



Rosemont College  
1400 Montgomery Avenue  
Rosemont, PA 19010  
610.527.0200

Program Evaluation Report: Graduate Counseling Program  
2021-2022 Academic Year

## **Student Academic Performance: 2021 - 2022 Academic Year**

**A. Finalized Grades 2021 – 2022 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 and Synchronous Hybrid).

### **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 2021 – 2022 Academic Year:
  - a. 11 students received a grade below a B-.
  - b. 3 students received a grade of Incomplete.
  - c. 2 students withdrew from enrolled coursework.

### **Yearly Finalized Grade Analysis: Rosemont College Students** (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 2021 – 2022 Academic Year:
  - a. 10 students received a grade below a B-.
  - b. 2 students received a grade of Incomplete.
  - c. 2 students withdrew from enrolled coursework.

### **Yearly Finalized Grade Analysis: Cedar Crest College Students** (See Appendix C: Table 3)

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

1. Across all courses at the Rosemont College Campus for the 2021 – 2022 Academic Year:
  - a. 1 student received a grade below a B-.
  - b. 1 student received a grade of Incomplete.

### **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 2021 – 2022 Academic Year:
  - a. 8 students received a grade below a B-.

- b. 2 students received a grade of Incomplete.
- c. 2 students withdrew from enrolled coursework.

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

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

- 1. Across all courses at the Rosemont College Campus for the 2021 – 2022 Academic Year:
  - a. 3 students received a grade below a B-.
  - b. 1 student received a grade of Incomplete.

**B. Academic Probation Grade Analysis: 2021 -2022 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 2021 – 2022 academic year according to campus location:

	Fall 2021	Spring 2022	Summer 2022
# of Students on Academic Probation (Rosemont College)	5	5	5
# of Students on Academic Probation (Cedar Crest College)	0	0	0
# of Students Being Monitored for Academic Concerns	8 (4)	14 (9)	10 (6)
# of Students Removed from Academic Probation	1	0	0

- 1. The majority of students included in the row titled “# of Students Being Monitored for Academic Concerns” are students that were accepted into the program under an academic provision. This provision requires that students earn a grade of B or higher within all completed coursework over their first 2-semester of enrollment within the program. Students receive this provisional status when their Undergraduate G.P.A. is below average but all other aspects of their admissions paperwork and interview were above average. The

number of students under a provisional status within this row are indicated parenthetically.

2. As can be determined by statistics within students being monitored for academic concerns row, many students successfully met requirements of their provisional status after their first 2-semester of enrollment in the program.

**C. Key Performance Indicator (KPI) Rubrics: 2021 – 2022 Academic Year:** The program analyzes data on key performance indicators through multiple assessments (8 CACREP Common Core Content Areas, Knowledge, Based Key Performance Indicators, Skills-Based Key Performance Indicators, and Program Objectives) over multiple points throughout matriculation in the program (Level 1 & Level 2 Courses). As of the Fall 2021 Semester, the program revised the key performance indicator rubrics for the identified key performance indicator courses and the capstone assignments. Highlighted coursework and capstone assignments within each area of concentration are communicated below:

#### Clinical Mental Health Counseling Concentration

1. CNS 6025 Assessment and Appraisal in Counseling (Level 2 Course)
  - a. Assignment: Final Examination
  - b. CACREP Common Core Area: Assessment & Testing
  - c. KPI's:
    - i. Therapeutic factors and how they contribute to group effectiveness
    - ii. Types of groups and other considerations that affect conducting groups in varied settings.
2. CNS 6070 Career & Lifestyle Counseling (Level 2 Course)
  - a. Assignment: Peer Career Assessment Evaluation (Level 2 Course)
  - b. CACREP Common Core Area: Career Development
  - c. KPI's
    - i. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
    - ii. Strategies for facilitating client skill development for career, educational, and life-work planning and management
3. CNS 6010 Counseling Skills and Techniques (Level 1 Course)
  - a. Assignment: Self-Efficacy Assessments & Reflection

- b. CACREP Common Core Area: Counseling and Helping Relationships
  - c. KPI's:
    - i. A systems approach to conceptualizing clients
    - ii. Developmentally relevant counseling treatment or intervention plans
- 4. CNS 6002 Group Dynamics and Strategies (Level 1 Course)
  - a. Assignment: Group Development
  - b. CACREP Common Core Area: Group Counseling and Group Work
  - c. KPI's:
    - i. Therapeutic factors and how they contribute to group effectiveness
    - ii. Types of groups and other considerations that affect conducting groups in varied settings.
- 5. CNS 6082 Development Across the Lifespan (Level 2 Course)
  - a. Assignment: Field Observation
  - b. CACREP Common Core Area: Human Growth and Development
  - c. KPI's:
    - i. Systemic and environmental factors that affect human development, functioning, and behavior
    - ii. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 6. CNS 6021 - Clinical Mental Health Counseling (Level I Course)
  - a. Assignment: Group Advocacy Project
  - b. CACREP Common Core Area: Professional Counseling Orientation and Ethical Practice
  - c. KPI's:
    - i. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
    - ii. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
- 7. CNS 6030 – Advanced Research and Evaluation (Level 2 Course)
  - a. Assignment: Quantitative Research Project

- b. CACREP Common Core Area: Research and Program Evaluation
  - c. KPI's:
    - i. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
    - ii. Needs assessments
8. CNS 6060 – Multicultural Counseling (Level 2 Course)
- a. Assignment: Multicultural Interview
  - b. CACREP Common Core Area: Social and Cultural Diversity
  - c. KPI's:
    - i. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
    - ii. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

### School Counseling Concentration

1. CNS 6065 – School Counseling PK-12 (Level I Course)
- a. This course was not offered in the 2021-2022 Academic Year
  - b. Assignment: Recognized ASCA Model Program (RAMP) and School Report Card Review
  - c. CACREP Common Core Area: Professional Counseling Orientation and Ethical Practice
  - d. KPI's:
    - i. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
    - ii. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
2. CNS 6025 Assessment and Appraisal in Counseling (Level 2 Course)
- a. Assignment: Final Examination
  - b. CACREP Common Core Area: Assessment & Testing
  - c. KPI's:

- i. Therapeutic factors and how they contribute to group effectiveness
    - ii. Types of groups and other considerations that affect conducting groups in varied settings.
- 3. CNS 6070 Career & Lifestyle Counseling (Level 2 Course)
  - a. Assignment: Peer Career Assessment Evaluation (Level 2 Course)
  - b. CACREP Common Core Area: Career Development
  - c. KPI's:
    - i. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
    - ii. Strategies for facilitating client skill development for career, educational, and life-work planning and management
- 4. CNS 6010 Counseling Skills and Techniques (Level 1 Course)
  - a. Assignment: Self-Efficacy Assessments & Reflection
  - b. CACREP Common Core Area: Counseling and Helping Relationships
  - c. KPI's:
    - i. A systems approach to conceptualizing clients
    - ii. Developmentally relevant counseling treatment or intervention plans
- 5. CNS 6002 Group Dynamics and Strategies (Level 1 Course)
  - a. Assignment: Group Development
  - b. CACREP Common Core Area: Group Counseling and Group Work
  - c. KPI's:
    - i. Therapeutic factors and how they contribute to group effectiveness
    - ii. Types of groups and other considerations that affect conducting groups in varied settings.
- 6. CNS 6082 Development Across the Lifespan (Level 2 Course)
  - a. Assignment: Field Observation
  - b. CACREP Common Core Area: Human Growth and Development
    - i. Systemic and environmental factors that affect human development, functioning, and behavior
    - ii. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 7. CNS 6030 – Advanced Research and Evaluation (Level 2 Course)

- a. Assignment: Quantitative Research Project
  - b. CACREP Common Core Area: Research and Program Evaluation
  - c. KPI's:
    - i. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
    - ii. Needs assessments
8. CNS 6060 – Multicultural Counseling (Level 2 Course)
- a. Assignment: Multicultural Interview
  - b. CACREP Common Core Area: Social and Cultural Diversity
  - c. KPI's:
    - i. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
    - ii. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Counselor educators submitted key performance indicator rubrics for the capstone assignments within the key performance indicator coursework (indicated above) for concentrations in Clinical Mental Health Counseling and School Counseling (as long as such coursework was offered within each given semester). Data was collected on key performance indicator rubrics at the conclusion of each semester. Data analysis was conducted on key performance indicator rubrics at the conclusion of the academic year. A threshold of 75% or above indicates the KPI was met. KPI scores and percentages are reported below.

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

**Assessment # 1:** CACREP Common Core Area: Professional Counseling Orientation and Ethical Practice  
(See Appendix F: Table 6)

1. The information analyzed from Table 7., communicated the following information of significance:
  - a. Collective Student Average = 24.02 / 25.00 (96.07%)
  - b. The following KPI's identified by the program were met:
    - i. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral



health care systems, including interagency and interorganizational collaboration and consultation

- ii. Professional counseling organizations, including membership benefits, activities, services to members, and current issues

- c. There were not significant areas for improvement for this assessment.

**Assessment # 2: Knowledge-Based Key Performance Indicators** (See Appendix F: Table 6)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average Knowledge-Based (KB) Key Performance Indicator 7.66 / 8.00 (95.80%)
  - b. Areas for Improvement: Knowledge-Based (KB) Key Performance Indicator: Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks

**Assessment # 3: Skills-Based Key Performance Indicators** (See Appendix F: Table 6)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average Skills-Based (SB) Key Performance Indicator 0.88 / 1.00 (87.93%)
  - b. There were not significant areas for improvement for this assessment.

**Assessment # 4: Connection to Program Objectives** (See Appendix F: Table 6)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. There were not significant areas for improvement for this assessment.

**2. CNS 6002 Group Dynamics and Strategies (Level 1 Course): Assignment: Group Development (25 Points)**

**Assessment # 1: CACREP Common Core Area: Group Counseling and Group Work**

(See Appendix G: Table 7)

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

- a. Collective Student Average = 23.00 / 25.00 (92.00%)
- b. The KPI's identified by the program were met:
  - i. Therapeutic factors and how they contribute to group effectiveness
  - ii. Types of groups and other considerations that affect conducting groups in varied settings.
- c. Areas for Improvement:
  - i. Clinical Mental Health Counseling Specialty Area Standards: Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation
  - ii. School Counseling Specialty Area Standards: Foundations: Assessments specific to PK-12 Education

**Assessment # 2: Knowledge-Based Key Performance Indicators** (See Appendix G: Table 7)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average = 7.35 / 8.00 (91.88%)
  - b. Areas for Improvement:
    - i. Clinical Mental Health Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks
    - ii. Clinical Mental Health Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
    - iii. School Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Assessments specific to P-12 Education
    - iv. Knowledge-Based (KB) Key Performance Indicator: Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders

**Assessment # 3: Skills-Based Key Performance Indicators** (See Appendix G: Table 7)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average = 1.00 / 1.00 (100.00%)
  - b. There were not significant areas for improvement for this assessment.

**Assessment # 4: Connection to Program Objectives** (See Appendix G: Table 7)

1. The information analyzed from Table 8., communicated the following information of significance
  - a. Areas for Improvement:
    - i. Group Counseling and Group Work & Clinical Mental Health Counseling  
Specialty Area: Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.
    - ii. Group Counseling and Group Work & Clinical Mental Health Counseling  
Specialty Area: Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.
    - iii. Group Counseling and Group Work & School Counseling Specialty Area:  
Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.
    - iv. Group Counseling and Group Work & School Counseling Specialty Area:  
Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.

**3. CNS 6010 Counseling Skills and Techniques (Level 1 Course) - Assignment: Self-Efficacy Assessment Reflection & Skills Model (25 Points)**

**Assessment # 1: Core CACREP Content Area Counseling and Helping Relationships** (See Appendix H: Table 8)

1. The information analyzed from Table 7., communicated the following information of significance:
  - a. Collective Student Average = 18.79 / 25.00 (75.16%)
  - b. The KPI's identified by the program were not met:
    - i. A systems approach to conceptualizing clients
    - ii. Developmentally relevant counseling treatment or intervention plans
  - c. Additional Areas of Improvement: Key Core Content Area: Counseling and Helping Relationships:
    - i. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
    - ii. Essential interviewing, counseling, and case conceptualization skills
    - iii. Evidence-based counseling strategies and techniques for prevention and intervention
    - iv. Processes for aiding students in developing a personal model of counseling

**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 = 3.68 / 5.00 (73.60%)
  - b. Areas for Improvement:
    - i. Counseling and Helping Relationships: Knowledge-Based (KB) Key Performance Indicator: Developmentally relevant counseling treatment or intervention plans
    - ii. Clinical Mental Health Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
    - iii. School Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies

**Assessment # 3: Skills-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 = 2.89 / 4.00 (72.25%)
  - b. Areas for Improvement:
    - i. Counseling and Helping Relationships: Skills-Based (SB) Key Performance Indicator: A systems approach to conceptualizing clients

**Assessment # 4: Connection to Program Objectives** (See Appendix H: Table 8)

1. The information analyzed from Table 8., communicated the following information of significance
  - a. Areas for improvement:
    - i. Counseling and Helping Relationships & Clinical Mental Health Counseling Specialty Area: Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.
    - ii. Counseling and Helping Relationships & Clinical Mental Health Counseling Specialty Area: Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.
    - iii. Counseling and Helping Relationships & Clinical Mental Health Counseling Specialty Area: Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.

**4. CNS 6025 Assessment & Appraisal in Counseling (Level 2 Course) Assignment: Final Examination (30 Points)**

**Assessment # 1: 8 Core CACREP Content Areas** (See Appendix I: Table 9)

1. The information analyzed from Table 7., communicated the following information of significance:
  - a. Collective Student Average = 27.92 / 30.00 (93.08%)

- b. The KPI's identified by the program were met:
  - i. Therapeutic factors and how they contribute to group effectiveness
  - ii. Types of groups and other considerations that affect conducting groups in varied settings.
- c. Areas for Improvement:
  - i. Methods of effectively preparing for and conducting initial assessment meetings

**Assessment # 2: Knowledge-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 = 1.77 / 2.00 (88.46%)
  - b. There were no significant areas for improvement for this assessment.

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

- 1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average = 6.65 / 7.00 (95.05%)
  - b. There were no significant areas for improvement for this assessment.

**Assessment # 4: Connection to Program Objectives** (See Appendix I: Table 9)

- 1. The information analyzed from Table 8., communicated the following information of significance
  - a. There were no significant areas for improvement for this assessment.

**5. CNS 6030 Advanced Research and Evaluation (Level 2 Course). Assignment: Quantitative Research Project: (25 Points)**

**Assessment # 1: 8 Core CACREP Content Areas** (See Appendix J: Table 10)

- 1. The information analyzed from Table 7., communicated the following information of significance:
  - a. Collective Student Average = 24.76 / 25.00 (99.02%)
  - b. The KPI's identified by the program were met:
    - i. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
    - ii. Needs assessments

c. Areas for Improvement:

- i. Key Core Content Area: Research and Program Evaluation: Development of outcome measures for counseling programs

**Assessment # 2: Knowledge-Based Key Performance Indicators** (See Appendix J: Table 10)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average = 6.46 / 6.50 (99.34%)
  - b. There were no significant areas for improvement for this assessment.

**Assessment # 3: Skills-Based Key Performance Indicators** (See Appendix J: Table 10)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average = 2.46 / 2.50 (98.29%)
  - b. There were no 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. There were no significant areas for improvement for this assessment.

