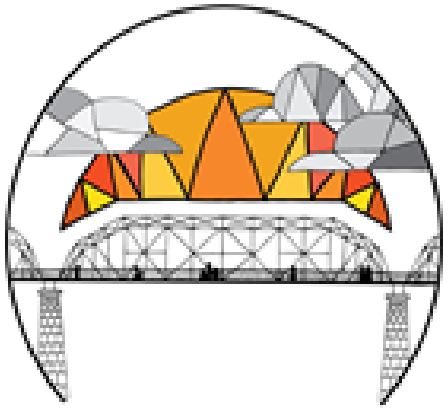
UTC Counselor Education Program Report
2022-2023



Report Outline:

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I. Program Updates

CACREP Update: The UTC Counselor Education program is granted CACREP accreditation through March 31, 2029.

Faculty Updates: During the 2022-2023 Academic Year program faculty conducted a search to fill one position in counselor education. Recruitment efforts to gain a diverse applicant pool included faculty reaching out through Counselor Education listserv, completing job talks and individual meetings at relevant counselor education conferences, working with HR to post job on relevant higher education affinity sites, and working in conjunction with the Office of Equity and Inclusion, Academic Affairs, and Student Affairs to provide onsite candidates a well-rounded experience of UTC. Three candidates made it to the final round, but ultimately all declined job offers. A new search will resume in the 2023-2024 academic year to fill the position. The Candidate Pool Diversity Data Sheet is available in the appendix of this document and shows OEI's assessment of candidates' diversity statuses as measured by the institution.

II. Program Mission

The primary purpose of the UTC Counselor Education Program is to train knowledgeable, competent, and skillful professional counselors to provide services in both clinical mental health and school settings. This program is based on a developmental process of personal and professional wellness, emphasizing skill acquisition at early stages, progressing toward a strong theoretical and ethical foundation, and increasing cultural competence in order to work both independently and collaboratively with a variety of individuals & groups. (Revised October 12, 2020; Reviewed by Advisory Board October 6, 2022)

III. Evaluation of the Program

A. Key Performance Indicators Expectations: Programmatic expectations for students' individual performance on the ***KPI*** is similar to that of the CPCE (below): Student will perform at the mean score or no less than 1 standard deviation below the mean to evaluate the efficacy of the program.

i. Core: Student Performance in CACREP Eight Core Areas: Counselor Education program faculty developed signature assignment/assessments incorporated into classes to measure student performance in eight core areas across the course of students' enrollment in the program. Most of the course rubric indicators were rated using three performance levels (Below Expectations, Meets Expectations, and Exceeds Expectations) and were scored as 1, 2, and 3, respectively. Table 1 presents the summary results of the assessments, which are aligned with the CACREP eight core areas. As can be seen in Table 1, students perform well in eight core areas, implying that the students obtained the knowledge and skills deemed necessary for competency.

ii. Specialties: Performance in Specialty Areas: Table 2 presents the summary results of assessments in specialty areas. The results indicated that the students perform well in the specialties, implying they obtained necessary knowledge, skills, and abilities during their program study and are competent upon program completion.

Student Performance in CACREP Eight Core Areas: Counselor Education program faculty developed signature assignment/assessments incorporated into classes to measure student performance in eight core areas across the course of students' enrollment in the program. The majority assessment rubric indicators were rated using three performance levels (e.g., Below Expectations=1, Meet Expectations=2, and Exceeds Expectations=3), while the rubrics of other assessments have 2 (e.g., Annotated Bibliography: Below Expectations=1, Meets Expectations=2) or 4 (e.g., Journal Entry: Beginning=1, Developing=2, Accomplished=3, and Exemplary=4) performance levels. Table 1 presents the summary results of assessments, which are aligned with CACREP eight core areas. It can be seen in Table 1, students perform well in eight core areas, implying that the students obtained the knowledge and skills deemed necessary for competency.

