



**Virginia State University**  
**Annual Assessment Report –Academic Programs**

**Assessment Year: Fall 2020-Spring 2021, Mid-Year Report**

**Academic Department:** Counselor Education      **Degree Program:** Master of Education  
**Department Chair :** Dr. Andrean Oliver      **Report Submitted by:** Dr. Victoria McLaughlin

| Competency Area<br>CACREP Standards  | Student Learning Outcome<br>Key Performance Indicators   | Means/ Tools of<br>Assessment & Criteria  | Results  | Use of Results/Action<br>Plan for Improvement**   |
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|  | <p><i>Describe what the student will KNOW, be able to DO, and VALUE as a result of their matriculation.</i></p> <p><b>Include the Action Verb + Learning Content Area + Criteria/Condition (See Guide)</b></p> | <p><i>Tool: Instrument used to collect student data, i.e. Student Portfolio, Project, Exams, Survey, Internship, Practicum, Thesis/Dissertation, etc.</i></p> <p><b>Method:</b> How will students' accomplishments or success be determined?<br/> <i>The use of a Rubric or Matrix to assess specific knowledge gained or skill attainment)</i></p> | <p><b>Actual Results based on student performances</b><br/> <i>Percentage of students that achieved the passing score.</i></p> <p><b>Analysis/Interpretation:</b> All additional related findings should also be included.</p> <p><b>Was the Criteria Met? Yes or No</b></p> | <p><i>Indicate what will be done with the information attained. Describe how this information will be used to make changes to improve your program</i><br/> <i>If necessary what additional actions/steps that will be taken to bring about the needed improvements</i></p> |
| <p><b>CACREP Standard 1:</b><br/> <i>Professional Counseling Orientation &amp; Ethical Practice (CACREP 2.F.1.a-m)</i></p> | <p><b>PLSLO 1)</b> Students of the program will develop a versatile professional identity of ethical service and advocacy/justice (CACREP 2.F.1. b, e, i).</p>   | <p><b>Tool:</b> Knowledge assessment: Ethical Dilemma Final Research Assignment (COUN524 Professional Orientation &amp; Ethical Practice). Students will produce both a written report on an ethical dilemma from a peer reviewed article and a formal poster presentation to be presented at the annual</p>  | <p><b>Actual Results based on student performances</b><br/> <b>DIRECT ASSESSMENT:</b></p> <p>80% (4 students) of the total enrolled in the course (n=5) achieved a rating of two or higher on a four-point scale for this PLSLO.</p> <p><b>Analysis/Interpretation:</b></p>  | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p> <p>Faculty decided to include in-class experiential learning opportunities leading into the final project. Faculty agreed that it will enable students to have all the needed</p>  |

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|  |  | <p>Virginia Graduate Research Initiative (VGRI) conference.</p> <p>The ethical practice competency measured using the COUN524 rubric included multiple professional roles and functions, advocacy, and ethical standards for the counseling profession.</p> <p><b>Method:</b> Rubric—Assess students' performance using an evaluation rubric. The Ethical Dilemma Final Research Assignment will measure the level of students' knowledge of ethical practice.</p> <p><b>Criterion:</b> 75% of students will achieve a rating of two (2) or higher on a four-point scale on the Ethical Dilemma Final Research Assignment.</p> | <p>One student earned a score of 1 on a four-point scale. An in-depth analysis of the results shows that one student performed poorly on the assessment because he did not provide all the information he needed to adequately complete the assessment. The remaining four students earned scores of 4 on a four-point scale for ethical practice.</p> <p><b>Criterion Met: Yes</b></p>  | <p>information to adequately complete the assessment, and support student engagement for the total duration of the course.</p> <p>This will enable subsequent students to demonstrate knowledge of each criterion required for PLSLO 1 for ethical practice by Earning the rating of 2 or higher on the four-point scale.</p>   |
|  |  | <p><b>Tool:</b> Knowledge assessment: Experiential Learning Project (COUN553 Multicultural Counseling). Advanced candidates will articulate synthesis of increased understanding of cultural self and society and relate this insight to opportunities to advocate for social justice.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>  | <p><b>Actual Results based on student performances</b><br/><b>DIRECT ASSESSMENT:</b></p> <p>100% (6 students) of the total enrolled in the course (n=6) achieved a rating of four out of four on a 4-point scale for this PLSLO.</p> <p><b>Analysis/Interpretation:</b></p> <p>100 % of students enrolled in COUN553 met criteria by earning scores at or above two on a 4-point scale. 100% of students earned scores of four</p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p> <p>Faculty decided to improve student-learning outcomes in subsequent classes by requiring students to submit outside assignments earlier in the semester. Students will select cultural experiences prior to mid-term which will be due before the last week of class. Additional experiential assignments on multicultural awareness, cultural diversity and multicultural</p> |

