Research and Evaluation

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 Research and Evaluation will be highlighted to develop methods to strengthen focus on these content areas.

D. Counselor Education Comprehensive Examination (CECE): 2019 – 2020 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 2019 cohort and Spring 2020 cohort of students who sat for the exam:

Fall 2019 CECE Scores	
Core Content Area	Average Score
Human Development	7.55 / 15.00
Social and Cultural Foundations	10.27 / 15.00
Helping Relationships	6.91 / 15.00
Group Counseling	7.64 / 15.00
Lifestyle and Career Development	7.64 / 15.00
Appraisal	6.00 / 15.00
Research and Program Evaluation	4.27 / 15.00
Professional Orientation and Ethical Practice	6.09 / 15.00
Overall Score	56.36 / 120.00 (46.98%)

Spring 2020 CECE Scores	
Core Content Area	Average Score
Human Development	8.09 / 15.00
Social and Cultural Foundations	10.26 / 15.00
Helping Relationships	7.87 / 15.00
Group Counseling	6.70 / 15.00
Lifestyle and Career Development	7.87 / 15.00
Appraisal	5.61 / 15.00
Research and Program Evaluation	4.61 / 15.00
Professional Orientation and Ethical Practice	7.26 / 15.00
Overall Score	58.26 / 15.00 (48.56%)

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 2019 and Spring 2020 administration of the CECE.
    a. 2 of 11 total students earned a passing score for the Fall 2019 administration of the CECE.
    b. 4 of 23 total students earned a passing score for the Spring 2020 administration of the CECE.
2. Appraisal and Research and Program Evaluation present as the lowest scores across the 8-content area for both administrations of the CECE for the 2019 -2020 academic year.
3. While there was slight improvement in 6 of the 8 content areas from the Fall 2019 administration to the Spring 2020 administration of the CECE, 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. A new adjunct faculty member with a stronger professional background in research within the social sciences has been assigned to instruct the Advanced Research and Evaluation Course during the Fall 2020 Semester.
    b. The Graduate Counseling Program has requested to purchase a software program that reviews the content of the NCE within 5 modules. The software program would be made accessible to groups of students who wish to study for the CECE.
    c. 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 (56.67%). 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. Student Professional Dispositions 2019 – 2020 Academic Year: At the conclusion of each semester (Fall and Spring) 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).

Fall 2019 Professional Disposition Analysis: Both Campuses (See Appendix U2: Table 47)

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

1. For the disposition of Flexibility and Openness, the average score within the content area – Search for peer opinions, accept constructive feedback, and incorporate feedback from peers - was 2.47.

2. For the disposition of Collaboration, the average score within the content area - Invite feedback, incorporate supervisory feedback, and give feedback – was 2.49.

3. For the disposition of Awareness, the average score within the content area – Awareness of own impact on others – was 2.47.

4. For the disposition of Initiative and Motivation, the average score within the content area - Met or exceed all of the class requirements, showed creativity – was 2.44.

Fall 2019 Professional Disposition Analysis: Rosemont College Campus (See Appendix V2: Table 48)

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

1. For the disposition of Flexibility and Openness, the average score within the content area – Flexible to new demands, the environment, and accept necessary changes – was 2.47.

2. For the disposition of Flexibility and Openness, the average score within the content area – Search for peer opinions, accept constructive feedback, and incorporate feedback from peers - was 2.47.

3. For the disposition of Awareness, the average score within the content area – Awareness of own impact on others – was 2.46.

4. For the disposition of Initiative and Motivation, the average score within the content area - Met or exceed all of the class requirements, showed creativity – was 2.42.

5. For the disposition of Responsibility, the average score within the content area – Maintain professional boundaries, sensitive to diversity, safeguard confidentiality – was 2.43

(See Appendix W2: Table 49)

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

1. For the disposition of Flexibility and Openness, the average score within the content area – Search for peer opinions, accept constructive feedback, and incorporate feedback from peers - was 2.48.

2. For the disposition of Collaboration, the average score within the content area – Reach consensus, initiate compromise, and show concern for group goals – was 2.41.

3. For the disposition of Awareness, the average score within the content area – Awareness of own impact on others – was 2.44.

4. For the disposition of Awareness, the average score within the content area – Ability to deal with conflict, ability to express feelings effectively and appropriately – was 2.38.

5. For the disposition of Awareness, the average score within the content area – Understand and demonstrate multicultural concerns and social justice; identification of biases and prejudices of self and society – was 2.46.

Spring 2020 Professional Disposition Analysis: Both Campuses (See Appendix X: Table 50)

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

1. For the disposition of Collaboration, the average score within the content area – Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism – was 2.49.

2. For the disposition of Collaboration, the average score within the content area – Invite feedback, incorporate supervisory feedback, and give feedback – was 2.49.

3. For the disposition of Awareness, the average score within the content area – Awareness of own impact on others – was 2.42.

4. For the disposition of Awareness, the average score within the content area – Ability to deal with conflict, ability to express feelings effectively and appropriately – was 2.47.

Spring 2020 Professional Disposition Analysis: Rosemont College Campus (See Appendix Y2: Table 51)

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

1. For the disposition of Flexibility and Openness, the average score within the content area – Search for peer opinions, accept constructive feedback, and incorporate feedback from peers - was 2.48.

2. For the disposition of Collaboration, the average score within the content – Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism – was 2.46.

3. For the disposition of Collaboration, the average score within the content area – Invite feedback, incorporate supervisory feedback, and give feedback – was 2.47.

4. For the disposition of Awareness, the average score within the content area – Awareness of own impact on others – was 2.35.

5. For the disposition of Awareness, the average score within the content area – Ability to deal with conflict, ability to express feelings effectively and appropriately – was 2.49.

Spring 2020 Professional Disposition Analysis: Cedar Crest College Campus (See Appendix Z2: Table 52)

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

1. For the disposition of Awareness, the average score within the content area – Ability to deal with conflict, ability to express feelings effectively and appropriately – was 2.37.

Student Professional Dispositions 2019 – 2020 Academic Year Synopsis:

1. After a review of professional disposition scores from the Fall 2019 and Spring 2020 Semesters, it was determined that the areas for most improvement include the following:
   a. Flexibility and Openness Disposition: Content Area – Search for peer opinions, accept constructive feedback, and incorporate feedback from peers.
   b. Awareness Disposition: Content Area – Awareness of own impact on others.
   c. Awareness Disposition: Content Area – Ability to deal with conflict, ability to express feelings effectively and appropriately.

2. In order to encourage student attention to professional dispositions, a section on professional dispositions was included in all course syllabi for the start of the Fall 2020 Semester.

3. During an upcoming department meeting for the Graduate Counseling Program, data from professional dispositions will be reviewed. The dispositions of Flexibility and Openness and Awareness will be highlighted to develop methods to strengthen focus on these content areas.

F. Counselor Educator Course Feedback: 2019 – 2020 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 2019 – 2020 academic year:

1. The Counselor Educator Course Feedback Form was distributed to all counselor educators who were assigned coursework during the 2019 – 2020 academic year in September of 2020. As of October 2020, no responses have been received by the Academic Unit Leader for the Graduate Counseling Program. When considering this is a voluntary request, the Academic Unit Leader is assuming that all counselor educators are comfortable with the format and structure for each course within the program. To ensure this is true, the Academic Unit Leader will list this item on the agenda for an upcoming faculty meeting to verify all counselor educators do not wish to provide feedback for course modification and/or improvement.