Table1: Students' Performance in Eight Core Areas

CACREP	Assessment / Rubric*	N	R1		R2		R3		R4		R5		R6		R7		R8		R9		R10	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
MED Counseling: Clinical Mental Health																						
2.F.1	Multicultural Awareness Paper	19	3.00	0.00	3.00	0.00	2.68	0.48														
2.F.1, 8	Annotated Bibliography	19	2.00	0.00	2.00	0.00	2.00	0.00														
2.F.1	Ethical Decision-Making Paper	16	3.00	0.00	2.56	0.51	2.94	0.25														
2.F.2	Counseling Culturally Diverse Groups Presentation	13	2.92	0.28	2.92	0.28	2.92	0.28	2.92	0.28	2.92	0.28	2.92	0.28								
2.F.3	Lifespan Collage	8	2.75	0.46	2.75	0.46	2.75	0.46	2.75	0.46	2.75	0.46	2.75	0.46	2.75	0.46	2.75	0.46	2.75	0.46	2.75	0.46
2.F.4,3	Performance Assessment	15	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00										
2.F.5,2,1,7	Final Recording	18	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	1.94	0.24	2.00	0.00	2.00	0.00	2.00	0.00		
2.F.5,7	Journal Entry	18	4.00	0.00	4.00	0.00	4.00	0.00														
2.F.5,7	Reflection Paper	18	4.00	0.00	4.00	0.00	4.00	0.00														
2.F.6	Group Proposal Paper/Project	17	3.00	0.00	3.00	0.00	2.35	0.49	2.53	0.51	3.00	0.00	3.00	0.00								
MED Counseling: School																						
2.F.1	Multicultural Awareness Paper	6	3.00	0.00	3.00	0.00	2.50	0.55														
2.F.1,8	Annotated Bibliography	6	2.00	0.00	2.00	0.00	1.83	0.41														
2.F.1	Ethical Decision-Making Paper	5	3.00	0.00	2.80	0.45	3.00	0.00														
2.F.2	Counseling Culturally Diverse Groups Presentation	4	2.75	0.50	2.75	0.50	2.75	0.50	2.75	0.50	2.75	0.50	2.75	0.50								
2.F.3	Lifespan Collage	6	2.50	0.55	2.50	0.55	2.50	0.55	2.50	0.55	2.50	0.55	2.50	0.55	2.50	0.55	2.50	0.55	2.50	0.55	2.50	0.55
2.F.4,3	Performance Assessment	4	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00										
2.F.5,2,1,7	Final Recording	6	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	1.67	0.52	2.00	0.00	2.00	0.00	2.00	0.00		
2. F. 5,7	Journal Entry	4	4.00	0.00	4.00	0.00	4.00	0.00														
2. F. 5,7	Reflection Paper	4	4.00	0.00	4.00	0.00	4.00	0.00														
2.F.6	Group Proposal Paper/Project	5	3.00	0.00	3.00	0.00	2.00	0.00	2.60	0.55	3.00	0.00	3.00	0.00								

Note: Refer to appendix for detailed rubric information

Performance in Specialty Areas: Table 2 presents the summary results of assessments in specialty areas. The rubrics of assessments have 2 or 3 performance levels and were scored as 1, 2 or 1, 2, and 3, respectively. The results indicated that the students perform well in the specialties, implying they obtained necessary knowledge, skills, and abilities during their program study and are competent upon program completion.

Table2: Students' Performance in Specialty Areas

CACREP	Rubric* / Assessment	N	R1		R2		R3		R4		R5		R6		R7		R8		R9	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
MED Counseling: Clinical Mental Health																				
2.F.1,2,5 5.C	Personal Theories Paper	11	3.00	0.00	3.00	0.00	3.00	0.00	2.82	0.40										
5.C	Special Population & Evidenced-Based Practice Pro	17	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00						
5.C	Treatment Plan	16	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	1.88	0.34	2.00	0.00	2.00	0.00	2.00	0.00	1.94	0.25
MED Counseling: School																				
2.F.1,2,5 5.C	Personal Theories Paper	3	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00										
2.F.1-8 5.G	School Counseling Professional Portfolio	6	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00				
5.G 2. F.2	Equity Access Project	6	2.67	0.52	2.67	0.52	2.67	0.52	2.67	0.52	2.67	0.52								
2.F.1,3,5 5.G	Personal Theories Paper	5	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00								
5.C	Treatment Plan	5	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	1.80	0.45

Note: Refer to appendix for detailed rubric information.