**6. CNS 6060 Multicultural Counseling (Level 2 Course). Assignment: Multicultural Interview (20 Points)**

**Assessment # 1: Social and Cultural Diversity Core CACREP Content Area** (See Appendix K: Table 11)

1. The information analyzed from Table 7., communicated the following information of significance:
  - a. Collective Student Average = 19.31 / 20.00 (96.54%)
  - b. The KPI's identified by the program were met:
    - i. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
    - ii. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
  - c. There were no significant areas for improvement for this assessment.

**Assessment # 2: Knowledge-Based Key Performance Indicators** (See Appendix K: Table 11)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average = 4.77 / 5.00 (95.38%)
  - b. There were no significant areas for improvement for this assessment.

**Assessment # 3: Skills-Based Key Performance Indicators** (See Appendix K: Table 11)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. Collective Student Average = 3.81 / 4.00 (95.19%)
  - b. There were no significant areas for improvement for this assessment.

**Assessment # 4: Connection to Program Objectives** (See Appendix K: Table 11)

1. The information analyzed from Table 8., communicated the following information of significance:
  - a. There were no significant areas for improvement for this assessment.

**7. CNS 6070 Career and Lifestyle Counseling (Level 2 Course). Assignment: Peer Career Assessment Evaluation (25 Points)**

**Assessment # 1: Career Development Core CACREP Content Area** (See Appendix L: Table 12)

1. The information analyzed from Table 7., communicated the following information of significance:
  - a. Collective Student Average = 22.93 / 25.00 (91.71%)
  - b. The KPI's identified by the program were met:
    - i. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
    - ii. Strategies for facilitating client skill development for career, educational, and life-work planning and management
  - c. Areas for Improvement:
    - i. Clinical Mental Health Counseling Specialty Area Standards: Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation



- ii. School Counseling Specialty Area Standards: Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students
- iii. School Counseling Specialty Area Standards: Practice: Interventions that promote collaboration and communication across constituents in the school system

**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 = 1.63 / 2.00 (81.25%)
  - b. Areas for Improvement:
    - i. Clinical Mental Health Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

**Assessment # 3: Skills-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 = 6.28 / 7.00 (89.77%)
  - b. Areas for Improvement:
    - i. School Counseling Specialty Area Standards: Skills-Based (SB) Key Performance Indicator: Techniques to foster collaboration and teamwork within schools

**Assessment # 4: Connection to Program Objectives** (See Appendix L: Table 12)

1. The information analyzed from Table 8., communicated the following information of significance
  - a. Areas for Improvement:
    - i. Career Development & Clinical Mental Health Counseling Specialty Area: Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report

research findings that have the potential to guide evidence-based practices in counseling.

- ii. Career Development & School Counseling Specialty Area: Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.

**8. CNS 6082 Development Across the Lifespan (Level 2 Course). Assignment: Field Observation (25 Points)**

**Assessment # 1: Human Growth and Development Core CACREP Content Area** (See Appendix M: Table 13)

1. The information analyzed from Table 7., communicated the following information of significance:
  - a. Collective Student Average = 17.23 / 25.00 (68.93%)
  - b. The KPI's identified by the program were not met:
    - i. Systemic and environmental factors that affect human development, functioning, and behavior
    - ii. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
  - c. Additional Areas for Improvement:
    - i. Theories of individual and family development across the lifespan
    - ii. Theories of learning
    - iii. Theories of normal and abnormal personality development
    - iv. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
    - v. A general framework for understanding differing abilities and strategies for differentiated interventions
    - vi. Clinical Mental Health Counseling Specialty Area Standards: Foundations: Evidenced-Based Assessments and Strategies
    - vii. Clinical Mental Health Counseling Specialty Area Standards: Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation

- viii. School Counseling Specialty Area Standards: Foundations: Assessments specific to P-12 Education
- ix. School Counseling Specialty Area Standards: Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students

**Assessment # 2: Knowledge-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 = 5.92 / 8.00 (73.96%)
  - b. Areas for Improvement:
    - i. Human Growth and Development: Knowledge-Based (KB) Key Performance Indicator: Systemic and environmental factors that affect human development, functioning, and behavior
    - ii. Clinical Mental Health Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Psychological tests and assessments specific to clinical mental health counseling
    - iii. Clinical Mental Health Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
    - iv. School Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Assessments specific to P-12 Education
    - v. School Counseling Specialty Area Standards: Knowledge-Based (KB) Key Performance Indicator: Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders

**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 = 0.73 / 1.00 (73.33%)

- b. Areas for Improvement:
  - i. Clinical Mental Health Counseling Specialty Area Standards: Skills-Based (SB)  
Key Performance Indicator: Techniques and interventions for prevention and treatment of a broad range of mental health issues

**Assessment # 4: Connection to Program Objectives** (See Appendix M: Table 13)

1. The information analyzed from Table 8., communicated the following information of significance
  - a. Areas for Improvement:
    - i. Human Growth and Development & Clinical Mental Health Counseling Specialty Area: Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.
    - ii. Human Growth and Development & Clinical Mental Health Counseling Specialty Area: Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.
    - iii. Human Growth and Development & Clinical Mental Health Counseling Specialty Area: Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.
    - iv. Human Growth and Development & School Counseling Specialty Area: Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.
    - v. Human Growth and Development & School Counseling Specialty Area: Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.

**Key Performance Indicator (KPI) Rubrics: 2021 – 2022 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. Counseling Skills and Techniques, specifically:
    - i. A systems approach to conceptualizing clients.
    - ii. Developmentally relevant counseling treatment or intervention plans.
  - b. Development Across the Lifespan, specifically:
    - i. Systemic and environmental factors that affect human development, functioning, and behavior.
    - ii. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.
2. During an upcoming department meeting for the Graduate Counseling Program, data from key performance indicator rubrics will be reviewed. The specific areas in Counseling Skills and Techniques and Development Across the Lifespan will be highlighted to develop methods to strengthen focus on these content areas.

**D. Counselor Education Comprehensive Examination (CECE): 2021 – 2022 Academic Year:** The CECE was administered once during the Fall Semester (October) and once during the Spring Semester (March). 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 2021 cohort and Spring 2022 cohort of students who sat for the exam:

Fall 2021 CECE Scores	
Core Content Area	Average Score
Human Development	8.78 / 15.00
Social and Cultural Foundations	10.33 / 15.00

Helping Relationships	7.56 / 15.00
Group Counseling	6.67 / 15.00
Lifestyle and Career Development	8.44 / 15.00
Appraisal	6.00 / 15.00
Research and Program Evaluation	5.78 / 15.00
Professional Orientation and Ethical Practice	5.56 / 15.00
<b>Overall Score</b>	<b>59.11 / 120.00 (%)</b>

<b>Spring 2022 CECE Scores</b>	
Core Content Area	Average Score
Human Development	7.61 / 15.00
Social and Cultural Foundations	8.89 / 15.00
Helping Relationships	6.89 / 15.00
Group Counseling	6.94 / 15.00
Lifestyle and Career Development	7.89 / 15.00
Appraisal	6.06 / 15.00
Research and Program Evaluation	5.06 / 15.00
Professional Orientation and Ethical Practice	6.56 / 15.00
<b>Overall Score</b>	<b>55.89 / 120.00 (%)</b>

1. The national norms for the CECE are as follows: mean 75.10, with a standard deviation of 14.15, a median of 76, mode of 78, and range of 96. 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 2021 and Spring 2022 administration of the CECE.
  - a. Statistics for the Fall 2021 administration at Rosemont College were as follows: mean 59, standard deviation 12.04, median 59.5, mode 52, and the range 35.
  - b. Statistics for the Spring 2022 administration at Rosemont College were as follows: mean 56, standard deviation 15.39, median 64.5, modes 35, 47, and 54, and the range was 61.
  - c. 2 of 9 total students earned a passing score for the Fall 2021 administration of the CECE.

- d. 4 of 18 total students earned a passing score for the Spring 2021 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 2021 - 2022 academic year, although Professional Orientation decreased in the Fall 2021 scores.
3. While there was slight improvement in the percentage of students passing the CECE from the Spring 2021 administration of the CECE through the Spring 2022 administration; the Graduate Counseling Program at Rosemont College aims to raise the overall score on the CECE for future administrations of the exam.
4. In order to improve overall scores for the CECE the following steps have been taken / are being considered:
  - a. 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 Spring 2023 Semester.
  - b. The Graduate Counseling Program has offered CECE and NCE study groups through the Spring 2022 and Fall 2022 semesters to provide students with a space and opportunity to devote study time and resources.
  - c. The Graduate Counseling Program has worked with the library staff to create a set of resources that included study guides and CD sets that students are able to borrow
  - d. Currently, the Graduate Counseling Program only requires that students sit for the CECE before graduation. Students are not required to earn a passing score on the CECE (%). As a result, students may not dedicate as much time towards preparing for the CECE. The Graduate Counseling Program is considering making it a requirement for students to earn a passing grade on the CECE.
  - e. The Graduate Counseling Department has become a partner college with the National Board of Certified Counselors (NBCC). An advantage of this partnership will be the ability to offer the National Counselor's Exam (NCC) to students prior to graduation. This will provide the students with both additional motivation to study for the exam, as passing the NCE is a step towards professional licensure and a national counseling credential but is also an opportunity for students to familiarize themselves with standardized counseling exams and to potentially increase the scores on the CECE.

**E. Student Professional Dispositions 2021 – 2022 Academic Year:** At the conclusion of each semester (Fall, Spring, Summer) counselor educators submit Professional Performance Evaluation Forms to assess students on our program’s five (5) professional dispositions: Flexibility and Openness, Collaboration, Awareness, Initiative and Motivation, and Responsibility. Professional disposition scores are rated on a scale of 1 through 3 (1 = Low; 2 = Moderate; 3 = High). An analysis of student professional dispositions is conducted at the conclusion of each academic year according to campus location (Overall Program, Rosemont College, and Cedar Crest College). The semester analysis is available in Appendix N: Table 14, Appendix O: Table 15, Appendix P: Table 16, Appendix Q: Table 17, Appendix R: Table 18, Appendix S: Table 19, Appendix T: Table 20, Appendix U: Table 21, and Appendix V: Table 22.

<b>Average Disposition Scores: Overall Program, Rosemont Campus, and Cedar Crest Campus</b>			
	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Summer 2022</b>
<b>Flexibility &amp; Openness</b>	<b>Overall Program: 2.58</b> Rosemont: 2.57 Cedar Crest: 2.61	<b>Overall Program: 2.62</b> Rosemont: 2.67 Cedar Crest: 2.19	<b>Overall Program: 2.30</b> Rosemont: 2.30 Cedar Crest: 2.40
<b>Collaboration</b>	<b>Overall Program: 2.48</b> Rosemont: 2.46 Cedar Crest: 2.57	<b>Overall Program: 2.61</b> Rosemont: 2.66 Cedar Crest: 2.23	<b>Overall Program: 2.38</b> Rosemont: 2.38 Cedar Crest: 2.47
<b>Awareness</b>	<b>Overall Program: 2.51</b> Rosemont: 2.49 Cedar Crest: 2.59	<b>Overall Program: 2.60</b> Rosemont: 2.65 Cedar Crest: 2.21	<b>Overall Program: 2.36</b> Rosemont: 2.36 Cedar Crest: 2.40
<b>Initiative &amp; Motivation</b>	<b>Overall Program: 2.54</b> Rosemont: 2.55 Cedar Crest: 2.52	<b>Overall Program: 2.56</b> Rosemont: 2.60 Cedar Crest: 2.28	<b>Overall Program: 2.41</b> Rosemont: 2.42 Cedar Crest: 2.20
<b>Responsibility</b>	<b>Overall Program: 2.64</b> Rosemont: 2.63 Cedar Crest: 2.70	<b>Overall Program: 2.63</b> Rosemont: 2.67 Cedar Crest: 2.30	<b>Overall Program: 2.48</b> Rosemont: 2.48 Cedar Crest: 2.40

The following chart details the highest and lowest average disposition score:

	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Summer 2022</b>
<b>Overall Program</b>	<b>Highest:</b> 2.66 - Maintain professional boundaries,	<b>Highest:</b> 2.66 - Understand and	<b>Highest:</b> 2.48 - Dedication to Counseling Profession



	<p>sensitive to diversity, safeguard confidentially (Responsibility)</p> <p><b>Lowest:</b> 2.44 - Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism (Collaboration); Awareness of own impact on others (Awareness); Met or exceed all of the class requirements, showed creativity (Initiative &amp; Motivation)</p>	<p>demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society. (Awareness); Attend and adhere to Ethical Standards (Responsibility)</p> <p><b>Lowest:</b> 2.55 Met or exceed all of the class requirements, showed creativity (Initiative &amp; Motivation)</p>	<p>(Responsibility); Attend and adhere to Ethical Standards (Responsibility)</p> <p><b>Lowest:</b> 2.28 - Awareness of own impact on others (Awareness)</p>
<b>Rosemont Campus</b>	<p><b>Highest:</b> 2.66 Adhere to school and SPGS policies (Initiative &amp; Motivation)</p> <p><b>Lowest:</b> 2.42 - Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism (Collaboration); Awareness of own impact on others (Awareness);</p>	<p><b>Highest:</b> 2.71 - Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society. (Awareness); Attend and adhere to Ethical Standards (Responsibility)</p> <p><b>Lowest:</b> 2.59 - Met or exceed all of the class requirements, showed creativity (Initiative &amp; Motivation); Proficient graduate level oral and written skills (Initiative &amp; Motivation)</p>	<p><b>Highest:</b> 2.49 - Adhere to school and SPGS policies (Initiative &amp; Motivation); Dedication to Counseling Profession (Responsibility); Attend and adhere to Ethical Standards (Responsibility)</p> <p><b>Lowest:</b> 2.29 - Flexible to new demands, the environment, and accept necessary changes (Flexibility &amp; Openness); Awareness of own impact on others (Awareness)</p>

Cedar Crest campus	<p>Highest: 2.72 - Maintain professional boundaries, sensitive to diversity, safeguard confidentially (Responsibility);</p> <p>Dedication to Counseling Profession (Responsibility)</p> <p>Lowest: 2.44 - Adhere to school and SPGS policies (Initiative &amp; Motivation)</p>	<p>Highest: 2.37 - Proficient graduate level oral and written skills (Initiative &amp; Motivation); Dedication to Counseling Profession (Responsibility)</p> <p>Lowest: 2.16 - Open willingness to different perspectives (Flexibility &amp; Openness); Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism (Collaboration); Ability to deal with conflict; ability to express feelings effectively and appropriately (Awareness)</p>	<p>Highest: 2.60 - Invite feedback, incorporate supervisory feedback, and give feedback (Collaboration);</p> <p>Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society. (Awareness);</p> <p>Proficient graduate level oral and written skills (Initiative &amp; Motivation)</p> <p>Lowest: 1.80 - Met or exceed all of the class requirements, showed creativity (Initiative &amp; Motivation)</p>
--------------------	--	--	---

Student Professional Dispositions 2020 – 2021 Academic Year Synopsis:

1. Based on the categories that received the lowest average disposition scores, the areas for most improvement include the following:
  - a. Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism (Collaboration).
  - b. Awareness of own impact on others (Awareness).
  - c. Met or exceeded all of the class requirements, showed creativity (Initiative & Motivation).
  - d. Proficient graduate level oral and written skills (Initiative & Motivation).