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 (Very Ineffective) to 6.00 (Very Effective). The following information details information on student evaluations of counselor educators for each academic semester as well as the academic year for 2019 – 2020. Counselor educators have been provided pseudonyms to protect their anonymity.

Fall 2019 Student Evaluation of Counselor Educators (See Appendix A3: Table 53)

1. Core Faculty Member (3) received an average score below 5.00 within two of the seven total content areas:
   a. Organization and planning throughout the course.
   b. Ability to communicate material / concepts.

Spring 2020 Student Evaluation of Counselor Educators (See Appendix B3: Table 54)

1. Non-Core Faculty Member (6) received an average score below 5.00 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

Summer 2020 Student Evaluation of Counselor Educators (See Appendix C3: Table 55)

1. Non-Core Faculty Member (2) received an average score below 5.00 within two of the seven content areas:

   a.   Ability to stimulate student interactions

   b.   Stimulation of my (the student) intellectual and/or artistic curiosity

2. Non-Core Faculty Member (13) received an average score below 5.00 within six of the seven 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

2019 – 2020 Academic Year Synthesis of Student Evaluation of Counselor Educators

Areas of Assessment or Counselor Educators: Averages for 2019 – 2020 Academic Year	
Organization and planning throughout the course	5.55
Ability to communicate material / concepts	5.51
Ability to stimulate student interactions	5.53
Level of respect for students	5.84
Interactions with students	5.66
Provision of timely help to me outside of class when requested	5.60
Stimulation of my intellectual and / or artistic curiosity	5.54

- Note: Students respond to these content areas on a scale of 1.00 (Very Ineffective) to 6.00 (Very Effective)

1. Overall counselor educators (core and non-core) received high marks from students throughout the 2019 – 2020 academic year.

2. From the analysis of student evaluations, it was determined that Non-Core Faculty Member (6) would not be offered coursework in the future and Non-Core Faculty Member (13) would require additional training prior to being offered coursework in the future.

H. Student Evaluation of Site Supervisors: This section has been removed from the Program Evaluation Report. Information from these evaluation forms completed by students enrolled in their Practicum and Internship experiences is only utilized internally for future student Practicum and Internship placement.

I. Current Student Survey: An iteration of the Current Student Survey was created to gather student feedback near the conclusion of the Spring 2020 Semester after Rosemont College communicated to all graduate students that course format for the Summer 2020 Semester would continue to be offered within an online format to ensure student health and safety amid the pandemic. A total of 24 of a possible 90-students responded to the voluntary survey. Questions and student responses to this survey titled "Response to COVID-19 Survey" 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: On a scale of 1-5 please rate the ease of transition from traditional courses to fully online courses.	
Excellent	13% (3)
Very Good	29% (7)
Adequate	42% (10)
Fair	13% (3)
Poor	4% (1)

Question # 2: On a scale of 1-5 please rate the availability of faculty and staff members within the program.	
Excellent	38% (9)
Very Good	46% (11)
Adequate	8% (2)
Fair	8% (2)
Poor	0% (0)

Question # 3: On a scale of 1-5 please rate your experience with course registration.	
Excellent	33% (8)
Very Good	42% (10)
Adequate	17% (4)
Fair	8% (2)
Poor	0% (0)

Question # 4: On a scale of 1-5 please rate the effectiveness of online instruction.	
Excellent	8% (2)
Very Good	42% (10)
Adequate	33% (8)
Fair	17% (4)
Poor	0% (0)

Question # 5: On a scale of 1-5 please rate the availability of practicum/internship information.	
Excellent	21% (5)
Very Good	46% (11)
Adequate	8% (2)
Fair	8% (2)
Poor	17% (4)

Question # 6: On a scale of 1-5 please rate the program's ability to address specific student concerns.	
Excellent	29% (7)
Very Good	38% (9)
Adequate	17% (4)
Fair	8% (2)
Poor	8% (2)

Question # 7: What suggestions would you provide to improve your programmatic experience during the pandemic (Examples of qualitative feedback from students included below)
1.) I think the school did a good job transiting to online classes given the circumstances.   2.) The courses should not reflect the same amount of work that is done during a traditional setting. It is very difficult to type journal articles, review podcast and respond to peers post weekly in an accelerated course.   3.) Classes should be required to engage in zoom for every class session.   4.) We should be given a financial aid discount for the transition. Also due to the pandemic and not many sites participating in telehealth students may need more time to secure sites.   5.) I feel Rosemont has done all they could and has been very accommodating throughout the pandemic.   6.) Since classes were originally in person, it would be helpful for all classes to be offered over zoom instead of asynchronous online via canvas. One of the main reasons I selected Rosemont was due to the in-person option, and I completely understand going online was solely due to the pandemic.   7.) I do not think I have any suggestions at this time. The staff was very helpful to me and responsive at all times. The communication through the transition to online format was great. Thank you for making these adjustments so students can feel safe at home while completing schoolwork.

In response to the feedback received from this survey, three action steps were implemented to improve the overall experience of our students amid the pandemic:

1. The Practicum and Internship Coordinator – Sara Elliott – recorded the Practicum and Internship Workshop and posted the video to the Rosemont College intranet – iWay - so students can access information reviewed and discussed during this workshop at their convenience.

2. Student Check-In Meetings were scheduled on a bi-weekly basis to allow students the opportunity to voice suggestions, questions, or concerns about their programmatic experience as well as their personal experience during the pandemic. These bi-weekly meetings started during the Summer 2020 Semesters and have continued into the Fall 2020 Semester. The Academic Unit Leader, Practicum and Internship Coordinator, and members of the Rosemont College Counseling Center facilitate these meetings as a means of support to the students.

3. The Graduate Counseling Program at Rosemont College committed to a partially synchronous, partially asynchronous course format for the Fall 2020 Semester. A minimum of 1-hour of all 2-hour class sessions would be facilitated synchronously via teleconference. All counselor educators had the freedom to decide to conduct the second hour of the class session asynchronously or facilitate the entire 2-hour class session synchronously through teleconference. Counselor educators made the decision to structure their 2-hour class sessions based on instructional style, course content, and level of student/instructor teleconference burnout.

To strengthen our systematic process of continuous data collection from students, a second iteration of the Current Student Survey was created in September of 2020 and distributed 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. Questions for this survey titled "Voice of the Students: Fall 2020 can be found below. Data collection for this survey is on-going and will be published within the Program Evaluation Report for the 2020 – 2021 academic year.

Question # 1: Please select your concentration within the MA in Counseling Program	
Clinical Mental Health Counseling	
School Counseling	
Non-Matriculated Student	

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

Question # 3: Are you currently employed in the Counseling field	
Yes	
No	

Question # 4: If you are currently employed in the field, what is your position and who is your employer?	