Use of Results: In subsequent reports, the use of aggregate data will be utilized to analyze and identify individuals who are falling below the threshold of one standard deviation below the program mean.

B. ***Counselor Preparation Comprehensive Examination (CPCE)***

Expectation*:* Students will perform no less than 1 standard deviation below the mean when compared to national scores for programs that use the CPCE for "exit exam process" for that temporal testing period.

CPCE: UTC Counselor Education program graduates consistently achieve high scores on the Counselor Preparation Comprehensive Examination (CPCE), which is one part of the program's exit exam process for program candidates. The score at the one standard deviation below the national mean is used as the benchmark (BM) for UTC Counselor Education. 23 students took the CPCE test during academic year of 2022-2023. 22 (95.65%) out of 23 passed the CPCE (100222 and 100123).

Table 1 presents the summary results of the Counselor program candidates' performance on form 100222 and form 100123. A student's passing status is decided using a particular Reporting Window's national mean and standard deviation as students took the CPCE during different Reporting Windows. The results indicated that UTC Counselor students performed, by and large, well at test level as well as at each of eight core areas comparing to the national performance.

Table 1: Summary Results of CPCE Scores for Examinees-Form 100222

CPCE Section*	Items	UTC Counselor Education					
		N	Min.	Max.	Mean	SD	% >=BM
MED Counseling: Clinical Mental Health							
C1	17	6	11	17	14.00	1.90	100.0
C2	17	6	7	14	10.67	2.50	100.0
C3	17	6	10	14	12.00	1.67	100.0
C4	17	6	9	14	11.17	1.94	100.0
C5	17	6	10	14	12.00	1.79	100.0
C6	17	6	10	16	12.83	2.32	100.0
C7	17	6	8	17	11.00	3.16	100.0
C8	17	6	6	14	11.67	2.88	83.3
Total Score	**All**	**6**	**77**	**112**	**95.33**	**13.62**	**100.0**
MED Counseling: School							
C1	17	4	11	15	13.00	1.63	100.0
C2	17	4	8	13	10.00	2.16	100.0
C3	17	4	9	14	12.50	2.38	100.0
C4	17	4	9	13	11.00	1.83	100.0
C5	17	4	9	14	12.50	2.38	100.0

C6	17	4	11	17	14.25	2.75	100.0
C7	17	4	9	12	10.75	1.50	100.0
C8	17	4	13	16	14.50	1.29	100.0
Total Score	**All**	**4**	**82**	**108**	**98.50**	**11.39**	**100.0**

Note: *C1: Professional Counseling Orientation and Ethical Practice
C2: Social and Cultural Diversity
C3: Human Growth and Development
C4: Career Development
C5: Counseling and Helping Relationships
C6: Group Counseling and Group Work
C7: Assessment and Testing
C8: Research and Program Evaluation

Table 2: Summary Results of CPCE Scores for Examinees-Form 100123

CPCE Section*	Items	UTC Counselor Education					
		N	Min.	Max.	Mean	SD	% >=BM
MED Counseling: Clinical Mental Health							
C1	17	8	9	14	12.50	1.77	100.0
C2	17	8	10	13	11.63	1.41	100.0
C3	17	8	9	15	12.38	1.77	100.0
C4	17	8	10	13	12.00	1.07	100.0
C5	17	8	9	14	12.00	1.60	100.0
C6	17	8	10	16	13.50	2.20	100.0
C7	17	8	10	15	12.00	1.51	100.0
C8	17	8	11	15	13.75	1.28	100.0
Total Score	**All**	**8**	**90**	**107**	**99.75**	**5.68**	**100.0**
MED Counseling: School							
C1	17	5	11	15	12.80	1.64	100.0
C2	17	5	8	13	10.60	2.07	100.0
C3	17	5	6	14	11.00	3.16	80.0
C4	17	5	8	13	11.00	2.00	100.0
C5	17	5	8	11	9.80	1.64	100.0
C6	17	5	9	14	11.40	1.95	80.0