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|  |  |   | <p>on a 4-point scale for ethical practice.</p> <p><b>Criterion Met: Yes</b></p>  | <p>competencies will be added to the curriculum and rubric.</p> <p>This will enable subsequent students to demonstrate knowledge of each criterion required for PLSLO 1 for ethical practice by Earning the rating of 2 or higher on the four-point scale.</p> |
|  |  | <p><b>Tool:</b> Skill assessment: Justified Treatment Plan Final Project using ethical decision-making model and theoretical orientation (COUN529 Theories of Counseling). Advanced candidates will use ethical decision-making model to justify selection of theoretical model in treatment plan development for case study as well as articulate rationale behind selection and construction of professional identity and theoretical orientation.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><b>Actual Results based on student responses</b><br/><b>INDIRECT ASSESSMENT:</b></p> <p><b>Analysis/Interpretation:</b></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p>   |
| <p><b>CACREP Standard 2:</b><br/><i>Social &amp; Cultural Diversity (CACREP 2.F.2.a-h)</i></p> | <p>PLSLO 2) Advanced candidates of the program will develop a comprehensive cultural identity that facilitates delivery of culturally competent, model-driven counseling services (CACREP 2.F.2.b, d).</p> | <p><b>Tool:</b> Knowledge assessment, Final Experiential Learning Project (COUN553 Multicultural Counseling); Advanced candidates will advocate for social justice in a process exercise and written report.</p> <p><b>Method:</b> Rubric</p>   | <p><b>Actual Results based on student performances</b><br/><b>DIRECT ASSESSMENT:</b></p> <p><b>Analysis/Interpretation:</b></p>                             | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p>   |

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|  |  | <p><b>Criterion:</b> Score of two (2) on rubric items</p>  | <p><b>Criterion Met:</b></p>   |  |
|  |  | <p><b>Tool:</b> Skill assessment: Justified Treatment Plan Final Project (COUN529 Theories of Counseling). Advanced candidates will articulate their justification for theory selection based on client presentation and cultural congruence.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><i>Actual Results based on student responses</i><br/> <b>INDIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p> |

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| <p><b>CACREP Standard 3:</b><br/><i>Human Growth &amp; Development</i><br/>(CACREP 2.F.3.a-i)</p> | <p>PLSLO 3) Advanced candidates of the program will incorporate treatment modalities informed by individual and family developmental stages that also address trauma and crisis (CACREP 2.F.3.a, g).</p> | <p><b>Tool:</b> Knowledge assessment: Biography Case Study Final Project (COUN528 Human Growth &amp; Development): Conducted in increments across the course according to the text where advanced candidates reflect on each stage of life for their case, and relate this insight to their counseling identity.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><b>Actual Results based on student performances</b><br/><b>DIRECT ASSESSMENT:</b></p> <p><b>Analysis/Interpretation:</b></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p>   |
|   |  | <p><b>Tool:</b> Skill assessment, Case Study Project (COUN555 Marriage &amp; Family Systems): Project discusses family's lifespan as well as family therapy theories that are stage appropriate.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>   |  |  |
|   |  | <p><b>Tool:</b> Knowledge assessment: Crisis Event Paper (COUN540 Trauma Informed Care &amp; Crisis Intervention) that applies a crisis intervention model, potential resources, and identifies potential issues across the lifespan.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>  | <p><b>Actual Results based on student responses</b><br/><b>INDIRECT ASSESSMENT:</b></p> <p><b>Analysis/Interpretation:</b></p> <p><b>Criterion Met:</b></p>  | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p> |