- e. Flexible to new demands, the environment, and accept necessary changes (Flexibility & Openness).
  - f. Adhere to school and SPGS policies (Initiative & Motivation).
  - g. Open willingness to different perspectives (Flexibility & Openness).
  - h. Ability to deal with conflict; ability to express feelings effectively and appropriately (Awareness).
2. Professional dispositions continue to be highlighted on all course syllabi, during prospective student visits and interviews, recruiting events, during new student orientation, and on the first night of class when the syllabus is being reviewed.
  3. During an upcoming department meeting, prior to the Spring 2023 semester, data from the professional dispositions will be reviewed. New instructors will be notified of the expectation that they are to review the dispositions in the syllabus and the role they play in grading, along with how the information is utilized by the academic advisors.

**F. Counselor Educator Course Feedback: 2021 – 2022 Academic Year:** At the conclusion of the academic year, counselor educators are offered the opportunity to provide feedback to the Program Director to add, subtract, or modify content within their assigned courses. See the information below regarding feedback received from counselor educators for the 2021 – 2022 academic year:

1. The Graduate Counseling Department created a digital Counselor Educator Course Feedback Form which was distributed to counselor educators on February 9, 2022 and June 6, 2022. The following questions were asked to guide the instructors in their feedback:

A. On a scale of 1-5 (1 being very ineffective and 5 being very effective) please communicate your ability to adhere to all course content, as communicated within the course syllabus.

B. On a scale of 1-5 (1 being very ineffective and 5 being very effective) please communicate the effectiveness of course assignments to measure student comprehension of material.

C. Please communicate how you think or feel the course could be improved. Examples of such improvements could include, but are not limited to: removal, addition, or modification of course content, and removal, addition, or modification of course assignments.

2. The following course feedback was received and reviewed.

Question # 1: On a scale of 1-5 please communicate your ability to adhere to all course content, as communicated within the course syllabus.	
Very Effective	2 (66.66%)
Moderately Effective	1 (33.33%)
Effective	0 (0%)
Somewhat Effective	0 (0%)
Very Ineffective	0 (0%)

Question # 2: On a scale of 1-5 please communicate the effectiveness of course assignments to measure student comprehension of material.	
Very Effective	1 (33.33%)
Moderately Effective	1 (33.33%)
Effective	1 (33.33%)
Somewhat Effective	0 (0%)
Very Ineffective	0 (0%)

Question # 3: Please communicate how you think or feel the course could be improved. Examples of such improvements could include, but are not limited to: removal, addition, or modification of course content, and removal, addition, or modification of course assignments.	
CNS 6025 Assessment and Appraisal in Counseling	Review of the assignments and consider how altering them might have a more significant impact on learning.

**2021 – 2022 Academic Year Counselor Educator Course Feedback Synopsis:**

The following course feedback was received and reviewed:

A. Victimology CNS 6330:

- a. This course had recently been transitioned from a 7-week accelerated, online course to a 14-week, in-person course. The instructor, who has taught both versions, reported that he struggled with the change in format.

- b. The department is considering returning this course and Offender Treatment CNS 6350 back to the 7-week accelerated, online format.
- B. Assessment and Appraisal in Counseling CNS 6025:
  - a. The instructor recommended that the assignments be reassessed to have a more significant impact on learning.
  - b. A new instructor was assigned to the course for Fall 2022. He made recommendations to have more impactful assignments within the CACREP guidelines. The syllabus was revised.
- C. Substance Use and Addiction CNS 6055:
  - a. A new instructor was assigned to teach the course and she requested to utilize a different textbook. In consultation with Graduate Counseling staff, she chose a new textbook, and the syllabus was updated to reflect the new source.

**G. Student Evaluation of Counselor Educators:** At the conclusion of each semester students receive the opportunity to evaluate the instructors of each course in which they were enrolled. Student evaluations of counselor educators are reviewed at the conclusion of each semester to determine areas for improvement as well as the conclusion of the academic year to synthesize information gathered from the academic year. Counselor educators are evaluated on a scale of 1.00 to 5.00: 1.00 (Extremely Effective); 2.00 (Very Effective); 3.00 (Moderately Effective); 4.00 (Slightly Effective); 5.00 (Not at all Effective). The following information details information on student evaluations of counselor educators for each academic semester as well as the academic year for 2021 – 2022. Counselor educators have been provided pseudonyms to protect their anonymity.

**Fall 2021 Student Evaluation of Counselor Educators** (See Appendix W3: Table 23)

1. All Core Faculty Members received an average score in each area of assessment ranging from 1.03 to 1.61 (Extremely Effective).
2. All Non-Core Faculty Members received a score ranging from 1.00 to 1.91 (Extremely Effective) or 2.00 - 2.67 (Very Effective) except for Non-Core Faculty Member (4) who received an average score of 3.00 (Moderately Effective) in the area “Ability to communicate material/concepts.

**Spring 2022 Student Evaluation of Counselor Educators** (See Appendix X: Table 24)

1. All Core Faculty Members received an average score in each area of assessment ranging from 1.06 to 1.90 (Extremely Effective)
2. Three of the four Non-Core Faculty Members received an average score in each area of assessment ranging from 1.00 to 1.90 (Extremely Effective).
3. Non-Core Faculty Member (8) received an average score in each area of assessment ranging from 2.71 - 2.86 (Very Effective) to 3.06 - 3.34 (Moderately Effective).

**Summer 2022 Student Evaluation of Counselor Educators** (See Appendix Y: Table 25)

1. All Core Faculty Members received an average score in each area of assessment ranging from 1.00 to 1.31 (Extremely Effective).
2. Due to a glitch in the system used to collect student evaluation of counselor educators, Core Faculty Member (3)'s courses were not assessed.
3. The Non-Core Faculty Member received an average score in each area of assessment ranging from 1.40 to 1.80 (Extremely Effective) or 2.20 (Very Effective).

**2021– 2022 Academic Year Synthesis of Student Evaluation of Counselor Educators**

Areas of Assessment or Counselor Educators: Averages for 2021 – 2022 Academic Year	
Organization and planning throughout the course	1.71
Ability to communicate material / concepts	1.63
Ability to stimulate student interactions	1.50
Level of respect for students	1.29
Interactions with students	1.35
Provision of timely help to me outside of class when requested	1.59
Stimulation of my intellectual and / or artistic curiosity	1.57

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

**2021 – 2022 Academic Year Student Evaluation of Counselor Educators Synopsis:**

1. Overall counselor educators (core and non-core) received high marks from students throughout the 2021 - 2022 academic year.
2. From the analysis of student evaluations, it was determined that Non-Core Faculty Member (8) would require additional training prior to being offered coursework in the future.
3. The concern regarding the glitch in the system that prevented the department from collecting data on Summer Core Faculty member (3) was addressed with the Dean’s office and the IT department. The two offices worked together to solve the problem and it should not be an issue in forthcoming semesters.

**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:** The Graduate Counseling Program at Rosemont College appreciates the voice of its students. A survey is distributed annually to collect student feedback about the program, curriculum, and more. All responses are anonymous. A revised version of the Current Student Survey was created in and distributed via Microsoft Forms in August 2022. A total of 17 students completed the survey. Questions and results for this survey titled “Voice of the Students” can be found below. Percentages for each response are listed as well as the number of individuals who communicated each response can be found parenthetically.

Question # 1: Please select your concentration within the MA in Counseling Program	
Clinical Mental Health Counseling	70.59% (12)
School Counseling	29.41% (5)
Non-Matriculated Student	0% (0)

Question # 2: Please select your home campus.	
Main Campus (Rosemont, PA)	100% (17)
Cedar Crest Campus (Allentown, PA)	0% (0)

Question # 3: Please rate the availability of courses in the program.	
Excellent Availability	29.41% (5)
Very Good Availability	47.06% (8)
Adequate Availability	23.53% (4)
Fair Availability	0% (0)
Poor Availability	0% (0)

Question # 4: Please rate the availability of faculty and staff members within the program.	
Excellent Availability	47.06% (8)
Very Good Availability	23.53% (4)
Good Availability	17.65% (3)
Fair Availability	11.76% (2)
Poor Availability	0% (0)

Question # 5: Please rate the accuracy of advising information.	
Extremely Accurate	47.06% (8)
Very Accurate	17.65% (3)
Accurate	35.29% (6)
Fairly accurate	0% (0)
Not Accurate	0% (0)

Question # 6: Please rate the effectiveness of instructors within the program.	
Extremely Effective	35.29% (6)
Very Effective	35.29% (6)
Effective	23.53% (4)
Fairly effective	5.88% (1)
Not Effective	0% (0)



Question # 7: Please rate the appropriateness of course content within the program.	
Extremely Appropriate	47.06% (8)
Very Appropriate	29.41% (5)
Appropriate	17.65% (3)
Fairly appropriate	5.88% (1)
Not Appropriate	0% (0)

Question # 8: Please Rate the availability of practicum/internship information.	
Extremely available	41.18% (7)
Very available	41.18% (7)
Available	17.65% (3)
Fairly available	0% (0)
Not available	0% (0)

Question # 9: Please rate the program's ability to address specific student concerns.	
Extremely Effective	29.41% (5)
Very Effective	35.29% (6)
Effective	23.53% (4)
Fairly Effective	5.88% (1)
Not Effective	5.88% (1)

Question # 10: Please rate your confidence to communicate a personal professional counseling identity.	
Extremely Confident	41.18% (7)
Very Confident	41.18% (7)
Confident	5.88% (1)
Faily Confident	11.76% (2)
Not Confident	0% (0)

Question # 11: I understand the added benefits that CACREP will bring to my degree.	
Agree	88.24% (15)
Disagree	0% (0)
Unsure	11.76% (2)

Question # 12: I would like more information about what it means to have a CACREP degree.	
Yes	47.06% (8)
No	41.18% (7)
Undecided	11.76% (2)

Question # 13: Regarding questions 3-12, is there additional information that you would like to share with the Graduate Counseling Department?	
<p>For Question #6 - More oversight for adjunct faculty would boost this up to Very Effective in no time!</p> <p>Course availability: would be great to have weekend options for some classes</p> <p>Some of the classes should be online</p> <p>Ensuring classes are also available during the summer.</p>	

Question # 14: I am interested in taking the National Counselor Exam (NCE) before graduation in order to pursue the credential of National Certified Counselor (NCC).	
Agree	76.47% (13)
Disagree	0% (0)
Undecided	23.53% (4)

Question # 15: What is the best aspect of the program for you? This can include content, faculty, advising, professional development opportunities, etc.

The advising and availability of faculty advisors has been the best aspect of the program for me.

Time of classes; class topics; discussion and project based classes

Professors' professional experience and how they integrate this into their teaching.

Honestly, everything and everyone. The program is wonderful and the faculty staff are amazing and super nice and very helpful. Advising is always available whenever needed and professors are always there for their students at anytime.

Faculty, Being able to receive support from advisers.

Faculty and opportunities

I appreciate the smaller class sizes and also the interactions w professors

The content of courses and connection with peers

The insight, willingness to help and availability of the professors in this program have been profound!

New job opportunities and skills.

The class size and the classroom engagement from professors.

Question # 16: From your experience thus far, what is something you might change about the program?

I wish we could be more confident in having professors each semester that will provide us with the knowledge and skills we will need as future counselors, as well as be accommodating when student express concerns.

I would try to create a greater sense of community between the students across cohorts.

The faculty; Some of the faculty doesn't seem equipped to teach graduate classes

Course availability and ways to take additional courses to graduate sooner

The times they have class

Nothing at all. Everything is PERFECT!

The available of class times and days. Maybe having a weekend class for students who work full time.

Maybe have the classes earlier in the day

Quality of adjunct professors

Online courses available.

Clear and effective Communication with staff and peers

The selection of a few professors, we want to be sure we are learning the most we can of information that is valuable to us to our specific fields; after all that is what we are paying for

Add a course on teaching school counselors how to complete robust college/career search assessments that help students identify a career path throughout their high school career. For example having counselor logins to Cialfo, Naviance, Score, Maia Learning, and College Kickstart so school counselors can go in with knowledge of how to use the systems they will be exposed to. The Career class is far too broad and school counselors need a more specialized touch to really understand how to dig into helping guide their students since Chapter 339 compliance is a huge part of their jobs.

Adding a wider range of summer classes

Question # 17: Based on your experience thus far, would you recommend this program to someone interested in pursuing a master's degree in CMHC or School Counseling?

Yes	64.71% (11)
Yes, with reservations	23.53% (4)
No	5.88% (1)
Prefer not to answer	5.88% (1)

Question # 18: May we use your feedback as a quote(s) for marketing materials?

Yes	76.47% (13)
No	17.65% (3)
No Answer	5.88% (1)

The program returned to a traditional, face-to-face/hybrid format effective with the Fall 2021 semester. In addition, Rosemont College mandated the COVID 19 vaccine for all students, faculty, and staff. We received a number of requests from students to continue the program online, or to significantly increase our online offerings; however, the program was built, and is accredited, for an on-ground format. Traditionally, Rosemont College students have been working adults, many of whom have families and other responsibilities. The class schedules were carefully crafted to serve that population. In recent

years, there has been an influx of students who are entering directly after their undergraduate work. Many of them live on campus and do not have full-time jobs. As a result, we are receiving more requests for classes during the daytime hours. We will continue to monitor this and survey the students for the need/desire to adjust our class time schedule.

In addition, in the past we had two traditional length semesters in Fall and Spring, and two accelerated summer semesters. Because of this format, we only offered the core courses during Fall and Spring. Starting in Summer 2022, we changed our summer schedule to a traditional 14-week semester. Our summer schedule will be expanded to offer core courses during this time, thereby potentially reducing the number of semesters students need to be eligible for Practicum and Internship, as well as graduation.

**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 2021– 2022 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 Microsoft Forms. 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. In September 2022, the Site Supervisor Survey was completed by 2 site supervisors who received the survey through email. The following statistics and information describe the results gathered from the survey for the 2021 – 2022 Academic Year. Percentages for each response are listed as well as the number of individuals who communicated each response can be found parenthetically.

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	50.0% (1)
Extremely Well Prepared	0.0% (0)

Question # 2: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	50.0% (1)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	50.0% (1)
Extremely Well Prepared	0.0% (0)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	50.0% (1)
Extremely Well Prepared	0.0% (0)

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

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

Site Supervisor Response	Percentages
Not Applicable	50.0% (1)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	50.0% (1)
Extremely Well Prepared	0.0% (0)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	50.0% (1)
Extremely Well Prepared	0.0% (0)



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

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

Site Supervisor Response	Percentages
Not Applicable	100% (2)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	0.0% (0)
Extremely Well Prepared	0.0% (0)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	50.0% (1)
Extremely Well Prepared	50.0% (1)

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	100% (2)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	0.0% (0)
Extremely Well Prepared	0.0% (0)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	50.0% (1)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	50.0% (1)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	50.0% (1)
Extremely Well Prepared	0.0% (0)
No Response	50.0% (1)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	50.0% (1)

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

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

Site Supervisor Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	50.0% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	50.0% (1)

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

Compared to full-time employees

Site Supervisor Response	Percentages
Minimally Competent	0.0% (0)
Somewhat Competent	0.0% (0)
Adequately Competent	100% (2)
Very Competent	0.0% (0)
Extremely Competent	0.0% (0)
No Response	0.0% (0)

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

Compared to practicum and internship students from other programs

Site Supervisor Response	Percentages
Minimally Competent	0.0% (0)
Somewhat Competent	0.0% (0)
Adequately Competent	50.0% (1)
Very Competent	50.0% (1)
Extremely Competent	0.00% (0)

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

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

Site Supervisor Response	Percentages
Minimally Competent	0.0% (0)
Somewhat Competent	0.0% (0)
Adequately Competent	50.0% (1)
Very Competent	50.0% (1)
Extremely Competent	0.0% (0)

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

Rosemont College's ability to effectively prepare students for professional experiences

Site Supervisor Response	Percentages
Poor	0.0% (0)
Fair	0.0% (0)
Good	50.0% (1)
Very Good	0.0% (0)
Excellent	50.0% (1)

Question # 19: Please provide any additional comments or feedback regarding your experience with a Rosemont College practicum or internship student

Site Supervisor Response

*Intern A* was engaged and motivated from day 1. They came to the site very well-prepared.  
*Intern B* has grasped counseling concepts very quickly. They are very organized and complete all documentation within the required timeframe. Their documentation is excellent, very professional. They have developed a good professional relationship with clients.