Question # 5: On a scale of 1-5 please rate the ease of navigating a fully online format.	
Excellent	
Very Good	
Adequate	
Fair	
Poor	

Question # 6: On a scale of 1-5 please rate the availability of faculty and staff members within the program.	
Excellent	
Very Good	
Adequate	
Fair	
Poor	

Question # 7: On a scale of 1-5 please rate your experience with course registration.	
Excellent	
Very Good	
Adequate	
Fair	
Poor	

Question # 8: On a scale of 1-5 please rate the effectiveness of online instruction.	
Excellent	
Very Good	
Adequate	
Fair	
Poor	

Question # 9: On a scale of 1-5 please rate the appropriateness of course content within the program.	
Extremely Appropriate	
Very Appropriate	
Appropriate	
Fairly Appropriate	
Not Appropriate	

Question # 10: On a scale of 1-5 please rate the availability of practicum/internship information.	
Excellent	
Very Good	
Adequate	
Fair	
Poor	

Question # 11: On a scale of 1-5 please rate the program's ability to address specific student concerns.	
Excellent	
Very Good	
Adequate	
Fair	
Poor	

Question # 12: On a scale of 1-5 please rate your confidence to communicate a personal professional counseling identity.	
Extremely Confident	
Very Confident	
Confident	
Fairly Confident	
Not Confident	

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

J. Site Supervisor Evaluation of Practicum and Internship Students: This section has been removed from the Program Evaluation Report. Confidential information from these evaluation forms completed by students enrolled in their Practicum and Internship experiences is only utilized internally to determine whether practicum and internship sites should be incorporated into the Practicum and Internship Suggested Site Listing for prospective practicum and internship students.

K. Site Supervisor Survey 2019 – 2020 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. As of the conclusion of September 2020, the Site Supervisor Survey was completed by 8 of the 47 site supervisors who received the survey through email. The following statistics and information describe the results gathered from the survey for the 2019 – 2020 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	0.00%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	12.50%
Well Prepared	62.50%
Extremely Well Prepared	25.00%

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	0.00%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	0.00%
Well Prepared	75.00%
Extremely Well Prepared	25.00%

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	0.00%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	37.50%
Well Prepared	37.50%
Extremely Well Prepared	25.00%

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	0.00%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	37.50%
Well Prepared	37.50%
Extremely Well Prepared	25.00%

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	0.00%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	50.00%
Well Prepared	25.00%
Extremely Well Prepared	25.00%

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	12.50%
Unprepared	0.00%
Poorly Prepared	25.00%
Adequately Prepared	25.00%
Well Prepared	12.50%
Extremely Well Prepared	25.00%

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	12.50%
Unprepared	0.00%
Poorly Prepared	12.50%
Adequately Prepared	50.00%
Well Prepared	0.00%
Extremely Well Prepared	25.00%

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	0.00%
Unprepared	0.00%
Poorly Prepared	12.50%
Adequately Prepared	25.00%
Well Prepared	37.50%
Extremely Well Prepared	25.00%

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	37.50%
Unprepared	0.00%
Poorly Prepared	12.50%
Adequately Prepared	12.50%
Well Prepared	12.50%
Extremely Well Prepared	25.00%

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	0.00%
Unprepared	0.00%
Poorly Prepared	12.50%
Adequately Prepared	12.50%
Well Prepared	50.00%
Extremely Well Prepared	25.00%

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	0.00%
Unprepared	0.00%
Poorly Prepared	12.50%
Adequately Prepared	25.00%
Well Prepared	25.00%
Extremely Well Prepared	37.50%

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	0.00%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	12.50%
Well Prepared	50.00%
Extremely Well Prepared	37.50%

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	0.00%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	12.50%
Well Prepared	50.00%
Extremely Well Prepared	37.50%

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	0.00%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	37.50%
Well Prepared	37.50%
Extremely Well Prepared	25.00%

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	0.00%
Somewhat Competent	0.00%
Adequately Competent	50.00%
Very Competent	37.50%
Extremely Competent	12.50%

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	0.00%
Somewhat Competent	0.00%
Adequately Competent	25.00%
Very Competent	37.50%
Extremely Competent	37.50%

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	0.00%
Somewhat Competent	0.00%
Adequately Competent	12.50%
Very Competent	62.50%
Extremely Competent	25.00%

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	0.00%
Fair	0.00%
Adequately	0.00%
Very Good	62.50%
Excellent	37.50%

Site Supervisor Survey 2019 – 2020 Academic Year Synopsis:

1. After a review of responses from active site supervisors for the 2019 – 2020 Academic Year, it was determined that the areas for most improvement included the following:

   a. Group Counseling and Group Work (2 respondents communicated that practicum and/or internship students were poorly prepared in this content area).

   b. Career Development (1 respondent communicated that practicum and internship students were poorly prepared in this content area).

   c. Research and Evaluation (1 respondent communicated that practicum and internship students were poorly 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. Group Counseling and Group Work, Career

Development, and Research and Evaluation will be highlighted to develop methods to strengthen focus on these content areas.

L. Alumni Survey 2019 – 2020 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. As of the conclusion of September 2020, the Alumni Survey was completed by 31 of the 166 alumni who received the survey through email. The following statistics and information describe the results gathered from the survey for the 2019 – 2020 Academic Year:

Question # 1: What is your gender?	
Alumni Response	Percentages
Male	12.90%
Female	87.00%
Non-Binary / Third Gender	0.00%
Prefer Not to Say	0.00%
Prefer Not to Self-Describe	0.00%
No Response	0.00%

Question # 2: What is your racial identity?	
Alumni Response	Percentages
Caucasian or White	48.30%
Black or African American	41.90%
American Indian or Alaskan Native	0.00%
Native Hawaiian or Other Pacific Islander	0.00%
Hispanic or Latino	3.20%
Two or More Races	3.20%
Race / Ethnicity Unknown	0.00%
Other	3.20%
No Response	0.00%

Question # 3: What is your ethnic identity?	
Alumni Response	Percentages
Hispanic or Latinx or Spanish Origin	6.40%
Not Hispanic or Latinx or Spanish Origin	93.50%
No Response	0.00%

Question # 4: What was your campus designation as a Graduate Counseling student at Rosemont College?	
Alumni Response	Percentages
Rosemont College Campus	87.00%
Cedar Crest College Campus	12.90%
No Response	0.00%

Question # 5: What was your area of concentration as a Graduate Counseling student at Rosemont College?	
Alumni Response	Percentages
Clinical Mental Health Counseling	83.80%
School Counseling	16.10%
No Response	0.00%

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	58.00%
No	41.90%
No Response	0.00%

Question # 7: If you responded "Yes" to the previous questions, please provide the email address for your current supervisor within the space below:
The 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	74.10%
No	19.30%
No Response	6.40%

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	16.10%
No	38.70%
Registered for NCE	12.90%
No Response	32.20%

Question # 11: Are you currently licensed as a professional counselor (LPC)?	
Alumni Response	Percentages
Yes	0.00%
No	58.00%
License-Eligible	9.60%
No Response	32.20%

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	3.70

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	3.70

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	3.60

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	4.10

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	4.20

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	3.40

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	3.80

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	3.50

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	3.70

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	3.80

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	4.20

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	4.10

Question # 24: What specific modifications could be made to the Graduate Counseling Program to improve its overall quality?
1.) More preparation for NCE and LPC. 2.) Less theoretical learning and more practice-based classroom experiences. 3.) More group feedback on counseling techniques. 4.) Offer more courses online. 5.) Less presentations and more time preparing for the PRAXIS and future job interviews.

Alumni Survey 2019 – 2020 Academic Year Synopsis: Based on the fact that only one graduating class (the most recent – Summer 2020) has 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 some of the scores in specific content areas were low. 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.