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| <p><b>CACREP Standard 4:</b><br/><i>Career Development</i><br/>(CACREP 2.F.4.a-j)</p> | <p>PLSLO 4) Advanced candidates of the program will select and utilize career assessment tools, and use model-driven plans for career decision-making (CACREP 2.F.4.a, i).</p> | <p><b>Tool:</b> Knowledge assessment: Career-Center Development Final Project (COUN527 Career Development &amp; Counseling). Advanced candidates will develop a career-center development plan, complete with a budget for the department, resources to include computers, subscriptions for assessments that target different populations. Advanced candidates will incorporate 6 elements: Philosophy of career counseling, career counseling roles and functions, career counseling competencies, career counselor credentials, theoretical perspectives, and models of career development.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><b>Actual Results based on student performances</b><br/><b>DIRECT ASSESSMENT:</b></p> <p><b>Analysis/Interpretation:</b></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b><br/><b>DIRECT ASSESSMENT</b></p>   |
|   |  | <p><b>Tool:</b> Knowledge assessment: Career Case Study Project (COUN526 Measurement &amp; Appraisal in Counseling). Advanced candidates will locate two career assessment tools, report on instrument development and target population, and use basic statistical understanding to discern which instrument is best for the case study and which career model the assessment tool best aligns with.</p>   | <p><b>Actual Results based on student responses</b><br/><b>INDIRECT ASSESSMENT:</b></p> <p><b>Analysis/Interpretation:</b></p> <p><b>Criterion Met:</b></p>  | <p><b>Use of Results/Action Plan for Improvement</b><br/><b>INDIRECT ASSESSMENT</b></p> |

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|   |  | <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>  |  |  |
| <p><b>CACREP Standard 5:</b><br/><i>Counseling &amp; Helping Relationships</i><br/>(CACREP 2.F.5.a-n)</p> | <p>PLSLO 5) Advanced candidates of the program will demonstrate competency in arrangement and execution of evidenced-based practices for the duration of the therapeutic relationship (CACREP 2.F.5.a, g, j, l).</p> | <p><b>Tool:</b> Skill assessment: Justified Treatment Plan Project (COUN529 Theories of Counseling). Based on one case, advanced candidates will develop two treatment plans using two different theoretical models. Advanced candidates will use peer-reviewed research to support interventions chosen, and provided written description of decision-making process that justifies selection of theories for the case.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><i>Actual Results based on student performances</i><br/><b>DIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p> |
|   |  | <p><b>Tool:</b> Skill assessment: Role-Play (COUN530 Techniques of Counseling). Advanced candidates will provide taped role-plays demonstrating skill in delivery of Columbia Suicide Screening Scale, rapport-building, and interviewing at both crisis and post-crisis stages. Advanced candidates will also provide a structured written report assessing strengths and weaknesses of their taped role-play performance.</p> <p><b>Method:</b> Rubric</p>  |  |  |

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|  |  | <p><b>Criterion:</b> Score of two (2) on rubric items</p>   |  |  |
|  |  | <p><b>Tool:</b> Knowledge assessment: Suicide Intervention Plan Project (COUN540 Trauma Informed Care &amp; Crisis Intervention). Advanced candidates will assess a case study reflecting an actively suicidal client. Advanced candidates will develop a step-by-step intervention plan through writing and taped role-playing.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><i>Actual Results based on student responses</i></p> <p><b>INDIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p> |
|  |  | <p><b>Tool:</b> Skill assessment: Internship Site Supervisor Evaluation (ISSE) (COUN549 Internship in School Counseling). Advanced School Counseling candidates will demonstrate competence in essential counseling skills during their clinical internship.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>   |  |  |



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|  |   | <p><b>Tool:</b> Skill assessment: Internship Site Supervisor Evaluation (ISSE) (COUN537 Internship in Clinical Mental Health Counseling). Advanced CMHC candidates will demonstrate competence in essential counseling skills during their clinical internship.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>                                    |  |  |
| <p><b>CACREP Standard 6:</b><br/><i>Group Counseling &amp; Group Work</i><br/>(CACREP 2.F.6.a-h)</p> | <p>PLSLO 6) Advanced candidates of the program will demonstrate competency in arrangement and execution of practices applicable to multiple group types for the duration of the therapeutic process (CACREP 2.F.6.b, e, f).</p> | <p><b>Tool:</b> Skill assessment: Group Development Plan Project (COUN559 Group Procedures in School Counseling). Advanced School Counseling candidates will formulate a five-session group design including assessments, recruiting, screening, selecting members, and using pre- and post-tests.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><i>Actual Results based on student performances</i><br/><b>DIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p> |
|  |   | <p><b>Tool:</b> Skill assessment: Group Development Plan Project (COUN558 Group Procedures in Clinical Mental Health Counseling). Advanced CMHC candidates will formulate an eight-session group design that includes assessments, recruitment, screening &amp; selecting members as well as developing a curriculum.</p>   |  |  |