Question # 20: As a means to strengthen a collaborative relationship between our institution and your school or facility, are there any professional development opportunities you or your staff could benefit from, if offered by Rosemont College faculty?

None

Question # 21: Please rate the student's knowledge of general documentation practices (i.e progress notes, treatment plans):

Site Supervisor Response	Percentages
Extremely prepared	0.0% (0)
Very prepared	50.0% (1)
Adequately prepared	50.0% (1)
Somewhat prepared	0.0% (0)
Minimally prepared	0.0% (0)

Question # 22: Name of the Supervisee

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

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

Site Supervisor Response	Percentages
Clinical Mental Health Setting	100% (2)
School Setting	0.0% (0)

#### Site Supervisor Survey 2021 – 2022 Academic Year Synopsis:

1. After a review of responses from active site supervisors for the 2021 - 2022 Academic Year, site supervisors rated Rosemont students as “adequately prepared/competent” to “well prepared/competent” or “extremely prepared/competent” in all areas.

2. During an upcoming department meeting for the Graduate Counseling Program, data from the Site Supervisor Survey will be reviewed. All core content areas will be reviewed to continue developing methods to strengthen the content areas.
3. Highlights from the site supervisor survey include:
  - a. When compared to their full-time employees, 2 supervisors rated Rosemont practicum and internship students as “adequately competent.”
  - b. When compared to students from other programs, 1 supervisor rated Rosemont practicum and internship students as “adequately competent”; the other supervisor Rated students as “very competent.”
  - c. When compared to students at this level of training, 1 supervisor rated Rosemont practicum and internship students as “adequately competent”; the other supervisor Rated students as “very competent.”
  - d. When asked about Rosemont’s ability to prepare students for professional experiences, 1 supervisor rated Rosemont practicum and internship students as “good”; the other supervisor Rated students as “excellent.”

**L. Alumni Survey 2021 – 2022 Academic Year:** At the conclusion of each academic year, the Graduate Counseling Program distributes a survey to alumni of the program who graduated that academic year through Microsoft Forms. Questions incorporated within the survey request alumni feedback on credentialing and licensure status as well as student comprehension of program objectives and methods. In September 2022, the Alumni Survey was completed by 5 alumni who received the survey through email. The following statistics and information describe the results gathered from the survey for the 2021 – 2022 Academic Year. Percentages for each response are listed as well as the number of individuals who communicated each response can be found parenthetically.

Question # 1: What is your gender?	
Alumni Response	Percentages
Male	0.0% (0)
Female	100% (5)
Non-Binary / Third Gender	0.0% (0)
Prefer Not to Say	0.0% (0)

Prefer Not to Self-Describe	0.0% (0)
No Response	0.0% (0)

Question # 2: What is your racial identity?	
Alumni Response	Percentages
Caucasian or White	40.0% (2)
Black or African American	60.0% (3)
American Indian or Alaskan Native	0.0% (0)
Native Hawaiian or Other Pacific Islander	0.0% (0)
Hispanic or Latino	0.0% (0)
Two or More Races	0.0% (0)
Race / Ethnicity Unknown	0.0% (0)
Other	0.0% (0)
No Response	0.0% (0)

Question # 3: What is your ethnic identity?	
Alumni Response	Percentages
Hispanic or Latinx or Spanish Origin	0.0% (0)
Not Hispanic or Latinx or Spanish Origin	100.0% (5)
No Response	0.0% (0)

Question # 4: What was your campus designation as a Graduate Counseling student at Rosemont College?	
Alumni Response	Percentages
Rosemont College Campus	80.0% (4)
Cedar Crest College Campus	20.0% (1)
No Response	0.0% (0)

Question # 5: What was your area of concentration as a Graduate Counseling student at Rosemont College?	
Alumni Response	Percentages



Clinical Mental Health Counseling	100.0% (5)
School Counseling	0.0% (0)
No Response	0.0% (0)

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

Alumni Response	Percentages
Yes	60.0% (3)
No	40.0% (2)
No Response	0.0% (0)

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

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

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

Alumni Response	Percentages
Yes	80.0% (4)
No	20.0% (1)
No Response	0.0% (0)

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	20.0% (1)

No	20.0% (1)
Registered for NCE	60.0% (3)
No Response	0.0% (0)

Question # 11: Are you currently licensed as a professional counselor (LPC)?	
Alumni Response	Percentages
Yes	0.0% (0)
No	60.0% (3)
License-Eligible	40.0% (2)
No Response	0.0% (0)

Question # 12: On a scale from 1 – 5 (1 = Minimally Competent; 5 = Extremely Competent), please rate your understanding and capacity to apply counseling skills as a result of your graduate school experience at Rosemont College	
Average Rating Score	4.60

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	4.60

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	4.75

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	4.80
----------------------	------

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	4.80
----------------------	------

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	4.60
----------------------	------

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	4.40
----------------------	------

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	4.20
----------------------	------

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	4.20
----------------------	------

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

Average Rating Score	4.20
----------------------	------

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	4.80
----------------------	------

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	4.80
----------------------	------

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

Alumni Response	Percentages
ACA	20.0% (1)
ASCA	0.0% (0)
APA	20.0% (1)
Not a member	40.0% (2)
Other	20.0% (1)

**Alumni Survey 2021 – 2022 Academic Year Synopsis:** Rosemont college now has two graduating classes of students that have graduated from a program that is aligned with national accreditation standards in counseling from their first semester to graduation. As expected, each year our scores continue to rise. Alumni scores in all competence areas ranged from 4.20 - 4.80. Unlike in past years, no alumni reported scores lower than a 3 in any competency area. As the Alumni Survey continues to be distributed in subsequent years, the Graduate Counseling Program expects to see scores within all content areas continue to 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. Only one individual participated in the Employer Survey this year. The following information depicts the questions posed within the Employer Survey for the 2021 - 2022 Academic Year.

Question # 1: How long have you been supervising or overseeing this employee?	
Rosemont College's ability to effectively prepare students for professional experiences	
Employer Response	Percentages
Less than one year	0.0% (0)
1 – 3 years	100%(1)
3 – 5 years	0.0% (0)
5 + years	0.0% (0)

Question # 2: Based on your experience with your employee, please indicate the extent to which you think Rosemont College prepared the student for the following:	
Knowledge and application of counseling skills (Program Objective # 5)	
Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	100% (1)
Extremely Well Prepared	0.0% (0)

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

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

Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	100% (1)
Extremely Well Prepared	0.0% (0)

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

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

Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	100% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	0.0% (0)

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

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

Employer Response	Percentages
Not Applicable	0.0% (0)

Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	100% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	0.0% (0)

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

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

Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	100% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	0.0% (0)

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	100% (1)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	0.0% (0)
Extremely Well Prepared	0.0% (0)

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

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

Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	100% (1)
Extremely Well Prepared	0.0% (0)

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

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

Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	100% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	0.0% (0)

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



Knowledge and application of career counseling skills and theories (Program Objective # 4)	
Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	100% (1)
Well Prepared	0.0% (0)
Extremely Well Prepared	0.0% (0)

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

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

Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)
Well Prepared	100% (1)
Extremely Well Prepared	0.0% (0)

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

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

Employer Response	Percentages
Not Applicable	0.0% (0)
Unprepared	0.0% (0)
Poorly Prepared	0.0% (0)
Adequately Prepared	0.0% (0)

Well Prepared	0.0% (0)
Extremely Well Prepared	100% (1)

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

Compared to incoming new hires

Site Supervisor Response	Percentages
Minimally Competent	0.0% (0)
Somewhat Competent	0.0% (0)
Adequately Competent	0.0% (0)
Very Competent	100% (1)
Extremely Competent	0.0% (0)

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

Compared to your expectation of employees at their level of training

Site Supervisor Response	Percentages
Minimally Competent	0.0% (0)
Somewhat Competent	0.0% (0)
Adequately Competent	0.0% (0)
Very Competent	100% (1)
Extremely Competent	0.0% (0)

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?

Employer Response	Percentages
Poor	0.0% (0)

Fair	0.0% (0)
Adequately	0.0% (0)
Very Good	100% (1)
Excellent	0.0% (0)

Question # 16: What would you say is your employee’s biggest area of strength?  
 Their hunger to learn and empathize with clients.

Question # 17: What would you say is an area of improvement for your employee?  
 Managing case load and progress notes effectively.

Question # 18: What recommendations, if any, would you suggest to Rosemont College in supporting the development of students for future success in the professional field?  
 It would be helpful for students to get more information regarding life after graduate school such as what is required for licensure, options for employment etc.

Employer Survey Synopsis:

1. While it is difficult to generalize data from only one respondent, we continue to take all feedback seriously and utilize it to inform decisions in the department. Based on the one employer respondent from this year’s employer survey, they reported feeling that their employee was adequately to well prepared for their employment in all areas. They noted that their employee is very competent, and rated Rosemont College as very good in regard to preparing students.
2. Based on the qualitative feedback, the department will look to improve training in the following areas:
  - a. Managing caseloads.
  - b. Writing progress notes effectively.
  - c. Discussing “life after graduate school”, including topic areas such as licensure, the job market, and employment trends.
3. This information will be reviewed with faculty and staff at an upcoming department meeting.

**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 2021 – 2022 Academic Year:

<b>Number of Graduates from 2021-2022 Academic Year</b>	
<u><b>Total Graduates</b></u>	
22	

<b>Completion Rates According to Concentration</b>					
<u><b>Total Graduates</b></u>					
22					
<u><b>Clinical Mental Health Counseling</b></u>			<u><b>School Counseling</b></u>		
Graduates	Withdrawn Students	Graduation Rate (22 total)	Graduates	Withdrawn Students	Graduation Rate (3 total)
20	2	91%	2	1	67%

<b>Completion Rates According to Campus</b>					
<u><b>Total Graduates</b></u>					
22					
<u><b>Rosemont Campus</b></u>			<u><b>Cedar Crest Campus</b></u>		
Graduates	Withdrawn Students	Graduation Rate (22 total)	Graduates	Withdrawn Students	Graduation Rate (3 total)
20	2	91%	2	1	67%

<b>Time to Completion: Completion Rates According to Concentration:</b>	
<u><b>Clinical Mental Health Counseling</b></u>	<u><b>School Counseling</b></u>

<u>Total Students</u>	<u>Average Completion Rate: Time to Completion (Years)</u>	<u>Total Students</u>	<u>Average Completion Rate: Time to Completion (Years)</u>
20	2.95	2	2.66

<b>Time to Completion: Completion Rates According to Campus:</b>			
<b><u>Rosemont Campus</u></b>		<b><u>Cedar Crest Campus</u></b>	
<u>Total Students</u>	<u>Average Completion Rate: Time to Completion (Years)</u>	<u>Total Students</u>	<u>Average Completion Rate: Time to Completion (Years)</u>
20	2.95	2	2.66

Pass Rates on Credentialing Examinations (School Counseling and Clinical Mental Health Counseling Concentrations)

<b>National Counselors Examination (NCE) Credentialing Examination Pass Rate</b>	
Number of Graduates Eligible to Register for the National Counselors Examination (NCE)	22
Number of Graduates Who Passed the NCE	2
Number of Graduates Who Registered for the NCE	3
Pass Rate Percentage	66.67%
*Note: With the CACREP Accreditation taking effect in August 2021, the program endorsed students to take the NCE prior to graduation effective with the Spring 2022 semester. Therefore, the above information represents data for only one semester (Spring 2022)	

<b>School Counseling Credentialing Examination Pass Rate</b>	
Number of School Counseling Graduates Eligible to take the Praxis for School Counselors	2

Number of School Counseling Graduates Who Passed the Praxis for School Counselors	2
Pass Rate Percentage	100%

<b>Job Placement Rates</b>	
Number of Graduates eligible for employment	22
Number of Graduates who responded to the Alumni survey	5
Number of Graduates Working in the Counseling Field as reported in the Alumni Survey	4
Number of Graduates Not Working in the Counseling Field as reported in the Alumni Survey	1
Number of Graduates Who Were Not Reached	17
Percentage of responding graduates who are working in the Counseling field	80%

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

Grade Distributions: Academic Year 2021-2022															
	A	A-	B+	B	B-	C+	C	C-	F	F X	PA	NP	I	W	Totals
Course Code & Title															
CNS 6010: Counseling Skills & Techniques	22	3		1					1						27
CNS 6002: Group Dynamics & Strategies	17				1				1						19
CNS 5999: Counseling Theory & Practice	18	2	2	1	1	1									25
CNS 6021: Clinical Mental Health Counseling	26			1					1				1	1	30
CNS 6040: Legal & Ethical Issues in Professional Practice	14	1	1						1					1	18
CNS 6082: Development Across the Lifespan	15														15
CNS 6060: Multicultural Counseling	23		3						2						28
CNS 6025: Assessment & Appraisal in Counseling	16	5	5	1	3				3						33
CNS 6070: Career & Lifestyle Counseling	18	4		1											23
CNS 6030: Advanced Research & Evaluation	21	3	3	1											28
CNS 6022: Diagnosis & Treatment in Psychopathology	18	5	2												25
CNS 6050: Family Counseling	22														22
CNS 6089: Trauma Studies	19	2													21
CNS 6008: Cognitive Behavioral Theory & Strategies	12	3		1											16
CNS 6090: Mindfulness & Meditation	15														15





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

<b>Grade Distributions: Academic Year 2021-2022 (Rosemont College Campus Students Only)</b>															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
<b>Course Code &amp; Title</b>															
CNS 6010: Counseling Skills & Techniques	22	3		1					1						27
CNS 6002: Group Dynamics & Strategies	17				1				1						19
CNS 5999: Counseling Theory & Practice	18	2	2	1	1	1									25
CNS 6021: Clinical Mental Health Counseling	21			1					1					1	24
CNS 6040: Legal & Ethical Issues in Professional Practice	11	1	1						1					1	15
CNS 6082: Development Across the Lifespan	10														10
CNS 6060: Multicultural Counseling	22		3						2						27
CNS 6025: Assessment & Appraisal in Counseling	13	3	4	1	2				3						26
CNS 6070: Career & Lifestyle Counseling	16	4		1											21
CNS 6030: Advanced Research & Evaluation	18	2	1	1											22
CNS 6022: Diagnosis & Treatment in Psychopathology	17	4	2												23
CNS 6050: Family Counseling	22														22
CNS 6089: Trauma Studies	18	2													20
CNS 6008: Cognitive Behavioral Theory & Strategies	11	3		1											15
CNS 6090: Mindfulness & Meditation	11														11