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 supervisors. 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. The Employer Survey was distributed to the current supervisors of program alumni who provided consented in mid-October of 2020. As a result, an analysis of the results of the Employer Survey could not be provided within this Program Evaluation Report. The following information depicts the questions posed within the Employer Survey for the 2019 -2020 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	
1 – 3 years	
3 – 5 years	
5 + years	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Unprepared	
Poorly Prepared	
Adequately Prepared	
Well Prepared	
Extremely Well Prepared	

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	
Somewhat Competent	
Adequately Competent	
Very Competent	
Extremely Competent	

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	
Somewhat Competent	
Adequately Competent	
Very Competent	
Extremely Competent	

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	
Fair	
Adequately	
Very Good	
Excellent	

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 2019 – 2020 Academic Year:

Graduation Rates: 2019 – 2020 Academic Year		
Total Graduates	Withdrawn Students	Graduation Rate (41 Total)
38	3	92.68%

Graduation Rates According to Concentration: 2019 - 2020					
Clinical Mental Health Counseling			School Counseling		
Graduates	Withdrawn Students	Graduation Rate (35 Total)	Graduates	Withdrawn Students	Graduation Rate (6 Total)
32	3	91.43%	6	0	100.00%

Graduation Rates According to Campus: 2019 - 2020					
Rosemont College Campus			Cedar Crest College Campus		
Graduates	Withdrawn Students	Graduation Rate (33 Total)	Graduates	Withdrawn Students	Graduation Rate (8 Total)
31	2	93.94%	7	1	87.5%

Completion Rates: 2019 – 2020 Academic Year	
Total Students	Average Completion Rate
38	3.17 Years

Completion Rates According to Concentration: 2019 – 2020 Academic Year			
Clinical Mental Health Counseling		School Counseling	
Total Students	Average Completion Rate	Total Students	Average Completion Rate
32	3.23 Years	6	2.85 Years

Completion Rates According to Campus: 2019 – 2020 Academic Year			
Rosemont College Campus		Cedar Crest College Campus	
Graduates	Completion Rate	Graduates	Completion Rate
31	3.19 Years	7	3.08 Years

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

Grade Distributions: Academic Year 2019-2020															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6010: Counseling Skills & Techniques	21	5		3											29
CNS 6002: Group Dynamics & Strategies	23														23
CNS 5999: Counseling Theory & Practice	17	3							1						21
CNS 6021: Clinical Mental Health Counseling	17	3	2												22
CNS 6065: School Counseling PK-12	6														6
CNS 6040: Legal & Ethical Issues in Professional Practice	22														22
CNS 6043: Legal & Ethical Issues in Schools	6														6
CNS 6082: Development Across the Lifespan	27		4	1											32
CNS 6060: Multicultural Counseling	32	2	1												35
CNS 6025: Assessment & Appraisal in Counseling	56	2	5											1	64
CNS 6070: Career & Lifestyle Counseling	Course Not Offered During 2019 – 2020 Academic Year														
CNS 6030: Advanced Research & Evaluation	22	5		3											30
CNS 6022: Diagnosis & Treatment in Psychopathology	14	1		1	1									1	18
CNS 6050: Family Counseling	17	3	1												21
CNS 6055: Substance Use & Addiction	33	1	2		2				1						39
CNS 6089: Trauma Studies	24														24
CNS 6008: Cognitive Behavioral Theory & Strategies	29	1	2						1						33

Course Code & Title	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
CNS 6090: Mindfulness & Meditation	6														6
CNS 6340: Strategies in Treating Grief and Bereavement	7														7
CNS 6330: Victimology	13		1												14
CNS 6350: Offender Treatment	1	3		1											5
CNS 6093: Counseling the Exceptional Learner	6	1													7
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	8														8
CNS 6600: School Counseling Practicum											2				2
CNS 6601: School Counseling Internship 1											9				9
CNS 6602: School Counseling Internship 2											7				7
CNS 6500: Clinical Mental Health Counseling Practicum											27				27
CNS 6501: Clinical Mental Health Counseling Internship 1											23	1		1	25
CNS 6502: Clinical Mental Health Counseling Internship 2											34		1		35
TOTALS	407	30	18	9	3	0	0	0	3	0	102	1	1	3	577

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

Grade Distributions: Academic Year 2019-2020 (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	21	5		3											29
CNS 6002: Group Dynamics & Strategies	20														20
CNS 5999: Counseling Theory & Practice	16	1							1						18
CNS 6021: Clinical Mental Health Counseling	9	3	2												14
CNS 6065: School Counseling PK-12	6														6
CNS 6040: Legal & Ethical Issues in Professional Practice	21														21
CNS 6043: Legal & Ethical Issues in Schools	6														6
CNS 6082: Development Across the Lifespan	20		3	1											24
CNS 6060: Multicultural Counseling	30	1	1												32
CNS 6025: Assessment & Appraisal in Counseling	45	2	5											1	53
CNS 6070: Career & Lifestyle Counseling	Course Not Offered During 2019 – 2020 Academic Year													
CNS 6030: Advanced Research & Evaluation	19	4		3											26
CNS 6022: Diagnosis & Treatment in Psychopathology	14	1		1	1								1		18
CNS 6050: Family Counseling	17	3	1												21
CNS 6055: Substance Use & Addiction	30		2		2				1						35
CNS 6089: Trauma Studies	24														24
CNS 6008: Cognitive Behavioral Theory & Strategies	23		2						1						26

Course Code & Title	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
CNS 6090: Mindfulness & Meditation	5														5
CNS 6340: Strategies in Treating Grief and Bereavement	7														7
CNS 6330: Victimology	10		1												11
CNS 6350: Offender Treatment	1	3		1											5
CNS 6093: Counseling the Exceptional Learner	5		1												6
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	8														8
CNS 6600: School Counseling Practicum											2				2
CNS 6601: School Counseling Internship 1											8				8
CNS 6602: School Counseling Internship 2											6				6
CNS 6500: Clinical Mental Health Counseling Practicum											23				23
CNS 6501: Clinical Mental Health Counseling Internship 1											17	1		1	19
CNS 6502: Clinical Mental Health Counseling Internship 2											29		1		30
TOTALS	357	23	18	9	3	0	0	0	3	0	85	1	1	3	503

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

Grade Distributions: Academic Year 2019-2020 (Cedar Crest 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	No Cedar Crest College Students Registered for this Course														
CNS 6002: Group Dynamics & Strategies	3														3
CNS 5999: Counseling Theory & Practice	1	2													3
CNS 6021: Clinical Mental Health Counseling	8														8
CNS 6065: School Counseling PK-12	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6040: Legal & Ethical Issues in Professional Practice	1														1
CNS 6043: Legal & Ethical Issues in Schools	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6082: Development Across the Lifespan	7		1												8
CNS 6060: Multicultural Counseling	2	1													3
CNS 6025: Assessment & Appraisal in Counseling	11														11
CNS 6070: Career & Lifestyle Counseling	Course Not Offered During 2019 – 2020 Academic Year														
CNS 6030: Advanced Research & Evaluation	3	1													4
CNS 6022: Diagnosis & Treatment in Psychopathology	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6050: Family Counseling	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6055: Substance Use & Addiction	3	1													4
CNS 6089: Trauma Studies	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6008: Cognitive Behavioral Theory & Strategies	6	1													7