C7	17	5	7	13	10.60	2.30	80.0
C8	17	5	9	14	12.00	2.00	100.0
Total Score	**All**	**5**	**68**	**96**	**89.20**	**11.95**	**80.0**

Note: *C1: Professional Counseling Orientation and Ethical Practice
C2: Social and Cultural Diversity
C3: Human Growth and Development
C4: Career Development
C5: Counseling and Helping Relationships
C6: Group Counseling and Group Work
C7: Assessment and Testing
C8: Research and Program Evaluation

Use of Results: The exam results reiterate the program educational standards. All students who completed the CPCE received the program's expected benchmark score.

C. PRAXIS

The Professional School Counselor test (0421/5421) was developed by ETS to measure program completers' knowledge, skills, and abilities believed to be important to perform effective entry-level practice[1,2].

Praxis II test score data are retrieved from SOE database and ETS Data Manager. Data included in this analysis are all students' test scores from testing years of 2008-2009 to 2021-2022. As a student may repeatedly take a test during different testing years, in order to select his/her first-time test score, test score data from above testing years are merged into a single data file, and then the first test score records of students for a particular test are selected for analysis. That is, if a student repeatedly took a test, test score from the second or subsequent attempt is not included in the analysis and reports.

Table 1 presents first-time test takers' pass rates for testing years from 2012-2013 to 2022-2023. Results reveal that 100% of the candidates from our School Counseling program passed the test on the first attempt during testing years from 2012-13 to 2022-23 except 2021-22 (90.00%), implying that our completers have obtained the current state of knowledge, skills, and abilities that are necessary for them to perform professional practice.

Table 1: Praxis II 0421/5421 First-Time Taker Pass Rates by Test Years

Test Year	N of Takers	N of Passed	Pass Rates (%)
2012-2013	13	13	100.00
2013-2014	8	8	100.00
2014-2015	14	14	100.00
2015-2016	6	6	100.00
2016-2017	5	5	100.00
2017-2018	12	12	100.00
2018-2019	6	6	100.00
2019-2020	8	8	100.00
2020-2021	8	8	100.00
2021-2022	10	9	90.00
2022-2023	6	6	100.00

1. 5421 Study Companion: https://www.ets.org/content/dam/ets-org/pdfs/praxis/5421.pdf
2. Praxis Technical Manual: https://www.ets.org/content/dam/ets-org/pdfs/praxis/technical-manual.pdf

If you have any questions about the results, please contact Yuping Ying at yuping-ying@utc.edu

IV. Student Evaluation Results

A. Professional Fitness Evaluations

Expectation: This is the fourth year of the Departments' utilization of a new professional fitness form with an adjusted scale to evaluate student developmental levels. There are unique expectations for each student dependent on their developmental level (recognizing, for example, that students in their internship are expected to perform at a different level than students in orientation/first semester). Each student is expected to meet the following thresholds, given their academic level: Early Student (>0.6), Pre-Practicum (>1.6), Practicum (>2.6), Internship (>3.6), and Professional (>4.0). Students who do not meet the required threshold are subsequently scheduled for remediation meetings with the faculty.

Findings for 2022-2023: For the 2021 cohort, each student met the required benchmark for Fall 2021 (M= 2.46, SD= 0.63) as the majority entered practicum the following spring. Similarly, the cohort again met the benchmarks as they progressed through practicum in Spring 2022 (M=4.0, SD=0.28). In the 2022 cohort, each student met the required benchmarks in their first semester of enrollment during Fall 2022 (M=.98, SD=0.07). Similar to the 2020 cohort, this group made significant gains in their review as they progressed through the Spring 2023 semester (M=4.0, SD=0.92).

Use of Results: This was the fourth year that the UTC Counselor Education Program utilized a moving threshold for students according to their developmental level. Accordingly, faculty observed tangible increases in student professional fitness as they progressed through the program. In previous reviews, we noted that adjunct ratings of students tended to be more variable than core faculty. This year demonstrated less variability than previous years after subsequent iterations of reviews. The rating system continues to be a valuable tool that allows students to show progression over time and sets reasonable expectations for their growth and development and allows faculty to better understand student progression through the program and across cohorts. Additionally, the threshold continues to provide valuable feedback to students and assisted in targeted remediation as required.