<b>CNS 6340: Strategies in Treating Grief and Bereavement</b>	5		1												6
<b>CNS 6330: Victimology</b>	2														2
<b>CNS 6350: Offender Treatment</b>	7														7
<b>CNS 6093: Counseling the Exceptional Learner</b>	5		1												6
<b>CNS 6600: School Counseling Practicum</b>											5				5
<b>CNS 6601: School Counseling Internship 1</b>											5				5
<b>CNS 6602: School Counseling Internship 2</b>											2				2
<b>CNS 6500: Clinical Mental Health Counseling Practicum</b>											13		1		14
<b>CNS 6501: Clinical Mental Health Counseling Internship 1</b>											16				16
<b>CNS 6502: Clinical Mental Health Counseling Internship 2</b>											16		1		17
<b>TOTALS</b>	266	24	15	7	4	1	0	0	9	0	57		2	2	387

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

<b>Grade Distributions: Academic Year 2021-2022 (Cedar Crest Campus Students Only)</b>															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
<b>Course Code &amp; Title</b>															
CNS 6021: Clinical Mental Health Counseling	5												1		6
CNS 6040: Legal & Ethical Issues in Professional Practice	3														3
CNS 6082: Development Across the Lifespan	5														5
CNS 6070: Career & Lifestyle Counseling	2														2
CNS 6060: Multicultural Counseling	1														1
CNS 6025: Assessment & Appraisal in Counseling	3	2	1		1										7
CNS 6030: Advanced Research & Evaluation	3	1	2												6
CNS 6022: Diagnosis & Treatment in Psychopathology	1	1													2
CNS 6089: Trauma Studies	1														1
CNS 6008: Cognitive Behavioral Theory & Strategies	1														1
CNS 6090: Mindfulness & Meditation	4														4
CNS 6340: Strategies in Treating Grief and Bereavement	3														3
CNS 6500: Clinical Mental Health Counseling Practicum											1				1
CNS 6501: Clinical Mental Health Counseling Internship 1									1		2				3
CNS 6502: Clinical Mental Health Counseling Internship 2											2				2
<b>TOTALS</b>	32	4	3	0	1	0	0	0	1	0	5	0	1	0	47

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

Grade Distributions: Academic Year 2021-2022 (Face-to-Face Only)															
Course Code & Title	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
CNS 6010: Counseling Skills & Techniques	22	3		1					1						27
CNS 6002: Group Dynamics & Strategies	17				1				1						19
CNS 5999: Counseling Theory & Practice	18	2	2	1	1	1									25
CNS 6021: Clinical Mental Health Counseling	12			1					1					1	15
CNS 6040: Legal & Ethical Issues in Professional Practice	10								1					1	12
CNS 6060: Multicultural Counseling	23		3						2						28
CNS 6025: Assessment & Appraisal in Counseling	9	1	1		2										13
CNS 6070: Career & Lifestyle Counseling	8	1		1											10
CNS 6030: Advanced Research & Evaluation	10														10
CNS 6022: Diagnosis & Treatment in Psychopathology	7	3													10
CNS 6050: Family Counseling	22														22
CNS 6008: Cognitive Behavioral Theory & Strategies	12	3		1											16
CNS 6330: Victimology	2														2
CNS 6350: Offender Treatment	7														7
CNS 6093: Counseling the Exceptional Learner	5		1												6
CNS 6600: School Counseling Practicum											5				5

CNS 6601: School Counseling Internship 1												5				5
CNS 6602: School Counseling Internship 2												2				2
CNS 6500: Clinical Mental Health Counseling Practicum												6		1		7
CNS 6501: Clinical Mental Health Counseling Internship 1									1			10				11
CNS 6502: Clinical Mental Health Counseling Internship 2												10		1		11
<b>TOTALS</b>	184	13	7	5	4	1	0	0	7	0	38	0	2	2	263	

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

Grade Distributions: Academic Year 2020-2021 (Synchronous Hybrid Only)															
	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
<b>Course Code &amp; Title</b>															
CNS 6021: Clinical Mental Health Counseling	14												1		15
CNS 6040: Legal & Ethical Issues in Professional Practice	4	1	1												6
CNS 6082: Development Across the Lifespan	15														15
CNS 6070: Career & Lifestyle Counseling	10	3													13
CNS 6025: Assessment & Appraisal in Counseling	7	4	4	1	1				3						20
CNS 6030: Advanced Research & Evaluation	11	3	3	1											18

<b>CNS 6022: Diagnosis &amp; Treatment in Psychopathology</b>	11	2	2														15
<b>CNS 6340: Strategies in Treating Grief and Bereavement</b>	8		1														9
<b>CNS 6089: Trauma Studies</b>	19	2															21
<b>CNS 6090: Mindfulness &amp; Meditation</b>	15																15
<b>CNS 6500: Clinical Mental Health Counseling Practicum</b>												8					8
<b>CNS 6501: Clinical Mental Health Counseling Internship 1</b>												8					8
<b>CNS 6502: Clinical Mental Health Counseling Internship 2</b>												8					8
<b>TOTALS</b>	11 4	15	11	2	1	0	0	0	0	3	0	24	0	1	0		171

Appendix F6: Table 7: CNS 6021 Clinical Mental Health Counseling KPI Rubric

<b>KPI Rubric: Professional Orientation and Ethical Practice                      CNS 6021 Clinical Mental Health Counseling                      Assignment: Group Advocacy Project (25 Points)</b>			
<b><u>Key Core Content Area Assessment: Key Performance Indicator Standards are underlined.</u></b>			
<b>Key Core Content Area: Professional Counseling Orientation and Ethical Practice</b>			
	Average	Percentage	KPI Met?
A. History and philosophy of the counseling profession and its specialty areas ___ / 1.00 * What specialty area of clinical mental health counseling is being reviewed within this presentation?	0.97	97.41%	Yes
<u>B. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation ___/3.00</u> * What roles are counselors fulfilling? With whom are counselors interacting, i.e., within the program and outside of the program?	2.90	96.55%	Yes
C. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams ___ / 2.00 * How does this program address crisis-related situations?	1.84	92.24%	Yes
D. The role and process of the professional counselor advocating on behalf of the profession ___ / 1.00 * How does / may this program advocate for the rights and responsibilities of the counseling profession?	0.91	90.52%	Yes
E. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients ___ / 2.00 * How does this program practice cultural competencies in working with its intended demographic(s)?	2.00	100.00%	Yes

F. Professional counseling organizations, including membership benefits, activities, services to members, and current issues ____/3.00 * What activities, events, and trainings may be offered to clinicians to provide credentialing for clinicians working within the program? How does this support the overall effectiveness of the program?	<b>3.00</b>	<b>100.00%</b>	<b>Yes</b>
G. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues ____/2.00 * How many staff persons are needed to allow this program to thrive? What are the roles, responsibilities, and titles of these individuals? What is the level of credentialing and/or licensure of the clinicians support the services offered by the program?	<b>1.95</b>	<b>97.41%</b>	<b>Yes</b>
H. Current labor market information relevant to opportunities for practice within the counseling profession ____ / 1.00 * Demonstrate evidence of research related to the positions that will be offered by your program through O*Net. Discuss the information you identified.	<b>0.97</b>	<b>97.41%</b>	<b>Yes</b>
I. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling ____ / 2.00 * What ethical questions or concerns may arise when implementing the program? How will the program address these ethical issues?	<b>1.97</b>	<b>98.71%</b>	<b>Yes</b>
J. Technology's impact on the counseling profession ____ / 1.00 * How will technology be incorporated into the program's operations? How will this help to support its intended demographic(s)?	<b>0.99</b>	<b>99.14%</b>	<b>Yes</b>
K. Strategies for personal and professional self-evaluation and implications for practice ____ / 2.00 * How will this program be evaluated for effectiveness? How often will this evaluation process transpire?	<b>1.89</b>	<b>94.40%</b>	<b>Yes</b>
L. Self-care strategies appropriate to the counselor role ____ / 1.00 * How will this program aim to create a positive culture for its clinicians and clients?	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>



M. The role of counseling supervision in the profession ___/1.00 * How will clinicians be supervised that provide services within the program and how often will supervision transpire?	0.97	97.41%	Yes
<b>Clinical Mental Health Counseling Speciality Area Standards</b>			
a. Foundations: Evidenced-Based Assessments and Strategies ___ / 1.00 * What evidenced-based forms of assessment are incorporated into your program to make an accurate diagnosis/provide an accurate understanding of client needs?	0.95	94.83%	Yes
b. Contextual Dimensions: Individual and Group Treatment Modalities. Roles of Counselors. ___ / 1.00 * How are clients being engaged in counseling-related services, i.e., individual, group, career, psychoeducational, a combination of services, etc.?	0.84	84.48%	Yes
c. Practice: Evidenced-Based Interventions and Activities. ___/1.00 * What evidenced-based interventions are incorporated into your program to ensure clients are receiving the best form of treatment?	0.85	85.34%	Yes
<b>Total ___/25</b>	<b>24.02</b>	<b>96.07%</b>	<b>Yes</b>
<b>Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based):</b> Note: (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator			
<b>Professional Counseling Orientation and Ethical Practice</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation _____ / 3.00	2.90	96.55%	Yes
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues ___ / 3.00	3.00	100.00%	Yes
<b>Clinical Mental Health Counseling Specialty Area Standards</b>			

<b>Knowledge-Based (KB) Key Performance Indicator:</b> Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	0.92	92.24%	Yes
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	0.37	74.14%	No
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	0.47	94.83%	Yes
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	0.88	87.93%	Yes
<b>Total Knowledge-Based (KB) Key Performance Indicator</b> ___ / 8.00	7.66	95.80%	Yes
<b>Total Skills-Based (SB) Key Performance Indicator</b> ___ / 1.00	0.88	87.93%	Yes

<b>Program Objectives Assessment (Core Content Area):</b>			
<b>Professional Counseling Orientation and Ethical Practice &amp; Clinical Mental Health Counseling Specialty Area Standards</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation _____ / 1.50			
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues _____ / 3.00			

Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ / 4.75</b>	<b>4.60</b>	<b>96.82%</b>	<b>Yes</b>
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00			
<b>Total ___ / 1.00</b>	<b>0.88</b>	<b>87.93%</b>	<b>Yes</b>
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00			
<b>Total ___ / 1.00</b>	<b>0.92</b>	<b>92.24%</b>	<b>Yes</b>
<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50			
<b>Total ___ / 0.50</b>	<b>0.47</b>	<b>94.83%</b>	<b>Yes</b>
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			

The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation _____ / 1.50			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ 1.75</b>	<b>1.67</b>	<b>95.32%</b>	<b>Yes</b>

Appendix G: Table 7: CNS 6002 Group Dynamics and Strategies KPI Rubric

<b>KPI Rubric: Group Counseling and Group Work CNS 6002 Group Dynamics and Strategies Assignment: Group Development (25 Points)</b>			
<b>Key Core Content Area Assessment: Key Performance Indicator Standards are underlined.</b>			
<b>Key Core Content Area: Group Counseling and Group Work</b>	<b>Average</b>	<b>Percentage</b>	<b>KPI Met?</b>
A. Theoretical foundations of group counseling and group work. ___ / 3.00 * What group counseling approaches and incorporated in the activities and implementation of the group?	2.90	96.67%	Yes
B. Dynamics associated with group process and development. ___ / 3.00 * Discussion of client entry and exit from the group. How do initial sessions build off of later sessions for group member development?	2.80	93.33%	Yes

C. <u>Therapeutic factors and how they contribute to group effectiveness.</u> ___ / 4.00 * <u>What multicultural considerations have been taken into account regarding the formation of the group?</u>	4.00	100.00%	Yes
D. <u>Characteristics and functions of effective group leaders.</u> ___ / 2.00 * <u>What group norms have been communicated regarding group formation and how will these norms be introduced and practiced by members?</u>	1.90	95.00%	Yes
E. <u>Approaches to group formation, including recruiting, screening, and selecting members.</u> ___ / 3.00 * <u>How is it determined that group members are appropriate for the intended group? How are group members integrated into the group formation?</u>	2.80	93.33%	Yes
F. <u>Types of groups and other considerations that affect conducting groups in varied settings.</u> ___ / 4.00 * <u>What type of group has been selected and does the type seem appropriate for its intended populations?</u>	4.00	100.00%	Yes
G. <u>Ethical and culturally relevant strategies for designing and facilitating groups.</u> ___ / 3.00 * <u>What ethical scenarios may arise for this group and how does the facilitator attempt to remain attentive to these possible scenarios?</u>	2.40	80.00%	Yes
H. <u>Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. * Not incorporated into this assignment. Standard met through the Co-Leading and Participation Assignment.</u>	NA	NA	NA
<b>Clinical Mental Health Counseling Speciality Area Standards</b>			
a. <u>Foundations: Evidenced-Based Assessments and Strategies</u> ___ / 1.00 * <u>What evidenced-based forms of assessment are incorporated into the group formation and evaluation?</u>	1.00	100.00%	Yes

b. Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation. * What type of group is being formed? How have individuals been determined for appropriateness for group sessions? ___ / 1.00	0.57	57.14%	No
c. Practice: Evidenced-Based Interventions and Activities. * How do activities and approach connect to goals and objectives for the group? ___/1.00	0.86	85.71%	Yes
<b>School Counseling Specialty Area Standards</b>			
a. Foundations: Assessments specific to P-12 Education ___ / 1.00 * What evidenced-based forms of assessment are incorporated into the group formation and evaluation?	0.00	0.00%	No
b. Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students. ___/ 1.00 * What type of group is being formed? How have individuals been determined for appropriateness for group sessions?	1.00	100.00%	Yes
c. Practice: Interventions that promote collaboration and communication across constituents in the school system. ___ / 1.00 * How do activities and approach connect to goals and objectives for the group?	0.67	66.67%	No
<b>Total ___/25</b>			
<b>Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based):</b> Note: (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator			
<b>Group Counseling and Group Work</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Therapeutic factors and how they contribute to group effectiveness _____ / 3.00	3.00	100.00%	Yes

<b>Knowledge-Based (KB) Key Performance Indicator:</b> Types of groups and other considerations that affect conducting groups in varied settings _____ / 3.00	3.00	100.00%	Yes
<b>Clinical Mental Health Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	1.00	100.00%	Yes
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	0.29	57.14%	No
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	0.29	57.14%	No
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	1.00	100.00%	Yes
<b>School Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Assessments specific to P-12 Education _____ / 1.00	0.00	0.00%	No
<b>Knowledge-Based (KB) Key Performance Indicator:</b> School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.50	0.50	100.00%	Yes
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	0.33	66.67%	No

<b>Skills-Based (SB) Key Performance Indicator:</b> Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.50	0.50	100.00%	Yes
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques to foster collaboration and teamwork within schools _____ / 0.50	0.50	100.00%	Yes
<b>Total Knowledge-Based (KB) Key Performance Indicator ___ / 8.00</b>	7.35	91.88%	Yes
<b>Total Skills-Based (SB) Key Performance Indicator ___ / 1.00</b>	1.00	100.00%	Yes
<b>Program Objectives Assessment (Core Content Area):</b>			
<b>Group Counseling and Group Work &amp; Clinical Mental Health Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ / 0.25</b>	0.14	57.14%	No
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Therapeutic factors and how they contribute to group effectiveness _____ / 3.00			
Types of groups and other considerations that affect conducting groups in varied settings _____ / 3.00			
Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00			
<b>Total ___ / 7.00</b>	7.00	100.00%	Yes



<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00			
<b>Total ___ / 1.00</b>	1.00	100.00%	Yes
<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50			
<b>Total ___ / 0.50</b>	0.43	85.71%	Yes
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ 0.25</b>	0.14	57.14%	No
<b>Group Counseling and Group Work &amp; School Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			