	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	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6330: Victimology	3														3
CNS 6350: Offender Treatment	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6093: Counseling the Exceptional Learner	1														1
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6600: School Counseling Practicum	No Cedar Crest College Students Registered for Course During 2019 – 2020 Academic Year														
CNS 6601: School Counseling Internship 1											1				1
CNS 6602: School Counseling Internship 2											1				1
CNS 6500: Clinical Mental Health Counseling Practicum											4				4
CNS 6501: Clinical Mental Health Counseling Internship 1											6				6
CNS 6502: Clinical Mental Health Counseling Internship 2											5				5
TOTALS	50	6	1	0	0	0	0	0	0	0	17	0	0	0	74

Appendix D: Table 4: Finalized Grade Analysis – Face-to-Face Courses Only

Grade Distributions: Academic Year 2019-2020 (Face-to-Face Only)															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6010: Counseling Skills & Techniques	21	5		3											29
CNS 6002: Group Dynamics & Strategies	23														23
CNS 5999: Counseling Theory & Practice	17	3							1						21
CNS 6021: Clinical Mental Health Counseling	3	2	1												6
CNS 6065: School Counseling PK-12	6														6
CNS 6040: Legal & Ethical Issues in Professional Practice	22														22
CNS 6043: Legal & Ethical Issues in Schools	6														6
CNS 6082: Development Across the Lifespan	17														17
CNS 6060: Multicultural Counseling	18														18
CNS 6025: Assessment & Appraisal in Counseling	56	2	5											1	64
CNS 6070: Career & Lifestyle Counseling	Course Not Offered During 2019 – 2020 Academic Year														
CNS 6030: Advanced Research & Evaluation	15	2													17
CNS 6022: Diagnosis & Treatment in Psychopathology	14	1		1	1									1	18
CNS 6050: Family Counseling	Course Not Offered Within Face-to-Face Format During 2019 – 2020 Academic Year														
CNS 6055: Substance Use & Addiction	16		1												17
CNS 6089: Trauma Studies	4														4
CNS 6008: Cognitive Behavioral Theory & Strategies	Course Not Offered Within Face-to-Face Format During 2019 – 2020 Academic Year														

	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6090: Mindfulness & Meditation	6														6
CNS 6340: Strategies in Treating Grief and Bereavement	Course Not Offered Within Face-to-Face Format During 2019 – 2020 Academic Year														
CNS 6330: Victimology	Course Not Offered Within Face-to-Face Format During 2019 – 2020 Academic Year														
CNS 6350: Offender Treatment	Course Not Offered Within Face-to-Face Format During 2019 – 2020 Academic Year														
CNS 6093: Counseling the Exceptional Learner	6		1												7
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	Course Not Offered Within Face-to-Face Format During 2019 – 2020 Academic Year														
CNS 6600: School Counseling Practicum											2				2
CNS 6601: School Counseling Internship 1											9				9
CNS 6602: School Counseling Internship 2											7				7
CNS 6500: Clinical Mental Health Counseling Practicum											13				13
CNS 6501: Clinical Mental Health Counseling Internship 1											16	1		1	18
CNS 6502: Clinical Mental Health Counseling Internship 2											22				22
TOTALS	250	15	8	4	1	0	0	0	1	0	69	1	0	3	352

Note: Coursework incorporated within this dataset includes all courses offered within a face-to-face format throughout the duration of the Fall 2019 Semester as well as coursework that initially started within a face-to-face format but transitioned to an online format towards the conclusion of the Spring 2020 Semester due to the pandemic.

Appendix E: Table 5: Finalized Grade Analysis – Synchronous Hybrid Courses Only

Grade Distributions: Academic Year 2019-2020 (Synchronous Hybrid Only)															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6010: Counseling Skills & Techniques	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6002: Group Dynamics & Strategies	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 5999: Counseling Theory & Practice	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6021: Clinical Mental Health Counseling	14	2	1												17
CNS 6065: School Counseling PK-12	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6040: Legal & Ethical Issues in Professional Practice	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6043: Legal & Ethical Issues in Schools	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6082: Development Across the Lifespan	10		4	1											15
CNS 6060: Multicultural Counseling	14	2	1												17
CNS 6025: Assessment & Appraisal in Counseling	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6070: Career & Lifestyle Counseling	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6030: Advanced Research & Evaluation	7	3		3											13
CNS 6022: Diagnosis & Treatment in Psychopathology	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6050: Family Counseling	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6055: Substance Use & Addiction	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														

Course Code & Title	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
CNS 6089: Trauma Studies	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6008: Cognitive Behavioral Theory & Strategies	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6090: Mindfulness & Meditation	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6340: Strategies in Treating Grief and Bereavement	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6330: Victimology	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6350: Offender Treatment	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6093: Counseling the Exceptional Learner	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6600: School Counseling Practicum	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6601: School Counseling Internship 1	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6602: School Counseling Internship 2	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6500: Clinical Mental Health Counseling Practicum	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6501: Clinical Mental Health Counseling Internship 1	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
CNS 6502: Clinical Mental Health Counseling Internship 2	Course Not Offered Within Hybrid Format During 2019 – 2020 Academic Year														
TOTALS	45	6	6	4											61

Appendix F: Table 6: Finalized Grade Analysis – Asynchronous Online Courses Only

Grade Distributions: Academic Year 2019-2020 (Asynchronous Online Only)															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6010: Counseling Skills & Techniques	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6002: Group Dynamics & Strategies	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 5999: Counseling Theory & Practice	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6021: Clinical Mental Health Counseling	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6065: School Counseling PK-12	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6040: Legal & Ethical Issues in Professional Practice	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6043: Legal & Ethical Issues in Schools	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6082: Development Across the Lifespan	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6060: Multicultural Counseling	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6025: Assessment & Appraisal in Counseling	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6070: Career & Lifestyle Counseling	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6030: Advanced Research & Evaluation	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6022: Diagnosis & Treatment in Psychopathology	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6050: Family Counseling	17	3	1												21
CNS 6055: Substance Use & Addiction	17	1	1		2				1						22
CNS 6089: Trauma Studies	20														20

	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6008: Cognitive Behavioral Theory & Strategies	29	1	2						1						33
CNS 6090: Mindfulness & Meditation	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6340: Strategies in Treating Grief and Bereavement	7														7
CNS 6330: Victimology	13		1												14
CNS 6350: Offender Treatment	1	3		1											5
CNS 6093: Counseling the Exceptional Learner	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	8														8
CNS 6600: School Counseling Practicum	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6601: School Counseling Internship 1	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6602: School Counseling Internship 2	Course Not Offered Within Online Format During 2019 – 2020 Academic Year														
CNS 6500: Clinical Mental Health Counseling Practicum											14				14
CNS 6501: Clinical Mental Health Counseling Internship 1											7				7
CNS 6502: Clinical Mental Health Counseling Internship 2											12		1		13
TOTALS	112	8	5	1	2	0	0	0	2	0	33	0	1	0	164

<u>Note</u>: Coursework incorporated within this dataset includes all courses offered within an online format during the Summer 2020 Semesters out of necessity due to the pandemic