B. Student Progression

The UTC Counselor Education program measures student success utilizing several metrics, including student progression through the course of enrollment. The chart below shows the number of enrolled students, average student credit hours earned, average GPAs, number of program graduates, and the number of students retained from one semester to the next.

Programmatic goals for student progression include students maintaining a 3.0 or higher GPA, graduating 90% or more students who enroll in the Counselor Education program, and retaining 90% or more students from semester to semester before graduation.

Note that the chart below shows the percentage of student graduation and retention out of the total number of students enrolled in the programs. Both numbers are percentage differences from the semester total, and when added together and subtracted by zero, they give the percentage of students who did not graduate or enroll for the following semester.

For example, in Fall 2019 (14.3% graduated + 82.1% retained = 96.4%; 100%- 96.4% = 3.6 %), 3.6% of students did not enroll in the next semester.

Over the last two academic years, the UTC Counselor Education program has maintained these goals.

OPEIR Notes

*Counseling Practicum students are recorded in Banner as having a term GPA of 0. They have been excluded from the mean term GPA calculation. There were three Counseling Practicum students in Fall 2022 and four in Spring 2023.

Term	Headcount	Mean Credits Earned	Mean Term GPA	Mean Overall GPA	Total Graduated	% Graduated	Total Retained	% Retained
Fall 2022	**60**	**8.7**	**3.98**	**3.98**	**4**	**6.7%**	**49**	**87.5%**
Clinical Mental Health Counseling	45	8.7	3.98	3.98	4	8.9%	34	82.9%
School Counseling	15	8.8	3.98	3.98	0	0.0%	15	100.0%
Spring 2023	**49**	**10**	**4.00**	**3.98**	**10**	**20.4%**	**38**	**97.4%**
Clinical Mental Health Counseling	34	9.9	4.00	3.97	6	17.6%	28	100.0%
School Counseling	15	10.2	4.00	3.98	4	26.7%	10	90.9%

V. Site and Site Supervisor Evaluations

Faculty Meeting Discussion

Site and Site Supervisor Evaluations are compiled over the course of several years and have not yielded a high n which allows for reporting in this cycle. This is similar to results from last year's report. Over the course of the 2023-2024 academic year faculty are transitioning to Tevera, a clinical placement and learning management system that will help automate the evaluation process and make results more easily accessible to program faculty. Spearheaded by Dr. Oberheim, the UTC CE Clinical Coordinator, this work will take place over the next year and results should be reported on the next data cycle

Exit Interview Data

The UTC Counselor Education program completes exit interviews with graduating students at the end of their last semester. Information is gathered in two ways: through a self-report survey and in a brief interview with their internship supervisor to clarify survey responses. Questions include program areas of strength, areas of improvement, insights that students gained about themselves through their educational experiences and contact information for the new alumni. General themes from the 2022-2023 school year graduates are summarized below.

Findings for 2022-2023:

Program areas of strength:

- *The best experience has been how supportive & encouraging cohorts and professors have been during my time in the program. I was very intimidated going back to school at my age, but it has truly been a positive experience. It was the first time that I have worked with college students and I think the time spent in internship has been very valuable and has helped me grow as a counselor.*
- *It was helpful to get pushed out of my comfort zone in so many ways, being challenged to grow, taking risks. I think these will be what I remember as "best" in terms of lasting impact. Getting such positive feedback from professors and fellow students on the work I was doing in the program has been truly important to help me build some confidence in my abilities.*
- *My best experience had to be internship coupled with practicum and group. In those classes, I felt like I had so many great opportunities to learn.*
- *All of the professors were truly supportive and felt very approachable.*

Program areas needing improvement:

- *Need to start working with theories earlier on and implement more mock sessions/experiential skills bases practice throughout the entire program.*
- *Need more demonstrations/examples of different approaches/modalities – would help with theory identification and understanding how a session looks vs just reading a description of the underlying tenets. Students could benefit from more in-the-moment direct feedback from professors.*
- *I really did not like video or taping clients. Although they gave consent for me to tape or video, I felt like it was an invasion on their private session.*

- *The worst part of the program, for me, was having to balance class, internship, my job and family. It was difficult to balance it all and attend to my own self-care.*

Use of Results:

These themes are considered along with other data from this report to help faculty make programmatic changes that are realistic and align with CACREP accreditation standards, institutional expectations, and students' needs. As program faculty reflect on students' feedback, moving forward, the faculty will be more transparent with students regarding decisions about course rotations, decisions regarding assigning courses to core faculty or adjunct faculty, and the necessity of using adjuncts in a small program. Faculty will communicate these ideas during "Coffee with the Professors" and other programmatic meetings with students.

VI. Program Survey Footprint

The triannual survey of program alumni, employers, and supervisors was completed in January 2019. Since revising the programmatic evaluation process in light of the 2016 CACREP standards, the previous version does not meet the current needs of the program. In August 2020, program faculty began revising the survey, aligning it to the current evaluation plan, and submitted the revised version to the CE Advisory Board during the October 7, 2020 meeting. The survey deployment has been turned over to the CHEPS office of Program Accreditation and Assessment. That office's Quality Assurance System Survey Methodology is included in the Appendix. Anticipated deployment of the revised survey will take place in January 2024.

VII. Other Substantial Program Changes

- Program gatherings resumed in Fall 2022 including a "Welcome to Fall" Cookout sponsored by CSI that was held on Saturday, September 17, 2022. Additionally, "Coffee with the Professors" was held on Wednesday, November 2, 2022.on UTC Campus. Upcoming events include an "Ugly Sweater Party" and the UTC Counselor Education Pinning Ceremony, both of which will be held the week of November 28, 2022.
- In Fall 2022 the UTC Counselor Education program partnered with the Office of Equity and Inclusion and the UTC Graduate School to continue a pilot program for increasing recruitment and retention of students and faculty of color. This work is ongoing. Specific recruitment events have included:
    - Drs. Oberheim and O'Brien attended the SACES Conference Job Talks Session to discuss the current faculty position search
    - The current UTC Counselor Ed. faculty position is posted to affinity sites per OEI guidance

- The faculty search rubric was updated to reflect the program and institution's commitment to social justice and advocacy in reviewing applicants' materials.
- The Counselor Education program GA updated the student recruitment spreadsheet to send materials to area institutions of higher education, including HBCUs and HSIs within a three-hour radius of UTC.
- Professor Johnson participated in the UTC's Virtual Graduate School Fair on November 2, , 2022
- Dr. O'Brien attended the UTC Advisor's Council to discuss the Counselor Education program to undergraduate advisors.
- UTC master's students Carisha Doty, Jessica Mangano, and Meg Miller were accepted to present at conferences in 2022, including the Tennessee Counseling Association and the Southern Association for Counselor Educators and Supervisors.

VIII. Appendix

Candidate Pool Diversity Data Sheet

Position Title: Assistant Professor, School Counseling
Position #: 50476606
Requisition #: 220000021D
Hiring Manager: Elizabeth O'Brien
HR Rejected: n/a
Total Applicants 21
Not Released: n/a

CLASSIFICATION	GENDER			SELECTED FOR VIRTUAL INTERVIEW			SELECTED FOR CAMPUS INT.			OFFERED JOB			ACCEPTED JOB		
	MALE	FEMALE	UNDISCLOSED	Male	Female	Undis.	Male	Female	Undis.	Male	Female	Undis.	Male	Female	Undis.
	6	15													
Race															
American Indian or Alaskan Native															
Asian	3														
Black or African American		5			1			1			1				
Native American/Pacific Islander															
Undisclosed	1	1													
White	2	9		1	4			2			2				
Ethnicity															
Hispanic/Latino		1													
Non Hispanic/Latino	6	14		1	5			3			3				
Undisclosed															
Veteran Status															
Active Wartime or Campaign Badge Vet															
Recently Separated Veteran															
Disabled Veteran															
Service Medal Veteran															
Non Veteran	6	15		1	5			3			3				
Undisclosed															