School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
<b>Total ___ / 0.25</b>	0.25	100.00%	Yes
<b>Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 0.25</b>	0.25	100.00%	Yes
<b>Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.</b>			
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50			
<b>Total ___ / 0.50</b>	0.33	66.67%	No
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Therapeutic factors and how they contribute to group effectiveness _____ / 3.00			
Types of groups and other considerations that affect conducting groups in varied settings _____ / 3.00			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 6.25</b>	6.25	100.00%	Yes

<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Assessments specific to P-12 Education _____ / 1.00			
<b>Total ___ 1.00</b>	0.00	0.00%	No
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.50</b>	0.50	100.00%	Yes
<b>Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.</b>			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.25</b>	0.25	100.00%	Yes

Appendix H: Table 8: CNS 6010 Counseling Skills and Techniques KPI Rubric

**KPI Rubric: Counseling and Helping Relationships**  
**CNS 6010 Counseling Skills and Techniques**  
**Assignment: Self-Efficacy Assessment Reflection & Skills Model (25 Points)**

Key Core Content Area Assessment: Key Performance Indicator Standards are underlined.			
Key Core Content Area: Counseling and Helping Relationships	Average	Percentage	KPI Met?
A. Theories and models of counseling ___ / 1.00 * What theories and models were incorporated and within the personal model of counseling?	0.95	95.00%	Yes
B. A systems approach to conceptualizing clients ___ / 3.00 * How attentive was the individual to feedback gathered from the instructor, peer(s), and self-report measure?	2.06	68.67%	No
C. Theories, models, and strategies for understanding and practicing consultation ___ / 1.00 * How well did the individual respond and reflect on feedback from the instructor and peer(s)	0.95	95.00%	Yes
D. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships ___ / 2.00 * How did the individual examine their self-efficacy according to face-to-face counseling versus telemental health counseling?	1.24	62.00%	No
E. The impact of technology on the counseling process ___ / 1.00 * How did the individual discuss telemental health counseling within their personal skills model?	0.87	87.00%	Yes
F. Counselor characteristics and behaviors that influence the counseling process ___ / 1.00 * How did the individual review characteristics of the counselor within their self-efficacy reflection?	0.85	85.00%	Yes
G. Essential interviewing, counseling, and case conceptualization skills ___ / 2.00 * How well did the individual communicate their personal skills model from intake to termination?	1.37	68.50%	No

H. Developmentally relevant counseling treatment or intervention plans ____ / 3.00 * How did the individual attend to their own self-efficacy related to developmental needs of future clients?	2.06	68.67%	No
I. Development of measurable outcomes for clients ____ / 1.00 * How did the individual reflect upon peer feedback received on a scale from 1 – 10?	0.89	89.00%	Yes
J. Evidence-based counseling strategies and techniques for prevention and intervention ____ / 2.00 * What skills did the individual communicate as a prevention and intervention plan within their personal skills model?	1.23	61.50%	No
K. Strategies to promote client understanding of and access to a variety of community-based resources ____ / 1.00 * How did the individual communicate their self-efficacy in making referrals?	0.84	84.00%	Yes
L. Suicide prevention models and strategies ____ 1.00 * How did the individual communicate their self-efficacy in relation to suicide prevention?	0.86	86.00%	Yes
M. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid ____ 1.00 * How did the individual communicate their self-efficacy in relation to crisis prevention and trauma-informed care?	0.87	87.00%	Yes
N. Processes for aiding students in developing a personal model of counseling ____ / 2.00 * How well did the individual review their personal skills model and attend to each phase of the counseling relationship from intake to termination?	1.27	63.50%	No
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Speciality Area Standards</b>			

a. Foundations: Evidenced-Based Assessments and Strategies. ____ /1.00 * How did the individual use the self-efficacy assessment to communicate progression or regression of their counseling skills?	0.84	84.09%	Yes
b. Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation. ____ / 1.00 * How did the individual discuss the format of counseling preferred within their personal skills model?	0.84	84.09%	Yes
c. Practice: Evidenced-Based Interventions and Activities. ____ / 1.00 * How did the individual discuss their self-reporting within the assessment and compare to feedback received from instructor and peer()	0.81	80.68%	Yes
**** OR ****			
<b>School Counseling Specialty Area Standards</b>			
a. Foundations: Assessments specific to P-12 Education ____ / 1.00 * How did the individual use the self-efficacy assessment to communicate progression or regression of their counseling skills?	0.83	83.33%	Yes
b. Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students. ____ / 1.00 * How did the individual discuss the format of counseling preferred within their personal skills model?	0.75	75.00%	Yes
c. Practice: Interventions that promote collaboration and communication across constituents in the school system. ____ / 1.00 * How did the individual attend to the feedback received from instructor and peer(s) within their reflection?	0.83	83.33%	Yes
			Yes
<b>Total ____/25</b>	<b>18.79</b>	<b>75.16%</b>	<b>Yes</b>
<b>Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based):</b> Note: (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator			

<b>Counseling and Helping Relationships</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Developmentally relevant counseling treatment or intervention plans _____ / 3.00	<b>2.10</b>	<b>70.00%</b>	<b>No</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> A systems approach to conceptualizing clients _____ / 3.00	<b>2.02</b>	<b>67.33%</b>	<b>No</b>
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	<b>0.81</b>	<b>80.68%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	<b>0.39</b>	<b>77.27%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	<b>0.35</b>	<b>70.45%</b>	<b>No</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	<b>0.88</b>	<b>87.50%</b>	<b>Yes</b>
<b>**** OR ****</b>			
<b>School Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Assessments specific to P-12 Education _____ / 1.00	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>

<b>Knowledge-Based (KB) Key Performance Indicator:</b> School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.50	<b>0.33</b>	<b>66.67%</b>	<b>No</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.50	<b>0.42</b>	<b>83.33%</b>	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques to foster collaboration and teamwork within schools _____ / 0.50	<b>0.42</b>	<b>83.33%</b>	<b>Yes</b>
<b>Total Knowledge-Based (KB) Key Performance Indicator ___ / 5.00</b>	<b>3.68</b>	<b>73.60%</b>	<b>No</b>
<b>Total Skills-Based (SB) Key Performance Indicator ___ / 4.00</b>	<b>2.89</b>	<b>72.25%</b>	<b>No</b>
<b>Program Objectives Assessment (Core Content Area):</b>			
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Counseling and Helping Relationships &amp; Clinical Mental Health Counseling Speciality Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.24</b>	<b>95.45%</b>	<b>Yes</b>
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			



Developmentally relevant counseling treatment or intervention plans _____ / 3.00			
A systems approach to conceptualizing clients _____ / 3.00			
Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00			
<b>Total ___ / 7.00</b>	<b>4.86</b>	<b>69.48%</b>	<b>No</b>
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00			
<b>Total ___ / 1.00</b>	<b>0.72</b>	<b>71.59%</b>	<b>No</b>
<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50			
<b>Total ___ / 0.50</b>	<b>0.36</b>	<b>72.73%</b>	<b>No</b>
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ 0.25</b>	<b>0.24</b>	<b>95.45%</b>	<b>Yes</b>

**** OR ****			
<b>Counseling and Helping Relationships &amp; School Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.21</b>	<b>83.33%</b>	<b>Yes</b>
<b>Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.</b>			
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50			
<b>Total ___ / 0.50</b>	<b>0.42</b>	<b>83.33%</b>	<b>Yes</b>
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Developmentally relevant counseling treatment or intervention plans _____ / 3.00			
A systems approach to conceptualizing clients _____ / 3.00			

Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 6.25</b>	<b>5.42</b>	<b>86.67%</b>	<b>Yes</b>
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Assessments specific to P-12 Education _____ / 1.00			
<b>Total ___ 1.00</b>	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.50</b>	<b>0.46</b>	<b>91.67%</b>	<b>Yes</b>
<b>Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.</b>			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>

Appendix I: Table 9: CNS 6025 Assessment and Appraisal in Counseling

<b>KPI Rubric: Assessment and Testing                      CNS 6025 Assessment &amp; Appraisal in Counseling                      Assignment: Final Examination (30 Points)</b>			
<b>Key Core Content Area Assessment: Key Performance Indicator Standards are underlined.</b>			
Key Core Content Area: Assessment and Testing	Average	Percentage	KPI Met?
A. Historical perspectives concerning the nature and meaning of assessment and testing in counseling ___ / 2.00	2.00	100.00%	Yes
B. Methods of effectively preparing for and conducting initial assessment meetings ___ / 1.00	0.62	61.54%	No
C. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide ___ / 2.00	2.00	100.00%	Yes
D. Procedures for identifying trauma and abuse and for reporting abuse ___ / 3.00	3.00	100.00%	Yes
E. Use of assessments for diagnostic and intervention planning purposes ___ / 2.00	1.62	80.77%	Yes
F. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments ___ / 2.00	1.77	88.46%	Yes
G. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations ___ / 2.00	2.00	100.00%	Yes
H. Reliability and validity in the use of assessments ___ / 2.00	1.85	92.31%	Yes
I. Use of assessments relevant to academic/educational, career, personal, and social development ___ / 2.00	1.69	84.62%	Yes

J. Use of environmental assessments and systematic behavioral observations ____ / 2.00	1.69	84.62%	Yes
K. Use of symptom checklists, and personality and psychological testing ____ / 2.00	1.85	92.31%	Yes
L. Use of assessment results to diagnose developmental, behavioral, and mental disorders ____ / 2.00	2.00	100.00%	Yes
M. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results ____ / 3.00	2.85	94.87%	Yes
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Speciality Area Standards</b>			
a. Foundations: Evidenced-Based Assessments and Strategies ____ / 1.00	1.00	100.00%	Yes
b. Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation. ____ / 1.00	1.00	100.00%	Yes
c. Practice: Evidenced-Based Interventions and Activities. ____ / 1.00	1.00	100.00%	Yes
<b>**** OR ****</b>			
<b>School Counseling Specialty Area Standards</b>			
a. Foundations: Assessments specific to P-12 Education ____ / 1.00	1.00	100.00%	Yes
b. Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students. ____ / 1.00	1.00	100.00%	Yes
c. Practice: Interventions that promote collaboration and communication across constituents in the school system. ____ / 1.00	1.00	100.00%	Yes
<b>Total ____ / 30</b>	<b>27.92</b>	<b>93.08%</b>	<b>Yes</b>

<b>Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based):</b> Note: (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator			
<b>Assessment and Testing</b>			
<b>Skills-Based (SB) Key Performance Indicator:</b> Procedures for identifying trauma and abuse and for reporting abuse (SB) _____ / 3.00	<b>3.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results _____ / 3.00	<b>2.73</b>	<b>91.03%</b>	<b>Yes</b>
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	<b>0.80</b>	<b>80.00%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	<b>0.45</b>	<b>90.00%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	<b>0.45</b>	<b>90.00%</b>	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	<b>0.90</b>	<b>90.00%</b>	<b>Yes</b>
<b>**** OR ****</b>			
<b>School Counseling Specialty Area Standards</b>			

<b>Knowledge-Based (KB) Key Performance Indicator:</b> Assessments specific to P-12 Education _____ / 1.00	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.50	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.50	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques to foster collaboration and teamwork within schools _____ / 0.50	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Total Knowledge-Based (KB) Key Performance Indicator ___ / 2.00</b>	<b>1.77</b>	<b>88.46%</b>	<b>Yes</b>
<b>Total Skills-Based (SB) Key Performance Indicator ___ / 7.00</b>	<b>6.65</b>	<b>95.05%</b>	<b>Yes</b>
<b>Program Objectives Assessment (Core Content Area):</b>			
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Assessment and Testing &amp; Clinical Mental Health Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.23</b>	<b>90.00%</b>	<b>Yes</b>

<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00			
<b>Total ___ / 1.00</b>	<b>0.75</b>	<b>75.00%</b>	<b>Yes</b>
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Procedures for identifying trauma and abuse and for reporting abuse _____ / 3.00			
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results _____ / 1.50			
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00			
<b>Total ___ / 5.50</b>	<b>4.85</b>	<b>88.18%</b>	<b>Yes</b>
<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50			
<b>Total ___ / 0.50</b>	<b>0.45</b>	<b>90.00%</b>	<b>Yes</b>
<b>Program Objective # 8: Employ practices and decision-making that aligns with the ethical and legal standards of the profession.</b>			
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results _____ / 1.50			



<b>Total ___ 1.50</b>	<b>1.30</b>	<b>86.67%</b>	<b>Yes</b>
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>**** OR ****</b>			
<b>Assessment and Testing &amp; School Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.</b>			
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50			
<b>Total ___ / 0.50</b>	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>

<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Procedures for identifying trauma and abuse and for reporting abuse _____ / 3.00			
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results _____ / 1.50			
Assessments specific to P-12 Education _____ / 1.00			
<b>Total ___ 5.50</b>	<b>5.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 8: Employ practices and decision-making that aligns with the ethical and legal standards of the profession.</b>			
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results _____ / 1.50			
<b>Total ___ 1.50</b>	<b>1.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			

<b>Total ___ 0.50</b>	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.</b>			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>

Appendix J: Table 10: CNS 6030 Advanced Research and Evaluation KPI Rubric

<b>KPI Rubric: Research and Program Evaluation CNS 6030 Advanced Research and Evaluation Assignment: Quantitative Research Project: (25 Points)</b>			
<b><u>Key Core Content Area Assessment: Key Performance Indicator Standards are underlined.</u></b>			
<b>Key Core Content Area: Research and Program Evaluation</b>	<b>Average</b>	<b>Percentage</b>	<b>KPI met?</b>
<u>A. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</u> ___ / 3.00 * Did the research topic have a meaningful connect to counseling or counselor education? How well did the group conduct research on the topic of interest?	<b>2.93</b>	<b>97.78%</b>	<b>Yes</b>
<u>B. Identification of evidence-based counseling practices</u> ___ / 2.00 * How could the findings reported contribute to the counseling field or counseling program?	<b>2.00</b>	<b>100.00%</b>	<b>Yes</b>
<u>C. Needs assessments</u> ___ / 3.00 * How well constructed was the content of the survey?	<b>2.89</b>	<b>96.30%</b>	<b>Yes</b>

D. Development of outcome measures for counseling programs ___ / 3.00 * How well did the survey accomplish its intended objective?	2.00	66.67%	No
E. Evaluation of counseling interventions and programs ___ / 2.00 * How may the findings guide future research on the topic of interest?	2.00	100.00%	
F. Qualitative, quantitative, and mixed research methods ___ / 2.00 * How well did the survey produce appropriate quantitative results?	2.00	100.00%	Yes
G. Designs used in research and program evaluation * How well did the group address each of the steps in survey development? ___ / 2.00	2.00	100.00%	Yes
H. Statistical methods used in conducting research and program evaluation * How did the group come to the conclusions about their topic? ___ / 2.00	2.00	100.00%	Yes
I. Analysis and use of data in counseling * What conclusions did the group make about their findings? ___ / 2.00	2.00	100.00%	Yes
J. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation * What ethical and/or multicultural components were considered in the development of the survey? ___ / 2.00	2.00	100.00%	Yes
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Speciality Area Standards</b>			
a. Foundations: Evidenced-Based Assessments and Strategies. * How does the findings contribute to future development in counseling or counselor education? ___ / 1.00	0.91	91.43%	Yes

b. Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation. * How well did the group assess and evaluate their own results? ____ / 1.00	1.00	100.00%	Yes
c. Practice: Evidenced-Based Interventions and Activities. * How well did the group construct their own survey for its intended purpose? ____/1.00	1.00	100.00%	Yes
**** OR ****			
<b>School Counseling Specialty Area Standards</b>			
a. Foundations: Assessments specific to P-12 Education * How does the findings contribute to future development in counseling or counselor education? ____ / 1.00	1.00	100.00%	Yes
b. Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students. ____ / 1.00 * How well did the group assess and evaluate their own results?	1.00	100.00%	Yes
c. Practice: Interventions that promote collaboration and communication across constituents in the school system. ____ / 1.00 * How well did the group construct their own survey for its intended purpose?	1.00	100.00%	Yes
<b>Total ____/25</b>	<b>24.76</b>	<b>99.02%</b>	<b>Yes</b>
<b>Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based):</b> Note: (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator			
<b>Research and Program Evaluation</b>			