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	2.00	3.00
Social and Cultural Diversity	2.75	3.00
Human Growth and Development	3.00	3.00
Career Development	3.00	3.00
Counseling and Helping Relationships	3.50	4.00
Group Counseling and Group Work	3.00	3.00
Assessment and Testing	2.25	3.00
Research and Evaluation	3.00	3.00
Total	22.50	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	2.00	3.00
Social and Cultural Diversity	1.25	1.50
Human Growth and Development	3.00	3.00
Career Development	X	X
Counseling and Helping Relationships	1.75	2.00
Group Counseling and Group Work	3.00	3.00
Assessment and Testing	X	X
Research and Evaluation	2.25	2.25
Total	13.25	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	3.00	3.00
Counseling and Helping Relationships	1.75	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	2.25	3.00
Research and Evaluation	0.75	0.75
Total	9.25	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	1.63	2.25
Program Objective # 9	0.75	0.75
Social and Cultural Diversity		
Program Objective # 2	2.25	2.25
Program Objective # 10	0.50	0.75
Human Growth and Development		
Program Objective # 3	3.00	3.00
Career Development		
Program Objective # 4	3.00	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	1.50	2.25
Program Objective # 8	0.75	0.75
Research and Evaluation		
Program Objective # 7	3.00	3.00
Total	22.88	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	2.92	3.00
Social and Cultural Diversity	1.92	2.00
Human Growth and Development	1.67	2.00
Career Development	1.00	2.00
Counseling and Helping Relationships	2.67	3.00
Group Counseling and Group Work	2.50	3.00
Assessment and Testing	1.42	2.00
Research and Evaluation	2.58	3.00
Total	16.67	20.00
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 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	2.92	3.00
Social and Cultural Diversity	0.96	1.00
Human Growth and Development	1.67	2.00
Career Development	X	X
Counseling and Helping Relationships	1.38	1.50
Group Counseling and Group Work	2.42	3.00
Assessment and Testing	X	X
Research and Evaluation	2.08	2.25
Total	11.42	12.75
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 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	0.96	1.00
Human Growth and Development	X	X
Career Development	1.00	2.00
Counseling and Helping Relationships	1.31	1.50
Group Counseling and Group Work	X	X
Assessment and Testing	1.46	2.00
Research and Evaluation	0.62	0.75
Total	5.35	7.25
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 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	2.04	2.25
Program Objective # 9	0.73	0.75
Social and Cultural Diversity		
Program Objective # 2	1.46	1.50
Program Objective # 10	0.48	0.50
Human Growth and Development		
Program Objective # 3	1.67	2.00
Career Development		
Program Objective # 4	1.00	2.00
Counseling and Helping Relationships		
Program Objective # 5	2.67	3.00
Group Counseling and Group Work		
Program Objective # 5	2.50	3.00
Assessment and Testing		
Program Objective # 6	1.19	1.50
Program Objective # 8	0.38	0.50
Research and Evaluation		
Program Objective # 7	2.83	3.00
Total	16.87	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	2.74	3.00
Social and Cultural Diversity	2.94	3.00
Human Growth and Development	2.91	3.00
Career Development	2.66	3.00
Counseling and Helping Relationships	3.73	4.00
Group Counseling and Group Work	2.25	3.00
Assessment and Testing	2.61	3.00
Research and Evaluation	2.50	3.00
Total	22.34	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	2.69	3.00
Social and Cultural Diversity	1.41	1.50
Human Growth and Development	2.94	3.00
Career Development	X	X
Counseling and Helping Relationships	1.83	2.00
Group Counseling and Group Work	2.15	3.00
Assessment and Testing	X	X
Research and Evaluation	2.06	2.25
Total	13.07	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	1.48	1.50
Human Growth and Development	X	X
Career Development	2.64	3.00
Counseling and Helping Relationships	1.88	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	2.50	3.00
Research and Evaluation	0.51	0.75
Total	9.01	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	2.11	2.25
Program Objective # 9	0.63	0.75
Social and Cultural Diversity		
Program Objective # 2	2.20	2.25
Program Objective # 10	0.74	0.75
Human Growth and Development		
Program Objective # 3	2.91	3.00
Career Development		
Program Objective # 4	2.56	3.00
Counseling and Helping Relationships		
Program Objective # 5	3.73	4.00
Group Counseling and Group Work		
Program Objective # 5	2.25	3.00
Assessment and Testing		
Program Objective # 6	1.98	2.25
Program Objective # 8	0.51	0.75
Research and Evaluation		
Program Objective # 7	2.68	3.00
Total	22.29	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 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	2.85	3.00
Social and Cultural Diversity	2.89	3.00
Human Growth and Development	2.64	3.00
Career Development	2.45	3.00
Counseling and Helping Relationships	3.76	4.00
Group Counseling and Group Work	2.45	3.00
Assessment and Testing	2.40	3.00
Research and Evaluation	2.46	3.00
Total	21.92	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 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	2.89	3.00
Social and Cultural Diversity	1.45	1.50
Human Growth and Development	2.64	3.00
Career Development	X	X
Counseling and Helping Relationships	1.86	2.00
Group Counseling and Group Work	2.50	3.00
Assessment and Testing	X	X
Research and Evaluation	1.89	2.25
Total	13.23	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	1.45	1.50
Human Growth and Development	X	X
Career Development	2.40	3.00
Counseling and Helping Relationships	1.90	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	2.45	3.00
Research and Evaluation	0.63	0.75
Total	8.84	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	2.05	2.25
Program Objective # 9	0.70	0.75
Social and Cultural Diversity		
Program Objective # 2	2.19	2.25
Program Objective # 10	0.70	0.75
Human Growth and Development		
Program Objective # 3	2.60	3.00
Career Development		
Program Objective # 4	2.40	3.00
Counseling and Helping Relationships		
Program Objective # 5	3.71	4.00
Group Counseling and Group Work		
Program Objective # 5	2.40	3.00
Assessment and Testing		
Program Objective # 6	2.04	2.25
Program Objective # 8	0.58	0.75
Research and Evaluation		
Program Objective # 7	2.27	3.00
Total	21.65	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	2.85	3.00
Social and Cultural Diversity	2.47	3.00
Human Growth and Development	2.22	3.00
Career Development	2.06	3.00
Counseling and Helping Relationships	3.85	4.00
Group Counseling and Group Work	2.35	3.00
Assessment and Testing	2.28	3.00
Research and Evaluation	2.28	3.00
Total	20.37	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	2.91	3.00
Social and Cultural Diversity	1.38	1.50
Human Growth and Development	2.28	3.00
Career Development	X	X
Counseling and Helping Relationships	1.94	2.00
Group Counseling and Group Work	2.53	3.00
Assessment and Testing	X	X
Research and Evaluation	1.93	2.25
Total	12.97	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	1.29	1.50
Human Growth and Development	X	X
Career Development	2.12	3.00
Counseling and Helping Relationships	1.91	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	2.10	3.00
Research and Evaluation	0.56	0.75
Total	7.99	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	2.16	2.25
Program Objective # 9	0.68	0.75
Social and Cultural Diversity		
Program Objective # 2	2.00	2.25
Program Objective # 10	0.56	0.75
Human Growth and Development		
Program Objective # 3	2.16	3.00
Career Development		
Program Objective # 4	2.06	3.00
Counseling and Helping Relationships		
Program Objective # 5	3.85	4.00
Group Counseling and Group Work		
Program Objective # 5	2.41	3.00
Assessment and Testing		
Program Objective # 6	2.00	2.25
Program Objective # 8	0.51	0.75
Research and Evaluation		
Program Objective # 7	2.22	3.00
Total	20.62	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	4.25	5.00
Social and Cultural Diversity	2.88	3.00
Human Growth and Development	2.75	3.00
Career Development	2.75	3.00
Counseling and Helping Relationships	2.63	3.00
Group Counseling and Group Work	3.00	3.00
Assessment and Testing	4.63	5.00
Research and Evaluation	3.75	5.00
Total	26.63	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	4.25	5.00
Social and Cultural Diversity	1.38	1.50
Human Growth and Development	2.75	3.00
Career Development	X	X
Counseling and Helping Relationships	1.25	1.50
Group Counseling and Group Work	3.00	3.00
Assessment and Testing	X	X
Research and Evaluation	3.38	3.75
Total	16.00	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).