Gender		Race		Ethnicity		Veteran Status	
Male	28.57%	Am. Ind/Ala.	0.00%	Hispanic	4.76%	Active War	0.00%
Female	71.43%	Asian	14.29%	Non Hisp.	95.24%	Rec. Sep. Vet	0.00%
Undisclosed	0.00%	Black/Af. Am	23.81%	Undiscl.	0.00%	Disabled Vet	0.00%
		Nat. Am/Pac.	0.00%			Serv. Med. Vet	0.00%
		Undiscosed	9.52%			Non Veteran	100.00%
		White	52.38%			Undisclosed	0.00%

Table: List of Counseling courses, assessments and Rubrics

Assessment	Rubric Indicators	Performance Level
COUN 5020: Multicultural Awareness Paper	R1- Utilizes MSJ Counseling Competencies and other resources to complete personal assessment. R2- Includes personal reflection/reaction to the topic; including developmental assessment goals towards further development & reaction to MSJ Competencies R3-APA Format	Below Expectations=1 Meets Expectations=2 Exceeds Expectations =3
COUN 5020: Annotated Bibliography	R1-Utilizes 5 peer-reviewed articles that align with the counseling profession and specific CACREP Standards aligned to this assignment. R2-Summary of central theme of articles R3-APA Style & Word Limit	Below Expectations=1 Meets Expectations=2
COUN 5100: Ethical Decision Making Paper	R1- Utilizes Ethical Decision Making Model R2- Anchors Decisions in Current Counseling Literature R3- APA Formatting	Below Expectations=1 Meets Expectations=2 Exceeds Expectations =3
COUN 5430: Lifespan Collage	R1- Comprehensive Approach Representing Lifespan Development R2- Demonstrates: Theories of individual and family development across the lifespan R3- Demonstrates: Theories of learning R4- Demonstrates: Theories of normal and abnormal personality development R5- Demonstrates: Theories and etiology of addictions and addictive behaviors R6- Demonstrates: Biological, neurological, and physiological factors that affect human development, functioning, and behavior R7- Demonstrates: Systemic and environmental factors that affect human development, functioning, and behavior R8- Demonstrates: Effects of crisis, disasters and trauma on diverse individuals across the lifespan R9- Demonstrates: A general framework for understanding differing abilities and strategies for differentiated interventions R10- Demonstrates: Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Below Expectations=1 Meets Expectations=2 Exceeds Expectations =3
COUN 5450: Final Recording	R1-Counselor's Body Language R2-Invitational Skills R3-Paraphrasing R4-Reflection Feeling and Content	Below Expectations =1 Meets Expectations =2

	R5-Reflecting Meaning R6-Challenging R7-Goal Setting & Solution Skills R8-Advanced Technique R9-Transcript & Self-Assessment	
COUN 5470: Group Proposal Paper/Project	R1-Rationale R2-Short Term/Long Term Goals R3-APA Style R4-Outline R5-Flyer/Brochure R6-Presentation	Significantly Below Expectations=1 Below Expectations=2 Meets/Exceeds Expectations=3
COUN 5490: Performance Assessment	R1-Delivery/ Eye Contact R2- Content Structures and Performance R3- Facilitated Discussion R4- Case Study R5- Includes Ideas and Concepts Unique to Target Population	Unacceptable=1 Acceptable=2 Target=3
COUN 5510: Journal Entry	R1- Number of Entries R2- Appropriateness of Content R3- Thoughtfulness of Content	Beginning=1 Developing=2 Accomplished=3 Exemplary=4