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|  |  | <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>   |  |  |
|  |  | <p><b>Tool:</b> Knowledge assessment: Experiential Learning Assignment (COUN554 Diagnosis &amp; Treatment of Addictive Behaviors). Advanced candidates will observe and analyze open, peer-operated support groups, and provide a written report on their observations of group arrangement and execution.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>  | <p><i>Actual Results based on student responses</i><br/><b>INDIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p>  | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p> |
| <p><b>CACREP Standard 7: Assessment &amp; Testing (CACREP 2.F.7.a-m)</b></p> | <p>PLSLO 7) Advanced candidates of the program will demonstrate best practices in selecting, administering, and interpreting results of the assessments for therapeutic purposes (CACREP 2.F.7.e, f, h).</p> | <p><b>Tool:</b> Knowledge assessment: Instrument Comparison Final Project (COUN526 Measurement &amp; Appraisal in Counseling). Students will select two different assessment tools for a single construct (ie, Depression, Self-Efficacy, etc.), and compare the statistical indicators of strengths and limitations from Mental Measurements Yearbook. Advanced candidates will select a preferred assessment for use based on populations served, and identify how assessment results would be incorporated into treatment planning.</p> | <p><i>Actual Results based on student performances</i><br/><b>DIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p>   |

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|  |   | <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>   |   |  |
|  |   | <p><b>Tool:</b> Skill assessment:<br/>Diagnostic Case Study Final Project (COUN533 Abnormal Behavior &amp; Psychopathology). Advanced candidates will articulate in writing how the information provided in the case justifies the diagnostic conclusion, based on DSM-V criteria.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>  |   |  |
|  |   | <p><b>Tool:</b> Skill assessment:<br/>Research Proposal Project— Literature review (COUN550 Research Design, Methods &amp; Evaluation). In their literature review for their research proposal, advanced candidates will articulate statistical reasoning behind use of peer-reviewed results supporting their chosen research problem.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><i>Actual Results based on student responses</i><br/><b>INDIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p> |
| <p><b>CACREP Standard 8:</b><br/><i>Research &amp; Program</i></p> | <p>PLSLO 8) Advanced candidates of the program will competently</p> | <p><b>Tool:</b> Knowledge assessment:<br/>Research Proposal Project (COUN550 Research Design,</p>  | <p><i>Actual Results based on student performances</i><br/><b>DIRECT ASSESSMENT:</b></p>  | <p><b>Use of Results/Action Plan for Improvement</b></p>                                   |

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| <p><i>Evaluation (CACREP 2.F.8.a-j)</i></p> | <p>select research methodologies and analyze results for use in counseling (CACREP 2.F.8.f, i).</p> | <p>Methods &amp; Evaluation). Advanced candidates will demonstrate knowledge of the research proposal process by constructing a literature review and research design (Quantitative, Qualitative, Mixed-Methods) for a topic that will further the field of counseling. Advanced candidates will interpret and critique results of statistical data from peer-reviewed sources supporting their chosen research problem and articulate methodology for their proposed research design.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><b><i>Analysis/Interpretation:</i></b></p> <p><b>Criterion Met:</b></p>  | <p><b>DIRECT ASSESSMENT</b></p>  |
|   |   | <p><b>Tool:</b> Skill assessment: Analysis of Assessment Outcomes Reflection (COUN526 Measurement &amp; Appraisal in Counseling). Advanced candidates will report on their interpretation of sample assessment outcomes, how this would influence treatment planning, and how they would explain these outcomes to a client and/or client's family members.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>  | <p><b><i>Actual Results based on student responses</i></b><br/><b>INDIRECT ASSESSMENT:</b></p> <p><b><i>Analysis/Interpretation:</i></b></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p> |