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	2.75	3.00
Counseling and Helping Relationships	1.38	1.50
Group Counseling and Group Work	X	X
Assessment and Testing	4.63	5.00
Research and Evaluation	0.88	1.25
Total	11.13	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	3.38	3.75
Program Objective # 9	1.00	1.25
Social and Cultural Diversity		
Program Objective # 2	2.13	2.25
Program Objective # 10	0.75	0.75
Human Growth and Development		
Program Objective # 3	2.75	3.00
Career Development		
Program Objective # 4	2.75	3.00
Counseling and Helping Relationships		
Program Objective # 5	2.63	3.00
Group Counseling and Group Work		
Program Objective # 5	3.00	3.00
Assessment and Testing		
Program Objective # 6	3.50	3.75
Program Objective # 8	1.13	1.25
Research and Evaluation		
Program Objective # 7	4.75	5.00
Total	27.75	30.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

<u>Note</u>: 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	3.00	3.00
Social and Cultural Diversity	2.00	2.00
Human Growth and Development	2.00	2.00
Career Development	1.00	2.00
Counseling and Helping Relationships	2.00	3.00
Group Counseling and Group Work	2.00	3.00
Assessment and Testing	2.00	2.00
Research and Evaluation	2.00	3.00
Total	16.00	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	3.00	3.00
Social and Cultural Diversity	1.00	1.00
Human Growth and Development	2.00	2.00
Career Development	X	X
Counseling and Helping Relationships	1.50	1.50
Group Counseling and Group Work	2.00	3.00
Assessment and Testing	X	X
Research and Evaluation	1.75	2.25
Total	11.25	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	1.00	2.00
Counseling and Helping Relationships	1.50	1.50
Group Counseling and Group Work	X	X
Assessment and Testing	2.00	2.00
Research and Evaluation	0.50	0.75
Total	6.00	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	2.25	2.25
Program Objective # 9	0.75	0.75
Social and Cultural Diversity		
Program Objective # 2	1.50	1.50
Program Objective # 10	0.50	0.50
Human Growth and Development		
Program Objective # 3	2.00	2.00
Career Development		
Program Objective # 4	1.00	2.00
Counseling and Helping Relationships		
Program Objective # 5	2.00	3.00
Group Counseling and Group Work		
Program Objective # 5	2.00	3.00
Assessment and Testing		
Program Objective # 6	1.50	1.50
Program Objective # 8	0.50	0.50
Research and Evaluation		
Program Objective # 7	2.00	3.00
Total	16.00	20.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

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

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	1.00	3.00
Counseling and Helping Relationships	4.00	4.00
Group Counseling and Group Work	1.00	3.00
Assessment and Testing	1.00	3.00
Research and Evaluation	1.00	3.00
Total	17.00	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
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	2.00	2.00
Group Counseling and Group Work	1.00	3.00
Assessment and Testing	X	X
Research and Evaluation	1.00	2.25
Total	11.50	14.75
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Need for Improvement	
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 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	1.00	3.00
Counseling and Helping Relationships	2.00	2.00
Group Counseling and Group Work	X	X
Assessment and Testing	1.00	3.00
Research and Evaluation	0.00	0.75
Total	5.50	10.25
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
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	1.00	3.00
Counseling and Helping Relationships		
Program Objective # 5	4.00	4.00
Group Counseling and Group Work		
Program Objective # 5	1.00	3.00
Assessment and Testing		
Program Objective # 6	1.00	2.25
Program Objective # 8	0.00	0.75
Research and Evaluation		
Program Objective # 7	1.00	3.00
Total	17.00	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	Need for Improvement	
Practice	Need for Improvement	

<u>Note</u>: 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	3.00	3.00
Counseling and Helping Relationships	4.00	4.00
Group Counseling and Group Work	1.00	3.00
Assessment and Testing	3.00	3.00
Research and Evaluation	2.50	3.00
Total	22.50	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	1.00	3.00
Assessment and Testing	X	X
Research and Evaluation	2.13	2.25
Total	12.63	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	3.00	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	0.38	0.75
Total	9.88	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	3.00	3.00
Counseling and Helping Relationships		
Program Objective # 5	4.00	4.00
Group Counseling and Group Work		
Program Objective # 5	1.00	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	2.50	3.00
Total	22.50	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

<u>Note</u>: 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	2.29	3.00
Counseling and Helping Relationships	4.00	4.00
Group Counseling and Group Work	1.71	3.00
Assessment and Testing	3.00	3.00
Research and Evaluation	2.57	3.00
Total	22.57	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	2.00	2.00
Group Counseling and Group Work	1.71	3.00
Assessment and Testing	X	X
Research and Evaluation	1.93	2.25
Total	13.14	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	2.29	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	0.64	0.75
Total	9.43	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	2.29	3.00
Counseling and Helping Relationships		
Program Objective # 5	4.00	4.00
Group Counseling and Group Work		
Program Objective # 5	1.71	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	2.57	3.00
Total	22.57	25.00
CACREP Specialty Area (School Counseling)		
Foundations	KPI Content Achieved	
Contextual Dimensions	KPI Content Achieved	
Practice	KPI Content Achieved	

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

Appendix U2: Table 47: Fall 2019 Professional Dispositions Scores Overall Program (Rosemont College and Cedar Crest College)

	Averages
Flexibility and Openness (Average Score = 2.5)	
Open willingness to different perspectives	2.55
Flexible to new demands, the environment, and accept necessary changes	2.48
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.47
Collaboration (Average Score = 2.52)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.54
Reach consensus, initiate compromise, and show concern for group goals	2.55
Invite feedback, incorporate supervisory feedback, and give feedback	2.49
Awareness (Average Score = 2.54)	
Awareness of own impact on others	2.47
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.50
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.66
Initiative and Motivation (Average Score = 2.55)	
Met or exceed all of the class requirements, showed creativity	2.44
Adhere to school and SPGS policies	2.67
Proficient graduate level oral and written skills	2.56
Responsibility (Average Score = 2.64)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.66
Dedication to Counseling Profession	2.58
Attend and adhere to Ethical Standards	2.69

Appendix V2: Table 48: Fall 2019 Professional Dispositions Scores (Rosemont College Students Only)

	Averages
Flexibility and Openness (Average Score = 2.5)	
Open willingness to different perspectives	2.56
Flexible to new demands, the environment, and accept necessary changes	2.47
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.47
Collaboration (Average Score = 2.53)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.54
Reach consensus, initiate compromise, and show concern for group goals	2.57
Invite feedback, incorporate supervisory feedback, and give feedback	2.50
Awareness (Average Score = 2.56)	
Awareness of own impact on others	2.46
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.	2.70
Initiative and Motivation (Average Score = 2.55)	
Met or exceed all of the class requirements, showed creativity	2.42
Adhere to school and SPGS policies	2.66
Proficient graduate level oral and written skills	2.58
Responsibility (Average Score = 2.55)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.43
Dedication to Counseling Profession	2.56
Attend and adhere to Ethical Standards	2.68