Table: List of Counseling courses, assessments and Rubrics

Assessment	**Rubric Indicators**	**Performance Level**
COUN 5510: Reflection Paper	R1- Appropriateness of Content R2- Thoughtfulness of Content R3- Writing Quality	Beginning=1 Developing=2 Accomplished=3 Exemplary=4
COUN 5550: Personal Theories Paper	R1-Guiding Theory R2-Theory's Position on Personality Development Mentally Healthy and Unhealthy Appropriate Populations for Intervention and Crisis Conceptualization R3-Theory's Position on Counseling and the Counseling Relationship; Counselor's Reflection of Goodness of Fit R4-APA Style (6th Ed)	Below Expectations=1 Meets Expectations=2 Exceeds Expectations=3
COUN 5610: Special Population &	R1-Overview of Population R2-Description of Evidenced-Based Practice R3-Case Study/Considerations R4-Writing and Syntax	Unacceptable=1 Below Expectations=2 Meets Expectations=3

Evidenced-Based Practice Project	R5-APA Formatting & Adherence to Guidelines	
COUN 5620: School Counseling Professional Portfolio	R1- Required Sections R2- Section Introductions R3- Resource Documents R4- Evaluation of Resource Documents R5- Personal Integration (Identity &Theory) R6- Appearance R7- Style/Formatting	Significantly below expectation=1 Below expectation=2 Meets/Exceeds expectation=3
COUN 5650: Equity Access Project	R1-Research Paper R2-Professional Development & Classroom Guidance R3-Multicultural Considerations R4-APA Style (6th Ed.) R5-Presentation	Below Expectations=1 Meets Expectations=2 Exceeds Expectations=3
COUN 5700/5710/5920: Personal Theories Paper	R1-Guiding Theory R2- Case Study R3- Augmentation of Practices R4-APA Style (6th Ed) R5- Bloom's Taxonomy	Below Expectations=1 Meets Expectations=2 Exceeds Expectations=3
COUN 5750: Treatment Plan	R1-Identification of symptoms of the disorder presented by the client R2-History of the client's chief complaint R3-Diagnosis of the client R4-Identification of strengths and weaknesses of the client R5-Inclusion of treatment goals (long-term and short-term) that are measurable and take into consideration the diversity of the client R6-Identification of treatment orientation that will be used by counselor R7- Types of treatment client will participate in R8-Discharge criteria R9-Possible referrals	No Met=1 Met=2
COUN 5760: Counseling Culturally Diverse Groups Presentation	R1- Delivery/Eye Contact R2-Content Structures and Performance R3-Experiential Activity R4-60 (+/- 15) Minutes R5-Handout	Below Expectations=1 Meets Expectations=2 Exceeds Expectations=3

	R6-Includes Specific Identity Development Model Counseling Issues/Implications, and Concerns Unique to Target Population	

College of Health, Education and Professional Studies
Quality Assurance System (QAS) Survey Methodology

Survey Development & Distribution

The development of survey items is based upon professional standards, accreditation requirements, and the program's data needs. A draft of each survey is reviewed, and revised as needed, by program leadership and faculty. Once finalized, the survey is uploaded into the survey management system, Qualtrics, and an anonymous survey link is generated.
The survey link is distributed via an email invitation to participate. Potential respondents' email addresses are entered into the Qualtrics survey distribution folder along with the text for the invitation email.

Data Collection

An email invitation to participate is sent to all potential respondents via Qualtrics. This email also serves as the informed consent. The email includes a live, anonymous link to the survey housed in Qualtrics.
The recruitment to participate process is over a three-week period. Week One: All potential respondents receive the invitation to participate. Week Two: Only those who have NOT responded receive a reminder invitation. Week Three: Only those who have NOT yet responded receive a second reminder invitation. The survey link is closed at the end of the third week.
All survey data are collected and stored within the Qualtrics survey management system.

Data Reporting

Once a survey is closed, data collection is halted. A response rate % is generated based upon the number of respondents who completed at least 33% of the survey, divided by the number of successful emails sent. Successful is defined as an email that did not bounce back and/or identified as undeliverable. The QAS team generates a summary survey data report using the reporting capabilities of the Qualtrics system. The report includes data tables for each survey item, as week as all qualitative respondent feedback.
The summary report is sent to program leadership for review and dissemination to all program faculty for review and discussion. These reports can provide student feedback data, stakeholder satisfaction data, assessment, and/or accreditation data all of which inform continuous programmatic improvements. Program faculty may request additional data collection and/or data analysis as needed.