<b>Knowledge-Based (KB) Key Performance Indicator:</b> The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice _____ / 1.50	<b>1.46</b>	<b>97.14%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Needs assessments _____ / 3.00	<b>3.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice _____ / 1.50	<b>1.46</b>	<b>97.14%</b>	<b>Yes</b>
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>**** OR ****</b>			
<b>School Counseling Specialty Area Standards</b>	<b>No data</b>		
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Assessments specific to P-12 Education _____ / 1.00	<b>#DIV/0!</b>		<b>No data</b>

<b>Knowledge-Based (KB) Key Performance Indicator:</b> School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.50	#DIV/0!		No data
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	#DIV/0!		No data
<b>Skills-Based (SB) Key Performance Indicator:</b> Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.50	#DIV/0!		No data
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques to foster collaboration and teamwork within schools _____ / 0.50	#DIV/0!		No data
<b>Total Knowledge-Based (KB) Key Performance Indicator</b> ___ / 6.50	#DIV/0!		No data
<b>Total Skills-Based (SB) Key Performance Indicator</b> ___ / 2.50	#DIV/0!		No data
<b>Program Objectives Assessment (Core Content Area):</b>			
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Research and Program Evaluation &amp; Clinical Mental Health Counseling Speciality Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25	0.25	100.00%	Yes
<b>Total</b> ___ / 0.25			
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			

Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00			
<b>Total ___ / 1.00</b>	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00			
<b>Total ___ / 1.00</b>	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice _____ / 3.00			
Needs assessments _____ / 3.00			
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50			
<b>Total ___ / 6.50</b>	<b>5.64</b>	<b>86.73%</b>	<b>Yes</b>
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>**** OR ****</b>			



<b>Research and Program Evaluation &amp; School Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.</b>			
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50			
<b>Total ___ / 0.50</b>	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>

<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Assessments specific to P-12 Education _____ / 1.00			
<b>Total ___ / 1.00</b>	<b>1.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice _____ / 3.00			
Needs assessments _____ / 3.00			
<b>Total ___ / 6.00</b>	<b>6.00</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.50</b>	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.</b>			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.25</b>	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>

Appendix K: Table 11: CNS 6060 Multicultural Counseling KPI Rubric Analysis

<p style="text-align: center;"><b>KPI Rubric: Social and Cultural Diversity CNS 6060 Multicultural Counseling Assignment: Multicultural Interview (20 Points)</b></p>			
<p><b><u>Key Core Content Area Assessment:</u> Key Performance Indicator Standards are underlined.</b></p>			
Key Core Content Area: Social and Cultural Diversity	Average	Percentage	KPI Met?
<p>A. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally ___ / 1.00 * How did questions pose attend to multicultural and pluralistic characteristics of the interviewee? How did the interviewer attend to this idea within their reflection?</p>	1.00	100.00%	<b>Yes</b>
<p>B. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy ___ / 2.00 * How did the interviewer connect responses from the interviewee to cultural identity development models and/or issues related to social justice and advocacy?</p>	1.77	88.46%	<b>Yes</b>
<p>C. Multicultural counseling competencies ___ / 2.00 * How did the interviewer demonstrate attention to multicultural counseling competencies in their interview process?</p>	1.92	96.15%	<b>Yes</b>

D. <u>The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</u> ___ / 3.00 * How did the interviewer attend to the interviewee's heritage, attitudes, beliefs, understandings, etc. within questions posed? How did they reflect upon the interviewee's responses?	2.92	97.44%	Yes
E. The effects of power and privilege for counselors and clients ____ / 2.00 * How did the interviewer attempt to minimize the idea and perception of power and privilege through the interview process?	2.00	100.00%	Yes
F. Help-seeking behaviors of diverse clients ___ / 2.00 * How did the interviewer pose questions related to understanding the interviewee's help-seeking behaviors?	1.92	96.15%	Yes
G. The impact of spiritual beliefs on clients' and counselors' worldviews ___ / 2.00 * How did the interviewer attend to questions related to interviewee's spiritual beliefs and worldviews?	2.00	100.00%	Yes
H. <u>Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</u> ____ / 3.00 * How did the interviewer reflect upon the interviewee's thoughts on experienced oppression and discrimination or the general presence of oppression and discrimination towards others?	2.92	97.44%	Yes
<b>Clinical Mental Health Counseling Speciality Area Standards</b>			
a. Foundations: Evidenced-Based Assessments and Strategies ___ / 1.00 * How did the interviewee attend to cultural competencies within the interview questions?	0.92	91.67%	Yes

b. Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation. ___ / 1.00 * How did the interviewee attempt to minimize the power dynamics and attempt to build a connection with the interviewee?	0.92	91.67%	Yes
c. Practice: Evidenced-Based Interventions and Activities. ___/1.00 * What strategies and interventions would help to minimize oppression and depression for the interviewee?	1.00	100.00%	Yes
<b>School Counseling Specialty Area Standards</b>			
a. Foundations: Assessments specific to P-12 Education ___ / 1.00 * How did the interviewee attend to cultural competencies within the interview questions?	1.00	100.00%	Yes
b. Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students. ___/ 1.00 * How did the interviewee attempt to minimize the power dynamics and attempt to build a connection with the interviewee?	1.00	100.00%	Yes
c. Practice: Interventions that promote collaboration and communication across constituents in the school system. ___ / 1.00 * What strategies and interventions would help to minimize oppression and depression for the interviewee?	1.00	100.00%	Yes
<b>Total ___/20</b>	<b>19.31</b>	<b>96.54%</b>	<b>Yes</b>

<b>Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based):</b> Note: (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator			
<b>Social and Cultural Diversity</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others _____ / 3.00	2.81	93.59%	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination _____ / 3.00	2.81	93.59%	<b>Yes</b>
<b>Clinical Mental Health Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	1.00	100.00%	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	0.48	95.83%	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	0.48	95.83%	<b>Yes</b>

<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	1.00	100.00%	Yes
<b>School Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Assessments specific to P-12 Education _____ / 1.00	1.00	100.00%	Yes
<b>Knowledge-Based (KB) Key Performance Indicator:</b> School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.50	0.50	100.00%	Yes
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	0.50	100.00%	Yes
<b>Skills-Based (SB) Key Performance Indicator:</b> Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.50	0.50	100.00%	Yes
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques to foster collaboration and teamwork within schools _____ / 0.50	0.50	100.00%	Yes
<b>Total Knowledge-Based (KB) Key Performance Indicator</b> ___ / 5.00	4.77	95.38%	Yes
<b>Total Skills-Based (SB) Key Performance Indicator</b> ___ / 4.00	3.81	95.19%	Yes
<b>Program Objectives Assessment (Core Content Area):</b>			
<b>Social and Cultural Diversity &amp; Clinical Mental Health Counseling Specialty Area</b>			

<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25			
<b>Total ___ / 0.25</b>	0.25	100.00%	<b>Yes</b>
<b>Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.</b>			
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others _____ / 1.50			
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination _____ / 3.00			
<b>Total ___ / 4.50</b>	4.21	93.52%	<b>Yes</b>
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	1.00	100.00%	<b>Yes</b>
<b>Total ___ / 1.00</b>			



<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	1.00	100.00%	Yes
<b>Total ___ / 1.00</b>			
<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	0.50	100.00%	Yes
<b>Total ___ / 0.50</b>			
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ 0.25</b>			
<b>Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.</b>			

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others _____ / 1.50			
<b>Total ___ 1.50</b>	1.42	94.44%	<b>Yes</b>
<b>Social and Cultural Diversity &amp; School Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
<b>Total ___ / 0.25</b>	0.25	100.00%	<b>Yes</b>
<b>Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.</b>			
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others _____ / 1.50			
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination _____ / 3.00			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 4.75</b>	4.75	100.00%	<b>Yes</b>

<b>Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.</b>			
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50			
<b>Total ___ / 0.50</b>	0.50	100.00%	<b>Yes</b>
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25			
<b>Total ___ / 0.25</b>	0.25	100.00%	<b>Yes</b>
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Assessments specific to P-12 Education _____ / 1.00			
<b>Total ___ 1.00</b>	1.00	100.00%	<b>Yes</b>
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			

Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.50</b>	0.50	100.00%	<b>Yes</b>
<b>Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.</b>			
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others _____ / 1.50			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 1.75</b>	1.75	100.00%	<b>Yes</b>

Appendix L: Table 12: CNS 6070 Career & Lifestyle Counseling KPI Rubric Analysis

<b>KPI Rubric: Career Development</b> <b>CNS 6070 Career and Lifestyle Counseling</b> <b>Assignment: Peer Career Assessment Evaluation (25 Points)</b>			
<b>Key Core Content Area Assessment: Key Performance Indicator Standards are underlined.</b>			
<b>Key Core Content Area: Career Development</b>	Average	Percentage	<b>KPI Met?</b>

A. Theories and models of career development, counseling, and decision making ____ / 2.00 * How were career models and theories incorporated into the evaluation?	1.96	97.92%	Yes
B. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors ____ / 2.00 * How is work-life balance and interpersonal skills incorporated into the evaluation in relation to the peer's career goals	1.94	96.88%	Yes
C. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems ____ / 2.00 * How is labor market information communicated in relation to the peer's career goals and aspirations?	1.78	89.06%	Yes
D. Approaches for assessing the conditions of the work environment on clients' life experiences ____ / 2.00 * How is work environment incorporated into the evaluation in relation to the peer's interests and abilities?	1.88	93.75%	Yes
E. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development ____ / 2.00 * Discussion on assessments reviewed within the evaluation.	1.92	95.83%	Yes
F. Strategies for career development program planning, organization, implementation, administration, and evaluation ____ / 2.00 * How did the individual address peer concerns or thoughts about the assessment outcomes and how were they included within the intervention section?	1.79	89.58%	Yes
G. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy ____/3.00 * How were multicultural considerations reflected within the evaluation?	2.69	89.58%	Yes
H. Strategies for facilitating client skill development for career, educational, and life-work planning and management ____ / 3.00 * How did the intervention section address skill development that matched the peer's goals and aspirations?	2.79	93.06%	Yes

I. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making ____ / 2.00 * Discussion on the purpose and intention of each assessment tool reviewed within the evaluation.	1.92	95.83%	Yes
J. Ethical and culturally relevant strategies for addressing career development ____ / 2.00 * What ethical considerations were addressed and/or encountered during the evaluation?	1.93	96.35%	Yes
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Speciality Area Standards</b>			
a. Foundations: Evidenced-Based Assessments and Strategies ____ / 1.00 * What evidenced-based forms of assessment are incorporated into the evaluation?	0.94	94.32%	Yes
b. Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation. ____ / 1.00 * How was the peer engaged in the career counseling process? Were there any techniques included within the intervention plan that address other assessments or counseling modalities?	0.55	54.55%	No
c. Practice: Evidenced-Based Interventions and Activities. ____/1.00 * What evidenced-based interventions are incorporated into the career evaluation to ensure your clients is receiving the best form of treatment?	0.89	88.64%	Yes
<b>**** OR ****</b>			
<b>School Counseling Specialty Area Standards</b>			
a. Foundations: Assessments specific to P-12 Education ____ / 1.00 * What evidenced-based forms of assessment are incorporated into the evaluation?	1.00	100.00%	Yes

b. Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students. ____/ 1.00 * How was the peer engaged in the career counseling process? What multicultural considerations were included within the evaluation?	0.50	50.00%	No
c. Practice: Interventions that promote collaboration and communication across constituents in the school system. ____ / 1.00 * What intervention techniques were included to connect the individual with other resources?	0.50	50.00%	No
<b>Total ____/25</b>	22.93	91.71%	Yes
<b>Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based):</b> Note: (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator			
<b>Career Development</b>			
<b>Skills-Based (SB) Key Performance Indicator:</b> Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy _____ / 3.00	2.68	89.24%	Yes
<b>Skills-Based (SB) Key Performance Indicator:</b> Strategies for facilitating client skill development for career, educational, and life-work planning and management _____ / 3.00	2.77	92.36%	Yes
<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	0.93	93.18%	Yes

<b>Knowledge-Based (KB) Key Performance Indicator:</b> Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	0.45	90.91%	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	0.28	56.82%	<b>No</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	0.89	88.64%	<b>Yes</b>
<b>**** OR ****</b>			
<b>School Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Assessments specific to P-12 Education _____ / 1.00	1.00	100.00%	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.50	0.50	100.00%	<b>Yes</b>
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	0.38	75.00%	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.50	0.38	75.00%	<b>Yes</b>
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques to foster collaboration and teamwork within schools _____ / 0.50	0.25	50.00%	<b>No</b>
<b>Total Knowledge-Based (KB) Key Performance Indicator ___ / 2.00</b>	1.63	81.25%	<b>Yes</b>
<b>Total Skills-Based (SB) Key Performance Indicator ___ / 7.00</b>	6.28	89.77%	<b>Yes</b>
<b>Program Objectives Assessment (Core Content Area):</b>			



<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Career Development &amp; Clinical Mental Health Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25	0.20	79.55%	<b>Yes</b>
<b>Total ___ / 0.25</b>			
<b>Program Objective # 4: Apply developmental practices to highlight the career and lifestyle needs of evolving populations within an ever-changing sociological framework.</b>			
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy _____ / 3.00			
Strategies for facilitating client skill development for career, educational, and life-work planning and management _____ / 3.00			
<b>Total ___ / 6.00</b>	5.05	84.20%	<b>Yes</b>
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	0.93	93.18%	<b>Yes</b>
<b>Total ___ / 1.00</b>			
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			

Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	0.94	94.32%	Yes
<b>Total ___ / 1.00</b>			
<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	0.25	50.00%	No
<b>Total ___ / 0.50</b>			
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25	0.19	77.27%	Yes
<b>Total ___ 0.25</b>			
<b>**** OR ****</b>			
<b>Career Development &amp; School Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ / 0.25</b>			

<b>Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ / 0.25</b>			
<b>Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.</b>			
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	0.38	75.00%	Yes
<b>Total ___ / 0.50</b>			
<b>Program Objective # 4: Apply developmental practices to highlight the career and lifestyle needs of evolving populations within an ever-changing sociological framework.</b>			
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy _____ / 3.00			
Strategies for facilitating client skill development for career, educational, and life-work planning and management _____ / 3.00			
<b>Total ___ / 6.00</b>	5.25	87.50%	Yes
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ / 0.25</b>			

<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Assessments specific to P-12 Education _____ / 1.00	0.88	87.50%	<b>Yes</b>
<b>Total ___ 1.00</b>			
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.50</b>	0.50	100.00%	<b>Yes</b>
<b>Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.</b>			
Techniques to foster collaboration and teamwork within schools _____ / 0.25	0.13	50.00%	<b>No</b>
<b>Total ___ 0.25</b>			