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| <p><b>CACREP Standard 5-C: Clinical Mental Health Counseling (CACREP 5.C.1-3)</b></p> | <p>PLSLO 9) Advanced CMHC candidates of the program will demonstrate competency through practice and articulation of comprehensive services delivered across continuums of care in community agency settings (CACREP 5.C.2.b, 2.c, 3.b).</p> | <p><b>Tool:</b> Knowledge assessment: Agency Setting Analysis Paper (COUN536 Foundations of Mental Health/ Agency Counseling). Advanced candidates will analyze a CMHC agency setting and ask structured interview questions to a licensed therapist within that organization:<br/> 1) What are the needs of the community/ agency the therapist is working in<br/> 2) What are the barriers to providing client needs<br/> 3) What are the specific populations that are seen in that agency<br/> 4) What is their referral process<br/> 5) What are their termination practices</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> | <p><b>Actual Results based on student performances</b><br/> <b>DIRECT ASSESSMENT:</b></p> <p><b>Analysis/Interpretation:</b></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p> |
|   |  | <p><b>Tool:</b> Skill assessment: Case Study/ Taped Role-Play project (COUN556 Play Therapy). Students will identify childhood disorders and demonstrate developmentally appropriate play therapy skills with materials which include sand tray, puppets, bibliotherapy, and creative arts through taped role play.</p>  |   |  |

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|  |  | <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>  |   |  |
|  |  | <p><b>Tool:</b> Skill assessment:<br/>Diagnostic Case Study Final Project (COUN533 Abnormal Behavior &amp; Psychopathology). Based on case study details, students will determine DSM-V diagnosis and develop an evidence-based treatment plan to address the selected diagnosis.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) rubric items</p> | <p><i>Actual Results based on student responses</i><br/><b>INDIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p> |

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|   |  | <p><b>Tool:</b> Skill assessment: Internship Site Supervisor Evaluation (ISSE) (COUN537 Internship in Clinical Mental Health Counseling (CMHC)). Advanced CMHC candidates will demonstrate counseling skill competency through practice and articulation of comprehensive services delivered across continuums of care in community agency settings.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> |   |  |
| <p><b>CACREP Standard 5-G: School Counseling (CACREP 5.G.1-3)</b></p> | <p>PLSLO 10) Advanced School Counseling candidates of the program will implement comprehensive counseling skill sets that appropriately address the versatility of P-12 school counseling roles performed (CACREP 5.G.1.b, 2.b, 3.b, 3.c).</p> | <p><b>Tool:</b> Knowledge assessment: Comprehensive School Counseling Final Project (COUN523 School Counseling &amp; Leadership (PreK-12)). Advanced candidates will develop a comprehensive school counseling program using the four components of the ASCA Counseling Model: Foundation, Management, Delivery, &amp; Accountability.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>               | <p><i>Actual Results based on student performances</i><br/> <b>DIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>DIRECT ASSESSMENT</b></p> |
|   |  | <p><b>Tool:</b> Knowledge assessment: School Counselor Interview Assignment (COUN557 Classroom Management &amp; Technology). Advanced school counseling candidates will collect feedback from school</p>  |   |  |

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|  |  | <p>counselors currently in the field regarding their use of theories, technology, and classroom set up/ transition skills and classroom management skills to support overall student learning.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p>  |  |  |
|  |  | <p><b>Tool:</b> Knowledge assessment: Developmentally Appropriate Treatment Plan Project (COUN532 Counseling Children &amp; Special Populations). Advanced school counseling candidates will develop a treatment plan based on a DSM-V disability, and identify developmentally appropriate interventions to support success in school.</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> |  |  |
|  |  | <p><b>Tool:</b> Knowledge and skill assessment: Portfolio Final Project (COUN538 Practicum in School Counseling). Advanced school counseling candidates will collect documentation verifying training in specified knowledge and basic skill sets reflecting synthesis of training and readiness for internship field training.</p>  | <p><i>Actual Results based on student responses</i></p> <p><b>INDIRECT ASSESSMENT:</b></p> <p><i>Analysis/Interpretation:</i></p> <p><b>Criterion Met:</b></p> | <p><b>Use of Results/Action Plan for Improvement</b></p> <p><b>INDIRECT ASSESSMENT</b></p> |



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|  |  | <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) rubric items</p>  |  |  |
|  |  | <p><b>Tool:</b> Skill assessment: Internship Site Supervisor Evaluation (ISSE) (COUN549 Internship in School Counseling). Advanced School Counseling candidates will demonstrate counseling skill competency through practice and articulation of comprehensive services delivered across continuums of care in community agency settings</p> <p><b>Method:</b> Rubric</p> <p><b>Criterion:</b> Score of two (2) on rubric items</p> |  |  |

***\*\*The use of results/action plan from this year should be reflected in the next year's assessment report to validate your continuous improvement efforts***