Appendix W2: Table 49: Fall 2019 Professional Dispositions Scores (Cedar Crest College Students Only)

	Averages
Flexibility and Openness (Average Score = 2.51)	
Open willingness to different perspectives	2.52
Flexible to new demands, the environment, and accept necessary changes	2.53
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.48
Collaboration (Average Score = 2.47)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.55
Reach consensus, initiate compromise, and show concern for group goals	2.41
Invite feedback, incorporate supervisory feedback, and give feedback	2.46
Awareness (Average Score = 2.42)	
Awareness of own impact on others	2.44
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.38
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.46
Initiative and Motivation (Average Score = 2.62)	
Met or exceed all of the class requirements, showed creativity	2.59
Adhere to school and SPGS policies	2.77
Proficient graduate level oral and written skills	2.51
Responsibility (Average Score = 2.73)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.77
Dedication to Counseling Profession	2.71
Attend and adhere to Ethical Standards	2.73

Appendix X2: Table 50: Spring 2020 Professional Dispositions Scores Overall Program (Rosemont College and Cedar Crest College)

	Averages
Flexibility and Openness (Average Score = 2.53)	
Open willingness to different perspectives	2.53
Flexible to new demands, the environment, and accept necessary changes	2.55
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.51
Collaboration (Average Score = 2.50)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.49
Reach consensus, initiate compromise, and show concern for group goals	2.53
Invite feedback, incorporate supervisory feedback, and give feedback	2.49
Awareness (Average Score = 2.49)	
Awareness of own impact on others	2.42
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.47
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.58
Initiative and Motivation (Average Score = 2.61)	
Met or exceed all of the class requirements, showed creativity	2.58
Adhere to school and SPGS policies	2.67
Proficient graduate level oral and written skills	2.60
Responsibility (Average Score = 2.72)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.73
Dedication to Counseling Profession	2.68
Attend and adhere to Ethical Standards	2.77

Appendix Y2: Table 51: Spring 2020 Professional Dispositions Scores (Rosemont College Students Only)

	Averages
Flexibility and Openness (Average Score = 2.50)	
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	2.48
Collaboration (Average Score = 2.49)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.46
Reach consensus, initiate compromise, and show concern for group goals	2.56
Invite feedback, incorporate supervisory feedback, and give feedback	2.47
Awareness (Average Score = 2.47)	
Awareness of own impact on others	2.35
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.49
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.59
Initiative and Motivation (Average Score = 2.58)	
Met or exceed all of the class requirements, showed creativity	2.55
Adhere to school and SPGS policies	2.66
Proficient graduate level oral and written skills	2.54
Responsibility (Average Score = 2.65)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.69
Dedication to Counseling Profession	2.51
Attend and adhere to Ethical Standards	2.76

Appendix Z2: Table 52: Spring 2020 Professional Dispositions Scores (Cedar Crest College Students Only)

	Averages
Flexibility and Openness (Average Score = 2.73)	
Open willingness to different perspectives	2.80
Flexible to new demands, the environment, and accept necessary changes	2.68
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.72
Collaboration (Average Score = 2.69)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.72
Reach consensus, initiate compromise, and show concern for group goals	2.75
Invite feedback, incorporate supervisory feedback, and give feedback	2.62
Awareness (Average Score = 2.51)	
Awareness of own impact on others	2.60
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.37
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.56
Initiative and Motivation (Average Score = 2.79)	
Met or exceed all of the class requirements, showed creativity	2.78
Adhere to school and SPGS policies	2.80
Proficient graduate level oral and written skills	2.81
Responsibility (Average Score = 2.82)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.80
Dedication to Counseling Profession	2.83
Attend and adhere to Ethical Standards	2.83

Appendix A3: Table 53: Fall 2019 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)	5.63	5.88	5.88	6.00	5.88	5.88	5.88
Core Faculty Member (2)	5.67	5.83	5.83	6.00	5.83	5.67	5.83
Core Faculty Member (3)	4.75	4.75	5.00	5.50	5.25	5.50	5.00
Non-Core Faculty Member (1)	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Non-Core Faculty Member (2)	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Non-Core Faculty Member (3)	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Non-Core Faculty Member (4)	5.75	5.50	5.75	6.00	6.00	6.00	5.75
Non-Core Faculty Member (5)	6.00	5.80	5.80	6.00	5.80	5.80	5.50
Non-Core Faculty Member (6)	5.00	5.00	5.00	6.00	6.00	5.00	5.00

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2019 – 2020 Academic Year.

Note: Counselor educators are evaluated by students on a scale from 1.00 (Very Ineffective) to 6.00 (Very Effective).

Appendix B3: Table 54: Spring 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)	5.50	5.73	5.80	5.88	5.93	5.65	5.78
Core Faculty Member (2)	5.60	5.83	5.63	5.73	5.53	5.50	5.77
Core Faculty Member (3)	5.40	5.60	5.47	5.67	5.60	5.77	5.57
Non-Core Faculty Member (1)	5.70	5.30	5.50	5.80	5.30	5.60	5.30
Non-Core Faculty Member (2)	5.80	5.80	5.80	5.80	5.80	5.80	5.80
Non-Core Faculty Member (3)	6.00	6.00	6.00	6.00	6.00	6.00	5.90
Non-Core Faculty Member (4)	5.90	5.50	5.65	6.00	6.00	6.00	5.90
Non-Core Faculty Member (6)	3.70	3.30	4.10	5.00	4.30	3.60	3.90
Non-Core Faculty Member (7)	5.30	5.70	5.50	6.00	5.80	5.50	5.70
Non-Core Faculty Member (8)	Technological issues within the teacher evaluation portal prevented evaluations from being analyzed for this counselor educator						
Non-Core Faculty Member (9)	5.60	5.40	5.60	5.70	5.60	5.60	5.40
Non-Core Faculty Member (10)	5.50	5.50	6.00	6.00	6.00	6.00	6.00

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2019 – 2020 Academic Year.

Note: Counselor educators are evaluated by students on a scale from 1.00 (Very Ineffective) to 6.00 (Very Effective).

Appendix C3: Table 55: Summer 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)	5.10	5.27	5.50	5.73	5.73	5.33	5.43
Core Faculty Member (2)	5.90	5.93	5.90	6.00	5.93	5.90	5.93
Core Faculty Member (3)	5.80	5.75	5.63	5.70	5.70	5.85	5.65
Non-Core Faculty Member (2)	5.70	5.60	4.10	5.90	5.10	5.30	4.40
Non-Core Faculty Member (4)	5.30	5.30	5.30	5.50	5.50	5.50	5.50
Non-Core Faculty Member (11)	5.80	5.80	5.70	5.80	5.80	5.70	5.80
Non-Core Faculty Member (12)	6.00	6.00	5.90	6.00	5.70	6.00	5.60
Non-Core Faculty Member (13)	4.90	4.30	4.60	5.70	4.40	4.40	4.90

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2019 – 2020 Academic Year.

Note: Counselor educators are evaluated by students on a scale from 1.00 (Very Ineffective) to 6.00 (Very Effective).