Appendix M: Table 13: CNS 6082 Development Across the Lifespan KPI Rubric Analysis

**KPI Rubric: Human Growth and Development**  
**CNS 6082 Development Across the Lifespan**  
**Assignment: Field Observation (25 Points)**

<b>Key Core Content Area Assessment: Key Performance Indicator Standards are underlined.</b>			
<b>Key Core Content Area: Human Growth and Development</b>	<b>Average</b>	<b>Percentage</b>	<b>KPI Met</b>
A. Theories of individual and family development across the lifespan ___ / 2.00 * What development theories and concepts were reviewed within this assignment?	1.23	61.67%	No
B. Theories of learning ___ / 2.00 * How does the site promote learning and development?	1.27	63.33%	No
C. Theories of normal and abnormal personality development ___ / 2.00 * What do the normal day-to-day processes look like at the site?	1.33	66.67%	No
D. Theories and etiology of addictions and addictive behaviors ___ / 2.00 * How does the site support those that experience addiction?	1.90	95.00%	Yes
E. Biological, neurological, and physiological factors that affect human development, functioning, and behavior ___ / 2.00 * What individual factors promote and impede healthy functioning at the site?	1.17	58.33%	No
F. <u>Systemic and environmental factors that affect human development, functioning, and behavior</u> ___ / 4.00 * What environmental factors promote and impede healthy functioning at the site?	2.27	56.67%	No
G. <u>Effects of crisis, disasters, and trauma on diverse individuals across the lifespan</u> ___ / 4.00 * What crisis events have been experienced by those at the site and what was their response?	2.80	70.00%	No
H. A general framework for understanding differing abilities and strategies for differentiated interventions ___ / 2.00 * How does the site support those experiencing disabilities?	1.23	61.67%	No
I. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan ___ / 2.00 * What ethical and cultural issues are considered at the site?	1.80	90.00%	Yes

**Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration**

**Clinical Mental Health Counseling Speciality Area Standards**

a. Foundations: Evidenced-Based Assessments and Strategies ___ / 1.00 * What evidenced-based forms of assessment are incorporated into your approach and diagnosis of the client?	0.68	67.86%	No
b. Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation. ___ / 1.00 * How is the client being engaged in counseling-related services, i.e., individual, group, career, psychoeducational, a combination of services, etc.	0.64	64.29%	No
c. Practice: Evidenced-Based Interventions and Activities. ___/1.00 * What evidenced-based interventions are incorporated into the career evaluation to ensure your clients is receiving the best form of treatment?	0.93	92.86%	Yes

**\*\*\*\* OR \*\*\*\***

**School Counseling Specialty Area Standards**

a. Foundations: Assessments specific to P-12 Education ___ / 1.00 * What assessments are incorporated into the evaluation process for school programs and students?	0.50	50.00%	No
b. Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students. ___/ 1.00 * What roles do school counselors fulfill within the school being researched? How does the school identify at-risk students?	0.50	50.00%	No

c. Practice: Interventions that promote collaboration and communication across constituents in the school system. ___ / 1.00 * Who / how do school counselors interact with other to support the needs of students?	1.00	100.00%	Yes
--	------	---------	-----

<b>Total ___/25</b>	<b>17.23</b>	<b>68.93%</b>	<b>No</b>
---------------------	--------------	---------------	-----------

<b>Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based):</b> Note: (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator			
<b>Human Growth and Development</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Systemic and environmental factors that affect human development, functioning, and behavior _____ / 3.00	2.07	68.89%	No
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Effects of crisis, disasters, and trauma on diverse individuals across the lifespan _____ / 3.00	2.37	78.89%	Yes

<b>Fill in either the CMHC or School Counseling Speciality Area Section depending on each student's concentration</b>			
<b>Clinical Mental Health Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	0.68	67.86%	No
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	0.48	96.43%	Yes

<b>Knowledge-Based (KB) Key Performance Indicator:</b> Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	0.34	67.86%	No
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	0.71	71.43%	No
<b>**** OR ****</b>			
<b>School Counseling Specialty Area Standards</b>			
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Assessments specific to P-12 Education _____ / 1.00	0.50	50.00%	No
<b>Knowledge-Based (KB) Key Performance Indicator:</b> School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.50	0.50	100.00%	Yes
<b>Knowledge-Based (KB) Key Performance Indicator:</b> Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	0.25	50.00%	No
<b>Skills-Based (SB) Key Performance Indicator:</b> Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.50	0.50	100.00%	Yes
<b>Skills-Based (SB) Key Performance Indicator:</b> Techniques to foster collaboration and teamwork within schools _____ / 0.50	0.50	100.00%	Yes
<b>Total Knowledge-Based (KB) Key Performance Indicator</b> ___ / 8.00	5.92	73.96%	No
<b>Total Skills-Based (SB) Key Performance Indicator</b> ___ / 1.00	0.73	73.33%	No

<b>Program Objectives Assessment (Core Content Area):</b>
<b>Fill in either the CMHC or School Counseling Specialty Area Section depending on each student's concentration</b>
<b>Human Growth and Development &amp; Clinical Mental Health Counseling Specialty Area</b>



<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ / 0.25</b>			
<b>Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.</b>			
Systemic and environmental factors that affect human development, functioning, and behavior _____ / 3.00			
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan _____ / 3.00			
<b>Total ___ / 6.00</b>	<b>4.30</b>	<b>71.67%</b>	<b>No</b>
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00	0.61	60.71%	No
<b>Total ___ / 1.00</b>			
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	0.57	57.14%	No
<b>Total ___ / 1.00</b>			

<b>Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.</b>			
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	0.45	89.29%	Yes
<b>Total ___ / 0.50</b>			
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ 0.25</b>			
<b>**** OR ****</b>			
<b>Human Growth and Development &amp; School Counseling Specialty Area</b>			
<b>Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.</b>			
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ / 0.25</b>			
<b>Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.</b>			

Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ / 0.25</b>			
<b>Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.</b>			
Systemic and environmental factors that affect human development, functioning, and behavior _____ / 3.00			
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan _____ / 3.00			
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50			
<b>Total ___ / 6.50</b>	4.50	69.23%	No
<b>Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.</b>			
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25	0.25	100.00%	Yes
<b>Total ___ / 0.25</b>			
<b>Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.</b>			
Assessments specific to P-12 Education _____ / 1.00	0.50	50.00%	No
<b>Total ___ 1.00</b>			
<b>Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.</b>			

School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25			
Techniques to foster collaboration and teamwork within schools _____ / 0.25			
<b>Total ___ 0.50</b>	<b>0.50</b>	<b>100.00%</b>	<b>Yes</b>
<b>Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.</b>			
Techniques to foster collaboration and teamwork within schools _____ / 0.25	<b>0.25</b>	<b>100.00%</b>	<b>Yes</b>
<b>Total ___ 0.25</b>			

**Appendix N: Table 14: Fall 2021 Professional Dispositions Scores Overall Program (Rosemont College and Cedar Crest College)**

	<b>Averages</b>
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.61
Flexible to new demands, the environment, and accept necessary changes	2.57
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.55
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.44
Reach consensus, initiate compromise, and show concern for group goals	2.52
Invite feedback, incorporate supervisory feedback, and give feedback	2.47
<b>Awareness</b>	
Awareness of own impact on others	2.44
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.	2.56
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	2.44
Adhere to school and SPGS policies	2.62
Proficient graduate level oral and written skills	2.56
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.66
Dedication to Counseling Profession	2.64
Attend and adhere to Ethical Standards	2.63

**Appendix O: Table 15: Fall 2021 Professional Dispositions Scores (Rosemont College Students Only)**

	<b>Averages</b>
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.61
Flexible to new demands, the environment, and accept necessary changes	2.57
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.53
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.42
Reach consensus, initiate compromise, and show concern for group goals	2.50
Invite feedback, incorporate supervisory feedback, and give feedback	2.46
<b>Awareness</b>	
Awareness of own impact on others	2.42
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.51
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.54
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	2.43
Adhere to school and SPGS policies	2.66
Proficient graduate level oral and written skills	2.56
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.64
Dedication to Counseling Profession	2.62
Attend and adhere to Ethical Standards	2.62

**Appendix P: Table 16: Fall 2021 Professional Dispositions Scores (Cedar Crest College Students Only)**

	<b>Averages</b>
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.61
Flexible to new demands, the environment, and accept necessary changes	2.61
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.61
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.56
Reach consensus, initiate compromise, and show concern for group goals	2.61
Invite feedback, incorporate supervisory feedback, and give feedback	2.56
<b>Awareness</b>	
Awareness of own impact on others	2.56
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.56
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.67
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	2.50
Adhere to school and SPGS policies	2.44
Proficient graduate level oral and written skills	2.61
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.72
Dedication to Counseling Profession	2.72
Attend and adhere to Ethical Standards	2.67

**Appendix Q: Table 17: Spring 2022 Professional Dispositions Scores Overall Program (Rosemont College and Cedar Crest College)**

	<b>Averages</b>
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.63
Flexible to new demands, the environment, and accept necessary changes	2.63
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.59
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.60
Reach consensus, initiate compromise, and show concern for group goals	2.61
Invite feedback, incorporate supervisory feedback, and give feedback	2.61
<b>Awareness</b>	
Awareness of own impact on others	2.57
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.58
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.66
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	2.55
Adhere to school and SPGS policies	2.58
Proficient graduate level oral and written skills	2.56
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.63
Dedication to Counseling Profession	2.60
Attend and adhere to Ethical Standards	2.66



**Appendix R: Table 18: Spring 2022 Professional Dispositions Scores (Rosemont College Students Only)**

	<b>Averages</b>
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.69
Flexible to new demands, the environment, and accept necessary changes	2.69
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.64
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.65
Reach consensus, initiate compromise, and show concern for group goals	2.66
Invite feedback, incorporate supervisory feedback, and give feedback	2.66
<b>Awareness</b>	
Awareness of own impact on others	2.61
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.63
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.71
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	2.59
Adhere to school and SPGS policies	2.63
Proficient graduate level oral and written skills	2.59
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.98
Dedication to Counseling Profession	2.63
Attend and adhere to Ethical Standards	2.71

**Appendix S: Table 19: Spring 2022 Professional Dispositions Scores (Cedar Crest College Students Only)**

	<b>Averages</b>
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.16
Flexible to new demands, the environment, and accept necessary changes	2.21
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.21
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.16
Reach consensus, initiate compromise, and show concern for group goals	2.26
Invite feedback, incorporate supervisory feedback, and give feedback	2.26
<b>Awareness</b>	
Awareness of own impact on others	2.26
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.16
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.21
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	2.26
Adhere to school and SPGS policies	2.21
Proficient graduate level oral and written skills	2.37
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.26
Dedication to Counseling Profession	2.37
Attend and adhere to Ethical Standards	2.26

**Appendix T: Table 20: Summer 2022 Professional Dispositions Scores Overall Program (Rosemont College and Cedar Crest College)**

	<b>Averages</b>
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.30
Flexible to new demands, the environment, and accept necessary changes	2.29
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.31
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.34
Reach consensus, initiate compromise, and show concern for group goals	2.37
Invite feedback, incorporate supervisory feedback, and give feedback	2.43
<b>Awareness</b>	
Awareness of own impact on others	2.28
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.39
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.42
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	2.36
Adhere to school and SPGS policies	2.47
Proficient graduate level oral and written skills	2.41
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.47
Dedication to Counseling Profession	2.48
Attend and adhere to Ethical Standards	2.48

**Appendix U: Table 21: Summer 2022 Professional Dispositions Scores (Rosemont College Students Only)**

	<b>Averages</b>
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.30
Flexible to new demands, the environment, and accept necessary changes	2.29
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.31
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.34
Reach consensus, initiate compromise, and show concern for group goals	2.37
Invite feedback, incorporate supervisory feedback, and give feedback	2.43
<b>Awareness</b>	
Awareness of own impact on others	2.29
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.39
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.41
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	2.39
Adhere to school and SPGS policies	2.49
Proficient graduate level oral and written skills	2.40
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.48
Dedication to Counseling Profession	2.49
Attend and adhere to Ethical Standards	2.49

Appendix V: Table 22: Summer 2022 Professional Dispositions Scores (Cedar Crest College Students Only)

	Averages
<b>Flexibility and Openness</b>	
Open willingness to different perspectives	2.40
Flexible to new demands, the environment, and accept necessary changes	2.40
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.40
<b>Collaboration</b>	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.40
Reach consensus, initiate compromise, and show concern for group goals	2.40
Invite feedback, incorporate supervisory feedback, and give feedback	2.60
<b>Awareness</b>	
Awareness of own impact on others	2.20
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.40
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.60
<b>Initiative and Motivation</b>	
Met or exceed all of the class requirements, showed creativity	1.80
Adhere to school and SPGS policies	2.20
Proficient graduate level oral and written skills	2.60
<b>Responsibility</b>	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.40
Dedication to Counseling Profession	2.40
Attend and adhere to Ethical Standards	2.40

**Appendix W: Table 23: Fall 2021 Student Evaluations of Counselor Educators**

	Counselor Educator - Areas of Assessment						
	Organization and planning throughout the course	Ability to communicate material / concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (1)	1.17	1.06	1.09	1.03	1.06	1.06	1.09
Core Faculty Member (2)	1.39	1.31	1.27	1.18	1.23	1.53	1.61
Non-Core Faculty Member (1)	2.50	1.84	1.67	1.17	1.17	2.17	2.00
Non-Core Faculty Member (2)	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Non-Core Faculty Member (3)	2.20	2.40	2.00	1.20	1.80	2.00	2.60
Non-Core Faculty Member (4)	2.67	3.00	1.67	1.50	1.67	2.00	2.00
Non-Core Faculty Member (5)	1.17	1.25	1.33	1.25	1.17	1.17	1.42
Non-Core Faculty Member (6)	2.55	2.09	2.09	1.73	1.73	2.27	1.91

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2021 – 2022 Academic Year.

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

**Appendix X: Table 24: Spring 2022 Student Evaluations of Counselor Educators**

	Counselor Educator - Areas of Assessment						
	Organization and planning throughout the course	Ability to communicate material / concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (1)	1.14	1.06	1.06	1.06	1.06	1.06	1.11
Core Faculty Member (2)	1.90	1.50	1.38	1.18	1.25	1.74	1.32
Non-Core Faculty Member (2)	1.30	1.20	1.00	1.00	1.00	1.10	1.10
Non-Core Faculty Member (5)	1.38	1.75	1.50	1.38	1.38	1.25	1.63
Non-Core Faculty Member (7)	1.41	1.31	1.34	1.17	1.17	1.41	1.24
Non-Core Faculty Member (8)	3.28	3.12	2.86	2.71	2.77	3.34	3.06

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2021 – 2022 Academic Year.

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

**Appendix Y: Table 25: Summer 2022 Student Evaluations of Counselor Educators**

	Counselor Educator - Areas of Assessment						
	Organization and planning throughout the course	Ability to communicate material / concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (1)	1.31	1.04	1.04	1.07	1.04	1.07	1.04
Core Faculty Member (2)	1.15	1.00	1.00	1.00	1.00	1.08	1.00
Core Faculty Member (3)	Due to a technological issue, the surveys for Core Faculty Member 3 were not issued to students.						
Non-Core Faculty Member (9)	1.80	1.80	2.20	1.40	1.40	1.80	1.60

Note: Core and Non-Core Faculty Members maintained the same pseudonym throughout the entire 2021 – 2022 Academic Year.

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